



Oneida • Herkimer • Madison

BOCES

District-Wide School Safety Plan*

Commissioner's Regulation 155.17

*Adopted: **Date***

Introduction

Emergencies and violent incidents in school districts and BOCES are critical issues that must be addressed in an expeditious and effective manner. Districts and BOCES are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district or BOCES with local and county resources in the event of such incidents or emergencies.

The District-wide Plan is responsive to the needs of all schools within the school community and is consistent with the more detailed Emergency Response Plans required at the school building level. Districts/BOCES are at risk of a wide variety of acts of violence, natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies Oneida-Herkimer-Madison BOCES and its buildings could face.

The Oneida-Herkimer-Madison BOCES continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The District Superintendent encourages and advocates this ongoing, district-wide cooperation and support of Project SAVE. From this point moving forward this plan shall be referred to as the BOCES-Wide School Safety Plan (BWSSP) instead of the District-Wide School Safety Plan (DWSSP).

*This plan does not obviate the organization from obligations to labor law and collective bargaining agreements.

We are collaborators, working together and partnering with leaders in education, business, industry, government and the local community to promote inclusive educational and career opportunities and equitable access in order to prepare all of our learners for the dynamic world of today and tomorrow.

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires districts and BOCES to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan must include the following at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix A - Public Employer Emergency Plan (Communicable Disease - Pandemic Plan).

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Section I: General Considerations and Planning Guidelines

A. Purpose

The Oneida-Herkimer-Madison BOCES BOCES-wide School Safety Plan (BWSSP) was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Oneida-Herkimer-Madison BOCES Cooperative Board, the District Superintendent appointed a BOCES-Wide School Safety Team and charged it with the development and maintenance of the BOCES-Wide School Safety Plan.

B. Identification of Safety Teams

As referenced in the previous section, the Oneida-Herkimer-Madison BOCES has appointed a BOCES-Wide Safety Team that includes, but is not limited to, representatives of: the Cooperative Board, teacher organizations, administrator organizations, school safety personnel, transportation personnel, parent organizations, law enforcement, students (at discretion of Cooperative Board) and other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title (Verify Titles)
Patricia N. Kilburn, Ed.D.	District Superintendent/Chief Emergency Officer
Scott Morris	Assistant Superintendent for Administrative Services
Christopher Hill	Assistant Superintendent for Instruction
Vincent Tripodi	Principal, Alternative Education
Ellen Mahanna	Principal, Special Education
Michael Hoover	Principal, Career & Technical Education/Incident Commander
Christine Warner	Principal, P-Tech
Nickole Garcia	Nurse
Michael Colangelo	Director of Facilities III/SANNYS Union Representative
Patricia Cerio	Safety Coordinator, Supervisor
Heather Bombace	Assistant Safety Coordinator
Deputy Divovic	School Resource Officer, Sheriff’s Office
Deputy Houle	School Resource Officer, Sheriff’s Office
Anthony Nicotera	Cooperative Board Member
Diana Giffune	BTA Union Representative
Kevin Scranton	BTA Union Representative
Ryan Baum	UPSEU Representative
TBD	Transportation Personnel (Transportation Supervisor, Bus Driver and Monitor)

TBD (parent of a child at OHM BOCES)	Parent organization
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This District-wide Safety Team was approved by the Board on August 14, 2024.

C. Identification of the Chief Emergency Officer (CEO)

The Oneida-Herkimer-Madison BOCES has appointed Patricia N. Kilburn, Ed.D. as the Chief Emergency Officer. The Board appointed Dr. Kilburn to this role on August 14, 2024.

The responsibilities of the CEO include, but will not be limited to:

- a) Coordination of the communication between school staff, law enforcement and other first responders;
- b) Lead the efforts of the BOCES-Wide Safety Team in the completion and yearly update of the BOCES-Wide School Safety Plan, by September 15 and the coordination of the BOCES-Wide Plan with the Building-Level Emergency Response Plans;
- c) Ensure staff understanding of the BOCES-Wide School Safety Plan;
- d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner of Education;
- e) Assist in the selection of security-related technology and development of procedures for the use of such technology;
- f) Coordinate appropriate safety, security and emergency training for Oneida-Herkimer-Madison BOCES and school staff, including required training in the emergency response plan by September 15 annually; and
- g) Ensure the conduct of required evacuation and lock-down drills in all Oneida-Herkimer-Madison BOCES buildings as required by Education Law section 807.

