

NOTICE OF PUBLIC HEARING AND COMMENT PERIOD

September 9, 2026

Adoption of District-wide School Safety Plan for the 2026-2027 School Year

Notice is hereby given of the intention of the OHM BOCES District Board of Education to hold a public hearing on the adoption of the addition to the 2026-2027 District-wide School Safety Plan. This public hearing will be held after the 30-day public comment period has ended for the District-wide School Safety Plan.

The Board is hereby encouraging input from stakeholders (stakeholders shall mean parents, school administrators, collective bargaining units, community members, prosecutors, courts, students, teachers, parent and student organizations, probation officers, defense counsel, and any other concerned or interested person) during the public comment period commencing on the date of the announcement and ending at the conclusion of the public hearing on this issue.

The public hearing will be held at 4:15 p.m. 15 minutes before the regularly scheduled Board Meeting at 4:30 p.m. on September 9, 2026, at 4747 Middle Settlement Road, New Hartford, NY 13413. At such time, the comments of all interested persons regarding the subject of the 2025-26 OHM BOCES District-wide School Safety Plan will be heard. If you wish to submit a written comment during the open comment period, please direct the written comment to Safety Services by September 8, 2026.

NOTICE OF MEETING

Please take notice that a public hearing for the addition to the District-Wide School Safety Plan for OHM BOCES will be held at 4747 Middle Settlement Road, New Hartford, NY 13413, on September 9, 2026 at 4:15 p.m. The draft of the District-Wide School Safety Plan can be found on www.oneida-boces.org from August 10, 2026 to September 9, 2026. During that 30-day period any comments can be sent to Safety Services by September 8, 2026 at safetyservices@oneida-boces.org or 315-793-8693.

Please take further notice that members of the public may attend this meeting.

ONEIDA-HERKIMER-MADISON BOCES

DISTRICT (BOCES)-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

School districts are *required* to develop a District-Wide School Safety Plan (DWSSP) to address emergencies and violent incidents. These plans are meant to be implemented quickly and effectively. The DWSSP aims to: prevent or minimize the impact of serious violent incidents and emergencies and facilitate coordination between the district and local/county resources during such events, and serve as a framework for the more detailed Building-Level Emergency Response Plan (BLERP) that is required at each individual school building.

School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

- **Risk reduction/prevention:** Strategies aimed at reducing the likelihood of violent incidents and emergencies.
- **Response:** Clearly defined actions to be taken during various emergency situations.
- **Recovery:** Procedures for supporting students, staff, and the community in the aftermath of an incident.

School districts/BOCES are expected to regularly review and update their DWSSPs to ensure they remain relevant, effective, and in compliance with ever changing state regulations.

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DISTRICT-WIDE SCHOOL SAFETY TEAM

Purpose:

The District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The District Superintendent, acting under the direction of the School District/BOCES Board of Education, appointed a District-Wide School Safety Team to create and maintain this plan.

Identification of the District-Wide School Safety Team:

The District-Wide Safety Team includes representatives from various stakeholder groups, as required. These groups include (but are not limited to):

- School board
- Teacher organizations
- Transportation personnel (including bus drivers and monitors)
- Administrator organizations
- School safety personnel
- Parent organizations
- Law enforcement
- Student (at the discretion of the Board of Education and may not be provided any confidential plan information)
- Other school personnel, as needed

The District-Wide School Safety Team was approved by the Board on September 9, 2026	
Member Name	Title
Patricia N. Kilburn, Ed.D.	District Superintendent/Chief Emergency Officer
Assistant Superintendent for Support Services	Assistant Superintendent for Support Services
Christopher Hill	Assistant Superintendent for Instructional Programs and Professional Learning
Vincent Tripodi	Principal, Alternative Education
Tim Rowland	Director, Special Education
Michael Hoover	Principal, Career & Technical Education/Incident Commander
Christina Warner	Principal, P-TECH & School to Career Programs
Michael Colangelo	Director of Facilities III/SAANYS Union Representative
Patricia Cerio	Safety Coordinator, Supervisor
Heather Bombace	Safety Coordinator
Deputy Divovic	School Resource Officer, Sheriff's Office
Deputy Houle	School Resource Officer, Sheriff's Office

Ryan Rogers	Cooperative Board Member
Diana Giffune	BTA Union Representative
Kevin Scranton	BTA Union Representative
Mike Elliott	UPSEU Representative
Michael Colangelo	Transportation Personnel (Transportation Supervisor, Bus Driver and Monitor)
Stephen Hryb	Parent organization

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) related to school safety and emergency preparedness duties include, but are not limited to:

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.
2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:
 - Completing and updating the District-Wide School Safety Plan annually by **September 1st.**
 - Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
 - Ensures that all staff members understand the District-Wide School Safety Plan.
3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.
4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.
5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th.**
6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

Chief Emergency Officer (CEO)	
The BOCES has appointed	Patricia N. Kilburn, Ed.D.as the Chief Emergency Officer.
Title	District Superintendent
Contact Information	pkilburn@oneida-boces.org 315-793-8560
The Board appointed Date	July 8, 2026

CONCEPT OF OPERATIONS

This section describes the "Concept of Operations" for the District-Wide School Safety Plan, explaining how it interacts with the Building-Level Emergency Response Plan(s) and how emergency response is initiated. In short, this section explains that the District-Wide School Safety Plan provides the overall structure and guidelines, while Building-Level Emergency Response Plan(s) address specific needs.

- **Guiding Principles:** The general protocols outlined in the District-Wide School Safety Plan serve as the foundation for developing and implementing individual Building-Level Emergency Response Plans. The District-Wide School Safety Plan sets the standard operating procedures.
- **Stakeholder Involvement:** Key internal (school staff, etc.) and external (community members, emergency services, etc.) stakeholders were involved in creating and revising the District-Wide School Safety Plan. This ensures that local knowledge and emergency management expertise are incorporated. The district recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety.

PLAN REVIEW AND PUBLIC COMMENT

This section outlines the process for reviewing, getting public comment on, and adopting the District-Wide School Safety Plan, as well as the handling of Building-Level Emergency Response Plan(s).

District-Wide School Safety Plan Review and Adoption:

1. **Periodic/Annual Review:** The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.
2. **Public Comment Period:** The plan will be available for public comment for at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).
3. **Public Hearing:** At least one public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.
4. **Board of Education Adoption:** The plan must be formally adopted by the Board of Education by September 1st, annually.
5. **Website Posting:** The District-Wide School Safety Plan will be posted to the district website. The URL is verified by September 1st, annually.
6. **Submission to NYSED:** The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

Timeline for Adoption of the District-Wide School Safety Plan

TASK	DATE
District-Wide Safety Team Annual Review	June 12, 2026
Public Comment Period	August 10, 2026
Public Hearing	September 9, 2026
Cooperative Board approves the plan	September 9, 2026
Plan posted to the website	September 10, 2026
URL of DWSSP verified	October 1, 2026

Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are confidential and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.
2. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

This section focuses on the district's strategies for preventing and reducing the risk of negative events, emphasizing the importance of a positive school climate and effective communication.

The district acknowledges that while prevention is the ideal goal, not all negative events can be prevented. Therefore, they focus on both *prevention* (proactive measures) and *risk reduction/intervention* (minimizing the impact of events that do occur). Improving school culture, climate, and communication are seen as key to both.

Program Initiatives:

The district highlights the importance of programs and activities that foster a positive school climate, enhance communication, and encourage reporting of potentially dangerous, suspicious, or violent behavior. These initiatives aim to improve safety, security, and quality of life for the entire school community and create a positive and safe learning environment.

The following are examples of current initiatives:

- **School Resource Officer Program/presentations:** Having School Resource Officers (police officers) in schools or providing presentations is a common prevention and intervention strategy.
- **County Probation Officer on-site:** Having a probation officer present in the school can provide support and intervention for at-risk students.
- **Other programs, projects, and activities:**
 - Community involvement in schools
 - Mentoring programs
 - Adjusting schedules to minimize potential conflicts or altercations
 - School Resource Officers/Special Patrol Officers
 - Positivity Project, Restorative Practices, Character Education, SEL, PBIS, Peer Mediation, Youth Courts, Connected Community Schools, etc.