D. Concept of Operations

- General protocols reflected in the BOCES-Wide School Safety Plan guide the development and implementation of the Building Safety Plans. The BOCES-Wide Safety Plan sets forth the general procedures and protocols to be adhered to at each division and serve as the standard operating procedures.
- In developing the BOCES-Wide Plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Oneida-Herkimer-Madison BOCES is an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of Oneida-Herkimer-Madison BOCES and its relationship to the safety of the community at large.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual division will be by the Building Emergency Response Team.
- Upon activation of the Building Emergency Response Team, the District Superintendent or her designee will be notified and, where appropriate, local emergency officials will also be

notified. Efforts may be supplemented by county and state resources through existing protocols.

E. Plan Review and Public Comment

- Pursuant to Education Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The BOCES-Wide Plan may be adopted by the Cooperative Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education by September 1st of each year.
- Full copies of the BOCES-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1 of each year. In addition, the Building Safety Plans will be sent to the New York State Police, Oneida County Sheriff’s Office and the New Hartford Police Department.
- This plan will be reviewed periodically during the year and will be maintained by the BOCES-Wide Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Cooperative Board.
- While linked to the BOCES-Wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a. Building-level Emergency Response Plans will be provided to the New York State Police, Oneida County Sheriff’s Office and the New Hartford Police Department within 30 days of adoption and no later than October 1 of each year.

Task	Date(s)
BOCES-Wide Safety Team annual review date	4/17/24
BOCES-Wide School Safety Plan – Public comment period (began & ended)	July 15, 2024 – August 14, 2024
Public Hearing	August 14, 2024
BOCES-Wide School Safety Plan approved by Board	August 14, 2024
BOCES-Wide School Safety Plan posted to website	August 15, 2024
URL of BOCES-Wide School Safety Plan verified	October 2, 2024

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be

prevented, despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the Oneida-Herkimer-Madison BOCES. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

The Oneida-Herkimer-Madison BOCES recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Oneida-Herkimer-Madison BOCES community. Under the requirements of Alyssa's Law, the BOCES-Wide School Safety Committee met to explore options regarding the law and its implementation. At this time, OHM BOCES continues to explore options regarding this implementation and will use alternate means to promote student and staff safety as the top priority. OHM BOCES has implemented initiatives and this is a partial list of such current initiatives:

- School Resource Officer program/presentations
- Other programs, projects and activities that include:
 - Positivity Project
 - Restorative practices
 - De-escalation training – TCIS
 - Lions Quest
 - Non-violent conflict resolution training programs
 - Peer mediation programs and youth courts
 - Sensitivity training
 - Youth clubs
 - Character Education
 - Student performance team
 - Positive Behavior Intervention and Support (PBIS)
 - Social skills training

Oneida-Herkimer-Madison BOCES encourages all divisions to develop strategies that support a positive, safe learning environment for students, such as community involvement in the schools, mentoring programs or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

The Oneida-Herkimer-Madison BOCES will ensure that each division conducts Trauma-Informed drills and exercises to test the components of their respective building-level plan. To comply with Education law §807, each school must conduct 4 lock-down and 8 evacuation drills (12 drills total) each year. International Fire Code drills will also be held on a monthly basis. The use of tabletop exercises to accomplish this task in coordination with local and

county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training for various types of hazards will be conducted for staff and students on selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. This training will identify various types of hazards that could occur, response actions that should be employed, as well as training on violence prevention and mental health. Students should be informed, in a non-traumatizing way, about different types of responses that can be used. This type of training will be conducted before September 15th annually, new employees will be trained within 30 days of hire.

Trauma-Informed Drills

Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills and training conducted during the school day with students present shall be conducted in a trauma-informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff shall be informed at the time that drills are conducted.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

To prepare for emergencies all staff and students will practice the following:

- Fire Drills
- Bus Evacuation Drills
- Go Home Early Evacuation Drills
- Shelter-in-Place, Hold-in-Place, Lockout, and Lockdown Drills (SHELL)
- Evacuation to Alternate Site Drills

Evacuation and lockdown drills will be conducted in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

Each drill/exercise will be followed with a survey for all staff involved to collect suggestions and recommendations that will improve safety, security, response actions and protocols in the future.

Additional drills will be held during summer school, if summer school is being conducted with one of the drills completed during the first week of summer school.

In addition, Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

By October 1st of each year, written information regarding emergency procedures will be given to students and staff.

The emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.

Notification of Drills to Parents or Persons in Parental Relation

At the beginning of each school year, and once near the beginning of each of the remaining three quarters, parents will be provided with a list of drills that may be conducted throughout the school year and what each drill may entail.

Full-Scale Drill Exercises

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other acts of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Additionally, such exercises cannot include students without written consent from parents or persons in parental relation.

Implementation of School Safety & Building Security

Routine Precautions by all staff

All staff is expected to immediately report to their respective principal and/or supervisor about any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Limited Access

Each division is tasked with implementing this policy while tailoring it to the specific needs of their program. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day. Doors shall not be propped open so that safety, security and fire code regulations can be maintained. Those doors that may need to remain unlocked during a portion of the school/business day should be

monitored in some fashion. All entrances are to be secured shortly after the start of the instructional/business day.

Once secured for the instructional/business day, the divisions may utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The divisions also utilize a keyless entry/electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

Staff Photo Identification Badges

All Oneida-Herkimer-Madison BOCES employees are issued photo identification badges that are to be **displayed at all times** while on Oneida-Herkimer-Madison BOCES property to assist visitors, students and staff in identifying employees as well as possible intruders.

Visitor policy

All visitors should report to the main office upon entry into the building. Visitors will sign in and be issued a name badge, which needs to be visible at all times. Visitors are required to sign in and out where they entered the building.

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass/name badge), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

Student Sign-Out Procedures

Oneida-Herkimer-Madison BOCES is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

Video Surveillance

A digital video surveillance system is in service at Oneida-Herkimer-Madison BOCES to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

School Safety Assessment

School safety assessment – a strategic evaluation and facilities audit to identify emerging and

potential school safety problems.

Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at Oneida-Herkimer-Madison-BOCES. These alarms and fire response procedures are tested regularly and consistent with New York State Education Department regulations.

School Resource Officer/Special Patrol Officer

Oneida-Herkimer-Madison BOCES contracts with the Oneida County Sheriff's Office to provide a School Resource Officer/Special Patrol Officer (SRO/SPO) on campus during the school day. The SRO/SPO acts as the liaison between students and staff and will field anonymous reports of acts of violence and bullying.

Random Drug Sniffing Canine Search

Oneida-Herkimer-Madison BOCES may occasionally conduct canine searches throughout the school year.

Vital Educational Agency Information

Oneida-Herkimer-Madison BOCES maintains general information located at Oneida-Herkimer-Madison BOCES, including information on: school population, number of staff, transportation needs, and the telephone numbers of key officials.

B. Early Detection of Potentially Violent Behaviors

Oneida-Herkimer-Madison BOCES recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, Oneida-Herkimer-Madison BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development. Communication strategies are utilized to deter potentially violent incidents with the establishment of various programs.

This communication may extend beyond the BOCES to include members of the Safety Team, Law Enforcement, School Health Professionals, Mental Health Professionals, a school-level behavioral assessment team, and/or available county or regional threat assessment teams, etc., when deemed appropriate and within existing legal parameters.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through the Oneida-Herkimer-Madison BOCES website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

Strategies for Improving Communication Among Students and Between Students and Staff and Between Administration and Parents or Persons in Parental Relation and Reporting of Potentially Violent Incidents

Oneida-Herkimer-Madison BOCES recognizes the importance of good communication among students and between students, staff and between administration and parents. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping Oneida-Herkimer-Madison BOCES Student Centers safe. It is vital that both parents and students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Oneida-Herkimer-Madison BOCES community.

Short term and long-term strategies to bettering communication and preventing violence at the Oneida-Herkimer-Madison BOCES Student Centers include:

- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff, administration and community members
- Enlist a multi-agency team
- Train staff to listen and question effectively
- Institute programs, initiatives and community service students to promote character development.

This communication may extend beyond Oneida-Herkimer-Madison BOCES personnel to include members of the BOCES-Wide Safety Team, Law Enforcement, Mental Health Professionals, a school-level behavioral assessment team, and/or available county or regional threat assessment team, etc., when deemed appropriate and within existing legal parameters.

C. Hazard Identification

The list of sites of potential emergencies include: Main building, playground area, properties adjacent to the building, buses, off-site field trips, and commercial areas adjacent to school property. Each individual Building Health and Safety Team has assessed their own division for any unique hazards and has documented them on their respective Building-level Emergency Response Plans. Oneida-Herkimer-Madison BOCES has developed multi-hazard response plans, based on the Incident Command System and the National Incident Management System (NIMS), for the following emergency situations:

Multi-Hazard List

Hazard Category	Type
Civil Disturbance	Bomb Threat, Intruder Alert, Hostage Taking, Kidnapping, Physical Assault or Threat
Environmental Emergency	Flood, Hazardous Materials Incident, Snow/Ice Storm, Tornado Warning, Thunder/Lightning Storm, Wind Storm, Fire, Explosion, Gas Leak
Building Failure	System Failure, Structural Failure
Medical Emergency	Sick/Injured Person, School Bus/Car Accident, Mass Illness/Epidemic, Influenza Pandemic/Pandemic