PROGRAMS UTILIZED AT OHM BOCES
● School Resource Officer programs and/or presentations ● Positivity Project ● Restorative practices ● De-escalation training – TCIS ● Non-violent conflict resolution training programs ● Peer mediation programs and youth courts ● Sensitivity training ● Youth clubs ● Character Education ● Student leadership teams ● Positive Behavior Intervention and Support (PBIS) ● Social skills training

RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

This section details the implementation of school safety and building security measures, including routine precautions, access control, visitor policies, hazard identification, and construction safety.

- **Routine Precautions:** All staff are required to immediately report any information or observations that could impact school safety to their principal or supervisor. The policy emphasizes erring on the side of caution and reporting even seemingly minor details.
- **Limited Access:** Each building implements a limited access policy, tailoring it to their specific needs. This generally involves keeping only essential exterior doors unlocked during the school day and monitoring those doors. All other entrances are secured shortly after the start of the school day. Electronic visitor access control systems are used at primary entrances. Keyless/electronic access systems are used for authorized personnel.
- **Staff Photo Identification Badges:** All employees must wear photo ID badges at all times while on district property.
- **Visitor Policy:** All visitors must report to the main office, sign in, wear a visible name badge, and sign out. Staff are instructed to approach any unannounced visitor without proper identification.
- **Student Sign-Out Procedures:** The district verifies that only authorized individuals sign out students. Staff may require a photo ID and contact a parent/guardian for confirmation.
- **Video Surveillance:** A digital video surveillance system monitors high-use areas and areas of concern.
- **School Safety Assessment:** Regular school safety assessments are conducted to identify potential safety problems.
- **Fire Alarm:** A fire detection alarm system linked to a central monitoring station is in service. Regular testing is conducted.
- **Random Drug Sniffing Canine Search:** The district may occasionally conduct canine searches.
- **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.
- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
 - Goal of the Program:
 1. To increase the physical law enforcement presence within the District facilities;
 2. To decrease the number of incidents involving outside police intervention at the District facilities;
 3. To increase a sense of safety and order within the school setting; and

4. To ensure that the facilities' safety and security measures in place are being followed by students, staff, parents, and other visitors within the District.
- Overview of duties:
 - Provide security within the District facility that the SPO is assigned to in accordance with GML § 209-v.
 - Protect school property and maintain order in the school site.
 - Report violations of law.
 - Enforce New York State laws, rules and regulations which are relevant to the performance of the SPO's duties, as set forth in Exhibit A.
 - Act as liaison with police and fire officials.
 - Advise the school administration of any circumstances or situations that may create a potential for harm to persons, breach of security, or damage or loss of property.
 - The SPOS shall comply with all State and Federal laws as well as all of the lawful rules, regulations, policies, and procedures related to investigations, interviews, and search and arrest procedures.
 - The SPOs shall not take any action that would be considered student discipline. The SPO role is to protect the property and persons on the District premises. Removing, escorting and monitoring students to and from one location to another is not considered "student discipline."
 - Duties, Hiring and Screening Process for Safety/Security Personnel:
 - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties. Which are as follows: Guides children safely across streets and intersections in accordance with operating traffic lights; oversees and maintains order of students passing between classes and in other designated rooms and areas on the school premises; performs miscellaneous clerical duties as assigned; helps children in lower grades with wearing apparel; has charge of students during rest periods; assists teachers with play supervision and with lunches; may be in charge of supplies and equipment in various school rooms and facilities; may be responsible for security procedures, such as, checking the condition of building rooms and unlocking/securing doors and windows before and after school activities; may act as monitor on school district buses.
 - The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.
 - The district is committed to equal opportunity employment, adhering to:
 - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973 .
 - Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
 - The required training of hall monitors and other school safety personnel are as follows: Emergency Response, Mental Health, Violence Prevention, Sexual

Harassment, Workplace Violence Prevention, DASA, Fire Prevention, Right to Know, Child Abuse in an Educational Setting, and Lead in Drinking Water. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by that guidance must be followed.