Identified Onsite Hazards

- Various chemical storage areas
- Welding/hot work area
- Indoor vehicle transportation areas
- Compressed gas storage areas
- Paint spray booths
- Areas of student congregation
- Student/teacher/administrator conference/lunch areas
- Boiler/mechanical rooms
- Swamp/hiking trail

Identified Offsite Hazards

- Major highways (chemical transport)
- Airport (flight path)
- Railroad
- Certain industrial sites (electrical transfer station, refineries, etc.)
- Creeks
- Busy city streets and traffic surrounding identified buildings
- Businesses surrounding identified buildings

D. Construction and Capital Project Safety

Each division under the direction of the Assistant Superintendent for Support Services and the Director of Facilities will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The BOCES-Wide Safety Committee, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Facilities, members of OHM BOCES Safety Services, Assistant Superintendent for Support Services, Assistant Superintendent for Instruction, Principals, architect, construction manager, and contractors. The Committee will hold additional meetings as needed to review

issues and address complaints related to health and safety resulting from the construction project.

Section III: General Emergency Response Planning and Response to Threats and Acts of Violence

A. Notification and Activation (Internal and External Communications)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. Oneida-Herkimer-Madison BOCES maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The methods used for notifications of a disaster or an act of violence include the following possible forms of communication: Oneida County Emergency Services, telephone, e-mail, portable radio system, NOAA weather radio, Oneida-Herkimer-Madison BOCES website, intercom or PA system, local media, and others as appropriate or necessary.

The plans may specify that in the event of an emergency, or impending emergency, Oneida-Herkimer-Madison BOCES will notify all principals/designees within the complex to take the appropriate action.

Oneida-Herkimer-Madison BOCES may utilize the resources of the Oneida County Emergency E911 Center and Global Connect to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. Oneida-Herkimer-Madison BOCES may also use local media in some instances or post information on the BOCES website.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., and may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of

day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life. In the event that the following response actions, emergency closing, early dismissal, evacuation, shelter in place, lockdown, lockout are activated, the following actions will be implemented.

For example: a response protocol could include the following steps:

1. Assess the situation – Incident Commander/Designee
2. Response Action implementation
3. Notification of Parents/Guardians
4. Recovery
5. Evaluation

Each Building-level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the BOCES-Wide School Safety Plan.

The District Superintendent is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at Oneida-Herkimer-Madison BOCES. The District Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the District Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

Response Protocols

Oneida-Herkimer-Madison BOCES selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-level Safety Plans. The following possible protocols are provided as examples:

- ◆ Identification of decision-makers
- ◆ Plans to safeguard students and staff
- ◆ Procedures to provide transportation, if necessary
- ◆ Procedures to notify parents
- ◆ Procedures to notify media
- ◆ Debriefing procedures

In most instances where this level of school response is warranted, Oneida-Herkimer-Madison BOCES will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. By contacting Oneida County 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Responses to Acts of Violence: Implied or Direct Threats Including Threats by Students Against Themselves, to Include Threats of Suicide

Oneida-Herkimer-Madison BOCES policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. In situations in which Implied or Direct threats of violence by students, teachers, other school personnel or visitors to the school have been made, Oneida-Herkimer-Madison BOCES recognizes the need to take immediate action.

The following types of procedure(s) may be used by Oneida-Herkimer-Madison BOCES:

- ◆ Follow procedures outlined in the Code of Conduct
- ◆ Use of staff trained in de-escalation or other strategies to diffuse the situation.
- ◆ Inform Building Principal of implied or direct threat.
- ◆ Determine level of threat with District Superintendent/Designee.
- ◆ Contact the appropriate law enforcement agency, if necessary and follow the Memorandum of Understanding developed collaboratively between local police agencies and Oneida-Herkimer-Madison BOCES.
- ◆ Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

The following resources are available to teachers and staff:

[Suicide Prevention & Mental Health Resources What Every Teacher Needs to Know Recognizing Suicide Risks in Students \(https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf\)](https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf)

[A Guide to Suicide Prevention in New York Schools https://www.preventsuicideny.org/wp-content/uploads/2022/12/SchoolsSuicidePreventionGuide.pdf](https://www.preventsuicideny.org/wp-content/uploads/2022/12/SchoolsSuicidePreventionGuide.pdf)

[School Mental Health Resource Training Center \(https://www.mentalhealthdnys.org/\)](https://www.mentalhealthdnys.org/)

[Suicide Prevention: Classroom Talking Points \(https://www.preventsuicideny.org/wp-content/uploads/2020/05/SP-in-the-Classrooms-Bleed-File.pdf\)](https://www.preventsuicideny.org/wp-content/uploads/2020/05/SP-in-the-Classrooms-Bleed-File.pdf) National Alliance on Mental Illness in New York State (<https://www.naminys.org/>)

Acts of Violence

Oneida-Herkimer-Madison BOCES policies and procedures for responding to acts of violence by students, teachers, other personnel and visitors to Oneida-Herkimer-Madison BOCES will

be included in the Building-level Safety Plans. The following types of procedure(s) could be used by Oneida-Herkimer-Madison BOCES:

- ◆ Determine level of threat with District Superintendent/Designee.
- ◆ If the situation warrants, isolate the immediate area and evacuate if appropriate.
- ◆ Staff and Students are asked to inform Building Principal/Assistant Superintendent(s)/District Superintendent.
- ◆ If necessary, initiate a response procedure (Hold-In-Place, Lockout and/or Lockdown), and contact appropriate emergency response agencies. As well as follow the Memorandum of Understanding developed collaboratively between local police agencies and Oneida-Herkimer-Madison BOCES.
- ◆ Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- ◆ Keep parents/guardians informed.

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

The Oneida-Herkimer-Madison BOCES requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all BOCES programs maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by a Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program. Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (Law Enforcement, Fire and Emergency Medical Responders) are asked to participate on Building-Level School Safety Teams.

Reporting

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander, who should take the following steps:

- Report it to the School Resource Officer/Special Patrol Officer;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible;
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;

- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to Central Administration;
- Provide incident debriefing to students and staff as needed; and
- Notify parents.

Investigation

After the incident has occurred, the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up; and
- Consider changes in controls, policy and procedures.

Follow-up

The Oneida-Herkimer-Madison BOCES recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act at Oneida-Herkimer-Madison BOCES will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation

Emergency Response/Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement, any available county or regional threat assessment teams and private consultants as necessary.

Disciplinary Measures

The Oneida-Herkimer-Madison BOCES Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct

The Oneida-Herkimer-Madison BOCES has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of the Oneida-Herkimer-Madison BOCES violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct

will be made available to students, parents, staff and community members. The Code of Conduct was updated and adopted by the Board on August 14, 2024 and made available to the school community as well as being posted on the OHM BOCES website.

Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Sheriff, New Hartford Police Department Chief, the New York Mills Fire Department Chief, the New Hartford Town Supervisor, Oneida County Emergency Services and/or available county or regional threat assessment teams.

Procedures for Obtaining Advice and Assistance from Local Government Officials (see above)

Resources Available for Use in an Emergency

Oneida-Herkimer-Madison BOCES resources which may be available during an emergency include all of our facilities at the campus and other vehicles and trucks. We can also contact the Village and Town Highway Department for access to heavy equipment and other resources.

Procedures to Coordinate the Use of Resources and Manpower during Emergencies

Oneida-Herkimer-Madison BOCES will use the Incident Command System to coordinate the use of resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans:

School cancellation

The cancellation or delay of the Oneida-Herkimer-Madison BOCES educational programs shall be made by the District Superintendent or designee.

Early dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. impending blizzard). The decision to dismiss early shall be made by the District Superintendent or designee. Component School Districts will be notified to send their buses to pick up students. Persons in parental relation will be notified through various communication platforms.

Emergency evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. hazardous materials spill). The decision to evacuate will

be made by the Building Administrator or designee. Students and staff will be accounted for. In some cases, students and staff will be taken to an alternative location, off site.

Shelter in place

Sheltering will be implemented if conditions inside the building is safer for students and staff (e.g. tornado warning). The decision to shelter on site will be made by the Building Administrator or designee. If the sheltering period is to extend more than a few hours, arrangements to meet basic human needs will be accounted for.

Hold in place

Hold in place will be implemented if conditions exist in the building to keep students and staff where they are (e.g. medical emergency). The decision to hold in place will be made by the Building Administrator or designee.

Lockout

A lockout will be implemented if there is a threat that exists outside of the building or vicinity (e.g. bank robbery). The decision to implement a lockout will be made by the Building Administrator or designee.

Lockdown

A lockdown will be implemented if there is a threat inside of the building (e.g. a violent act). The decision to implement a lockdown will be made by any staff member that identifies an imminent threat in the building.

Terrorist Threats & Activities

In the event of terrorist threats or activities, Building Administrators shall be instructed by the District Superintendent or designee to follow the recommended actions outlined by NYS Homeland Security. The actions recommended are based on the level of alert declared by the State and Federal governments.