Early Detection of Potentially Violent Behaviors:

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

- Clear expectations for students (Code of Conduct).
- Attentive listening to students.
- Encouraging communication among all stakeholders.
- Multi-agency teams.
- Staff training on effective listening and questioning.
- Programs promoting character development.
- Behavioral Threat Assessment Team - Oneida County TAM (OCTAM)
 - Staff are not directly on the county team. The role of this person from OHM BOCES is to provide the facts surrounding the received threat and any other information regarding the source of the threat for the county team to review and provide suggestions/resources. Personnel who may be involved with this team have been trained in the following trainings: Emergency Response, DHSES BTAM, CSTAG Threat Assessment, DASA, Mental Health, Violence Prevention, Child Abuse in an Educational Setting and some have Mandated Reporter and Violence Prevention Certifications.

Hazard Identification:

Potential emergency sites include the main building (s), playground, adjacent properties, buses, off-site trips, and nearby commercial areas. Building-Level Emergency Planning Teams identify unique hazards at their locations. The district has multi-hazard response plans (based on Incident Command System and NIMS) for:

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide.
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak.
- **Building Failure:** System failure, structural failure.
- **Medical Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic.

Identified onsite hazards can include: chemical storage, welding areas, indoor vehicle areas, compressed gas storage, paint booths, congregation areas, conference areas, and boiler/mechanical rooms.

Identified off site hazards can include: major highways (chemical transport), the airport (flight path), railroad, industrial sites, and creeks.

D. Construction and Capital Project Safety:

The district ensures student and staff safety during construction, which may include background checks on workers, maintaining emergency egress routes, and notifying building occupants of changes. The District Safety Committee (or a subcommittee) may monitor construction safety. The committee may include the Superintendent, Director of Facilities, Safety Services members, administrators, architect, construction manager, and contractors, and will meet as needed to address safety concerns.

EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES

This section covers the planning including: drills and training, notification and activation procedures, situational responses to various emergencies, including acts of violence and terrorist threats, and available protective action options.

Planning:

- **Multi-Hazard Response:** This involves developing comprehensive plans to address a variety of potential emergencies, including natural disasters, technological incidents, and human-caused threats. It emphasizes a unified approach, ensuring that staff and students are prepared to react effectively regardless of the specific hazard. This strategy aims to create a safer and more resilient school environment by prioritizing proactive planning, training, and consistent practice. A typical response protocol includes:
 - Assess the situation (Incident Commander/Designee)
 - Implement response action
 - Notify parents/guardians
 - Recovery
 - Evaluation
- **Building-Level Emergency Response Plan Planning Protocols:** Building-Level Emergency Response Plans include protocols for bomb threats, hostage takings, intrusions, and kidnappings, including:
 - Identification of decision-makers
 - Plans to safeguard students and staff
 - Transportation procedures
 - Parent notification procedures
 - Media notification procedures
 - Debriefing procedures

Training (Emergency Response Procedures):

This section details the required drills and training procedures for emergencies, emphasizing a trauma-informed approach and compliance with Education Law §807.

- **All Staff Training (including subs):** will receive training by **September 15th** annually, (new employees will be trained within 30 days of hire) training on emergency response procedures (with review of the Emergency Response Card), different types of hazards, appropriate response actions, violence prevention, mental health awareness, and the Incident Command System including roles and responsibilities.
- **Student Training:** will take place in an age- and developmentally appropriate manner prior to the first drill.

Emergency Response Procedures:

- **Shelter-in-Place:** Used to shelter students and staff inside the building.
- **Hold-in-Place:** Used to limit movement of students and staff while dealing with short-term emergencies.
- **Evacuate:** Used to evacuate students and staff from the building.
- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Drill Requirements and Trauma-Informed Approach:

- **Mandated Drills to Practice Emergency Response Procedures:** Each school must conduct 4 lockdown drills and 8 evacuation drills (12 total) annually, as required by Education Law §807. With 6 evacuation drills and 2 lockdown drills occurring before December 31st, annually and after students and staff receive training in emergency response procedures has been provided. Remaining drills need to be completed by June 30th, annually.
- **Prohibited Tactics:** Drills and training during the school day with students present *cannot* include props, actors, simulations, or tactics mimicking school shootings, violence, or other emergencies.
- **Trauma-Informed Drills:** All drills and exercises must be trauma-informed, meaning they avoid tactics that could trigger past trauma, such as using props, actors, simulations, or mimicking school shootings or other violent events. The focus is on understanding trauma and its impact on students and adults.
- **Developmentally Appropriate Content:** Drills must be developmentally and age-appropriate.
- **Tabletop Exercises:** Tabletop exercises (discussions of roles and responses to sample emergencies) can be used for staff training in coordination with local and county emergency officials, especially when live drills are impractical.

Notification of Drills to Parents/Guardians:

Parental notification is required for all drills, including evacuation drills. Notice to parents and those in parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill.

Plan for informing Parents/Persons in Parental Relation of Drills
At the beginning of each school year parents will be provided with a letter home describing the drills that may be conducted throughout the school year and what each drill may entail. Parent Square will be the platform used to notify parents about upcoming drills, providing advance notice between one and seven days before the drill takes place.

Parental notification is not required for bus drills.

Announcing Drills:

Students and staff will be informed of drills at the time a drill occurs except for evacuation drills. They are not required to be announced as per the NYS Fire Code.

Post-Drill Debriefings:

Each drill/exercise will be followed by a debriefing session for staff involved in identifying areas for improvement in emergency response actions and protocols.

Additional Drills:

- Drills will be held during summer school, with one drill occurring during the first week.
- Go-Home Early dismissal drills will not occur more than 15 minutes before the normal dismissal time. Parents/guardians will be notified in writing at least one week prior to the drill. Transportation and communication procedures will be included in the drill.
- Bus Evacuation Drills

Full-Scale Exercises:

Full-scale exercises (involving props, actors, or simulations) conducted with local/county emergency responders *cannot* be held during regular school days or when school activities are occurring. Students cannot participate in these exercises without written parental/guardian consent.

Communication:

- **Law Enforcement Contact:** Quick contact with law enforcement is crucial. Relationships are established through Building-Level Emergency Response Teams (BLERTs), and contact information is documented in the Building-Level Emergency Response Plan. Incident Commanders are authorized to initiate law enforcement contact.
- **Notification Methods:** Notification methods include County Emergency Services, telephone, email, portable radio, NOAA weather radio, website, intercom/PA, local media, and others as needed.
- **Internal Communication:** The district will notify all principals/designees in the event of an emergency.
- **Parent/Guardian Notification:** The district may use County Emergency E911 Centers, other messaging systems, local media, or the website to contact parents/guardians in case of a violent incident or early dismissal.

Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal
• Emergency closings/early dismissals will be communicated through the following channels: • <u>Local Media</u> - TV-Channels - WKTV, WUTR, WSTM, WTVH, Spectrum News • <u>Online</u> - https://www.oneida-boces.org/ • Parent Square

Response Protocols:

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).
- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).
- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions include:
 - Follow procedures outlined in the Code of Conduct
 - Use staff trained in de-escalation strategies to diffuse the situation.
 - Notifying the Building Principal
 - Threat level assessment with the Superintendent/Designee
 - Contact law enforcement (if necessary, following MOU)
 - Monitoring and adjusting responses
 - Use of the Building-Level Emergency Response Team
- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:
 - Isolating the area and evacuation (if appropriate)
 - Notification of Principal/Superintendent
 - Initiating emergency response procedures
 - Contacting emergency responders
 - Monitoring and adjusting responses
 - Early dismissal, sheltering, or evacuation procedures
 - Keeping parents/guardians informed
- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:
 - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
 - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
 - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.
 - **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.

- **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
 - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
 - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
 - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
 - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.
- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:
 - School cancellation (Superintendent/Designee)
 - Early dismissal (Superintendent/Designee, parent notification)
 - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
 - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
 - Hold-in-place (Principal/Designee)
 - Secure Lockout (Principal/Designee)
 - Lockdown (Principal/Designee)
 - **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

BOCES encourages reporting suspicious activity to law enforcement, following the "If You See Something, Say Something™" campaign.