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something*[™] campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Section IV: Recovery

A. District Support for Buildings

After an incident, the Crisis Plan will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Teams and post-incident responders.

The Emergency Response Team and the Post-Incident Response Team will be supported in their efforts by all available in-agency resources and personnel as required by the nature of the emergency. The Emergency Response Team is available for support when necessary to assist all buildings in their response effort.

B. Disaster Mental Health Services

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services as outlined in the Oneida-Herkimer-Madison BOCES Building-Level Emergency Response Plan for that building. The Department(s) affected may draw upon additional resources from existing pupil personnel staff, as needed. Depending on the nature of an incident, if a Department does not have the needed resources, services will be arranged for pupil personnel staff, such as school psychologists and school social workers, to assist on the Post-Incident Response Team. Employees will also be encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the scope of the situation, the Oneida County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-wide effort.

C. Forms and Recordkeeping

The success of Oneida-Herkimer-Madison BOCES Violence Prevention Program will be greatly enhanced by the BOCES ability to document and accurately report on various elements of the program along with training staff. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose. Records will be kept in accordance with record retention laws.

APPENDIX A

Public Employer Emergency Plan (Communicable Disease - Pandemic Plan).

Our BOCES-Wide School Safety Plan (BWSSP) is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event.

This Pandemic Plan is built upon the components already existing in our BOCES-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the BOCES-Wide School Safety Plan. The BOCES-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Planning Team.

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts and BOCES to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with two (2) pieces of each PPE device needed for each work shift for at least six (6) months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Oneida County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of illness to the Oneida County Department of Health
- The Oneida County Department of Health will monitor County-wide cases of communicable disease and inform school districts/BOCES as to appropriate actions.
- The District Superintendent, Emergency Services Coordinator and Pandemic Coordinator will help coordinate our Pandemic planning and response effort. This person will work closely with the BOCES-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the BOCES-Wide School Safety Plan. The BOCES Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the BOCES Technology Director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The BOCES-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The plan has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The BOCES will emphasize hand-washing and cough/sneezing etiquette through educational campaigns that will include NYS DOH and CDC Materials.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future

shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or at Oneida-Herkimer-Madison BOCES for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. Title – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. Description – brief description of job function.
3. Justification - brief description of critical responsibilities that could not be provided remotely.
4. Work Shift – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. Protocol – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. Actual information can be found in Building Level Emergency Management Plans (BLERP).

Essential Positions				
Title	Description	Justification	Work Shift	Protocol
District Superintendent of Schools	Head Administrator	Supervises all essential employees	N/A	N/A
Board of Education, President	BOE President	Confidential work to the Superintendent	Discretion of Superintendent	Come in as needed
Assistant Superintendent of Instructional Services	Head of Instruction and Curriculum	Supervise Instructional Staff	Discretion of Superintendent	Come in as needed
Assistant Superintendent of Support Services	Head of Administrative & Support Services	Supervise Administrative/Support staff	Discretion of Superintendent	Come in as needed
Principal (s)	Supervisor of School (s)	Supervise all Instructional staff	Discretion of Superintendent	Come in as needed
School Business Administrator	Head of Business Office	School Banking, Segregation of duties, bill paying process	1 st shift (7 am – 4 pm)	School Banking once a week get mail and courier and sign bills
Accounting Supervisor	2 nd in charge of Business Office	Segregation of duties, bill paying process	1 st shift (7 am -4 pm)	Process Bills for Payment, check in Packages

Board Clerk	Accounting Supervisor Back Up	Segregation of duties, bill paying process	1 st shift (7 am -4 pm)	Process Bills for Payment, check in Packages
Treasurer	School Banking Official	School Banking, Segregation of duties, bill paying process	1 st shift (7 am -4 pm)	Sign all checks, School Banking once a week, assemble warrant for payment
Superintendent Secretary	Assistant Treasurer (Treasurer Back Up)	School Banking, Segregation of duties, bill paying process	1 st shift (7 am -4 pm)	Sign all checks, School Banking once a week, assemble warrant for payment
Director of Facilities	Maintains Buildings, Cleans Buildings, Security for Buildings and Grounds	Need to insure buildings are safe and secure	1 st shift (7 am -4 pm)	Building safety while partial staff in attendance
Night Time O&M Supervisor	Assists Maintaining Buildings, Cleans Buildings, Security for Buildings and Grounds	Need to insure buildings are safe and secure	2 nd shift (3:30-12 midnight) Could switch to 1 st shift	Building safety while partial staff in attendance Come in as needed
IT	IT Department Supervisor	Manage file server and all associated applications, ensure LAN functionality, manage phone, door access, controls & security cameras	1 st Shift (7 am – 4 pm)	Address any server/LAN issues and replenish student Chromebooks as needed
Nurse	Health	Establish health screenings & monitoring	Discretion of the Superintendent	Come in as needed
Food Service	Food Service	Prepare breakfasts and lunches for students for pickup/delivery	Discretion of the Superintendent	Come in as needed
HVAC Building Specialist	Maintains boilers and ventilators ensures freezers and refrigeration maintained	Need to insure buildings are safe and secure	1 st Shift (7am-4pm)	Building safety while partial staff in attendance Come in as needed
Senior Custodian	Assists Maintaining Buildings, Cleans Buildings, Security for Buildings and Grounds	Need to insure buildings are safe and secure	2 nd Shift (3:30 – 12 midnight) Could Shift to 1 st Shift	Building safety while partial staff in attendance Come in as needed

Grounds Workers	Plow Snow Mow Grass Maintain Equipment	Need to insure grounds are safe and secure	1 st Shift (7 am – 4 pm)	Come in as needed
Reserved	If needed			

The District Superintendent will have full discretion to deem any employee essential, and access to building and grounds as necessary. This chart and determinations can be used as a guideline for any future communicable disease outbreaks.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- Mobile Device Assessments:
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- Internet Access Assessments:
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- Providing Mobile Devices and Internet Access:
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers Oneida-Herkimer-Madison BOCES increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)

- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the BOCES is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building depending on circumstances of future communicable disease outbreaks.

Oneida-Herkimer-Madison BOCES will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Oneida County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our BOCES-Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The BOCES-Wide Command Center for this response will be at OHM BOCES, District Superintendent's Office with the alternate at Support Services Center and will be activated

at the direction of the School District Incident Commander. We have established our District-Wide Incident Command Structure for this response as follows:

- Patricia N. Kilburn, Ed.D. District Superintendent 315-793-8560
- Christopher Hill Assistant Superintendent of Instruction 315-793-8643
- Scott Morris Assistant Superintendent of Support 315-793-8572
- Michael Colangelo Director of Facilities 315-793-8635
- Margherita Manoiro SBA/Human Resources 315-793-8518

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the FEMA website.

Oneida-Herkimer-Madison BOCES will designate a communicable disease coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

School/Program	COVID-19 Coordinator/Administrator	Contact #
Career and Technology	Michael Hoover & Safety Services	315-793-8500
PTECH	Christine Warner & Safety Services	315-793-8500
Bridges/Special Education	Ellen Mahanna & Safety Services	315-793-8500
Middle Settlement Academy/STEPS/Lincoln Academy	Vincent Tripodi & Safety Services	315-793-8500

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. Oneida-Herkimer-Madison BOCES Public Information Officer (PIO), Rebecca Neary has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with

accepted media partners. The PIO will work closely with IT to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

- OHM BOCES Website
 - Email
 - Voice/Video Messaging
 - Print copy mailings
 - All Call via Robocall System
 - Traditional Media Outlets
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for Oneida-Herkimer-Madison BOCES
 1. Patricia N. Kilburn, Ed.D.
 2. Christopher Hill
 3. Scott Morris
 4. Michael Colangelo
 5. Margherita Manoiere
 - Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas Recognizing the need for job cross-training, we have trained individuals with the following job titles
 1. Margherita Manoiere will serve as a backup for Accounting
 2. Scott Morris will serve as a backup for Treasurer
 - We have also established the ability to maintain these essential functions off-site from remote locations as follows: MORIC VPN Remote Access Account.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to

dry. *At no time will products not approved by Oneida-Herkimer-Madison BOCES be utilized.*

- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to Oneida-Herkimer-Madison BOCES policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions. All school administrators, at the District Superintendent's Discretion will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings
 - Buzz LMS (Learning Management System)
 - Live Instruction via Zoom or Google Meet

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- Oneida-Herkimer-Madison BOCES will provide employees with an acceptable face covering at no-cost to the employee and will have an adequate supply of coverings in case of replacement.
- Face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or Personal Protective Equipment (PPE).
- Information should be provided to staff and students on proper use, removal, washing and disposal of face coverings.
- Face coverings are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases, will be done on a consolidated basis to ensure that Oneida-Herkimer-Madison BOCES is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized

PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with community partners to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	13,300	6,650	333	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	36,000	18,000	9,000	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	1,500	18,000	10 per Week per Staff
Disposable Gowns	1,500	18,000	10 per Week per Staff
Eye Protection	300	N/A	2 Re-usable per Staff
Face Shields	300	N/A	2 Re-usable per Staff
Waste Disposal Medium	15	18,000	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

**Note: N-95 respirators are recommended only if staff will be in contact with a suspected case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

The Facilities Department in conjunction with School Nurses are working with programs to determine the overall PPE needs of the Oneida-Herkimer-Madison BOCES. Centralized purchasing will be used when possible.

Response:

The BOCES-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Oneida County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the BOCES and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with IT to re-test all communication systems to assure proper function. The BOCES (District)-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our BOCES-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building Oneida-Herkimer-Madison BOCES will notify the NYS Education Department.

(5) Preventing Spread, Contact Tracing and Disinfection
Confirmed Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community

transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have the communicable disease
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the individual can return to the area and resume school activities immediately after cleaning and disinfection.
- Routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow local DOH guidance for allowing a student or staff member to return to school after exhibiting symptoms. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed by a healthcare provider based on a test or their symptoms, they should not be at school and should stay at home.

Staff Absenteeism

- All BOCES staff will contact their supervisor when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The non-instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical accommodations.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust-mopping, wet-mopping and/or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills
- Additional cleaning and disinfecting to allow for classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction, will occur.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a face covering. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.

- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have a communicable disease, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff that is approved by Oneida-Herkimer-Madison BOCES for use.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible.

Examples of high touch areas in schools may include, but are not limited to:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Shared computers, keyboards and mice.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved for use from Oneida-Herkimer-Madison BOCES.
- Oneida-Herkimer-Madison BOCES ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS)

Trash removal:

- Trash will be removed daily.

- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Tracking of these identified individuals will be located in the BLERP.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

- Hampton Inn and Suites New Hartford/Utica (315-793-1600 & 315-733-1200)
- Holiday Inn Express & Suites Utica (315-724-2726)
- Fairfield Inn & Suites Utica (315-798-9600)
- TownePlace Suites by Marriott New Hartford (315-732-2500)
- Wingate by Wyndham Rome (315-334-4244)

Some Oneida County School Districts/BOCES have also established school building shelter sites across the County in cooperation with the Red Cross which may be utilized in the event of any emergency situation. If deemed necessary, school districts/BOCES will work closely with the Red Cross to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The BOCES-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and other key team members will be vital to this effort. The BOCES-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX B

Description of Duties, Hiring and Screening Process, and Required Training of School Safety Personnel

The process of establishing the duties for school safety personnel shall rely on past practice, or be completed by civil service with consultation of Oneida-Herkimer-Madison BOCES, or shall be determined by Oneida-Herkimer-Madison BOCES pursuant to applicable Federal, State, County and Municipal guidance.

Oneida-Herkimer-Madison BOCES is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

APPENDIX C

SRO/SPO Memorandum of Understanding (MOU)

This MOU is in process and was not available at the time of the meeting. Once made available it will be added to the BWSSP. The previous version of the MOU can be obtained by contacting Oneida-Herkimer-Madison BOCES, Safety Services at 315-793-8693.

APPENDIX D

Emergency Remote Instruction Plan (2024-25)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Oneida-Herkimer-Madison BOCES developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-24 BOCES-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Cooperative Board policies: [Staff Use of District Technology and Student Use of District Technology; Code of Conduct].

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year and updated every year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their BOCES-Wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the District Superintendent. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Oneida-Herkimer-Madison BOCES shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the main office of each program. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (District Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

Oneida-Herkimer-Madison BOCES EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Cooperative Board policies: <u>AR 8330.3 Staff Use of District Technology and Student Use of District Technology</u> ; <u>5300 Code of Conduct</u>].
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students

	<p>have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use [Buzz, Google Classroom] as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using [Zoom, Google Meet] along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via [Zoom, Google Meet]. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p>STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully</p>

	<p>through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> □ All students are expected to practice appropriate digital etiquette and responsible behavior during assigned [Zoom, Google Meets]: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. □ Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. □ Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p>DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
<p>COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p>SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.</p>

<p>NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> <input type="checkbox"/> FOOD SERVICE <input type="checkbox"/> MAINTENANCE <input type="checkbox"/> CUSTODIAL <input type="checkbox"/> CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
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NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes]**

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its BOCES-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2024-25, the District Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the District Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- how many instructional hours were provided on such session day; and
- that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

COOPERATIVE BOARD APPROVAL

As part of the BOCES-Wide School Safety Plan, the school district's Cooperative Board shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the BOCES-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

APPENDIX E

Workplace Violence Prevention (WPV) Program

Please see the WPV Board Policy that is linked below for more information.

<https://web2.moboces.org/policies/oneidaboces/5010%20Workplace%20Violence%20Prevention%20Policy.pdf>