- **Responding to Sudden Cardiac Arrest(SCA) and other medical emergencies:**
 - The Cardiac Emergency Response Plan (CERP) is a mandatory component of the District-Wide School Safety Plan, pursuant to the requirements of Desha's Law (Chapter 189 of the Laws of 2025).
 - Building-Level Emergency Response Plans contain detailed site-specific information and procedures for addressing medical needs, transportation, and emergency notification of parents/guardians.

DWSSP - Cardiac Emergency Response Plan (CERP)

Training and Certified Personnel

- **CPR/AED Certified Personnel:** At least one school staff member that is trained and certified in both CPR and AED usage will be present at school, school athletics, and school sponsored events. The training taken must be through a nationally-recognized organization, such as the American Heart Association. This training is mandatory for all school nursing and coaching staff but is voluntary for other employees.

- **Documentation of Certified Personnel:** The District maintains a list of all trained personnel by building/location, availability, and their certification expiration dates to ensure compliance.
- **Voluntary CPR/AED Training:** Training may be offered periodically on a voluntary basis to relevant district staff, including members of the building-level emergency response team(s).
- **Required Student and Staff Sudden Cardiac Arrest Training:** All students and staff will be trained in the signs of sudden cardiac arrest annually. Student training will take place in an age and developmentally appropriate manner.

AED Availability and Maintenance

- **AED Availability:** The District will provide AED equipment in each instructional facility and at key locations across the district (i.e fields). They will be clearly marked, accessible, and maintained according to manufacturer guidelines.
- **Signage:** Signage will be posted at the main entrance of each school building indicating the locations of the AEDs.
- **Documentation of AED Locations:** All AEDS will be clearly labeled and stored in appropriate containers, cabinets, or go bags/cases. The District maintains a list of all AEDs by building/location and expiration dates of batteries, pads and units.
- **EMS Notification:** The District maintains a Public Access Defibrillation agreement with Midstate EMS, 17 Foery Drive, Utica, NY 13501, which includes the location and types of AEDs in service and will report every AED use to them.

Cardiac Emergency Response Protocols/Venue Specific Procedures: This section outlines the immediate actions to be taken upon recognition of a potential SCA incident in the school building, on school grounds, or at school-sponsored events. Staff should always carry communication devices and emergency contact information for assistance when outside or off school property.

***Emergency Contact Number - Call 911**

Steps to Take When Responding to Medical Emergencies Including Sudden Cardiac Arrest

Upon discovery of a medical emergency in a school building, on school grounds, or at athletic/school events, we will take the following steps:

1. **Ensure Scene Safety** - Staff member(s) will take charge of the area until the incident is contained or relieved. (It is recommended that they do not move the patient if a head, neck, or back injury is suspected.)
2. **Notification - Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 and obtain the Automatic External Defibrillator (AED), if the victim is in cardiac arrest.**

1. Follow 911 emergency dispatcher's instructions.
2. Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
3. The nurses/trained school personnel have access to Stop the Bleed kits, first aid kits, epi-pens, AEDs, and/or naloxone.
3. **Treatment** - The certified school personnel will begin preliminary evaluation and treatment including CPR/defibrillation.
4. **Upon arrival of EMS**, nurses/certified school personnel will report initial findings to emergency personnel and be relieved.
5. **School administration or designee notifies** parent/guardian or staff member's emergency contact.
6. Other staff may be asked to support the situation (i.e. clear halls, direct emergency personnel, contact family). Other annexes may be used as necessary depending on the situation (i.e. Hold-in Place). All staff should know where AEDs are located and how to call for help. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Post-Emergency Actions

- **Document:** Document event including observations, all steps taken and by whom, who was notified, and information reported to EMS. Hold a post event debriefing.
- **Data Download:** Staff present must be prepared to download the school's AED data onto a flash drive to provide to EMS for the emergency department's physician.
- **Debriefing:** Hold a post-event debriefing. Plans should be in place to notify the Post-Incident Crisis Response Team, if necessary.

RECOVERY

This section describes the recovery procedures following an emergency or violent incident, including district support, mental health services, and recordkeeping.

District Support for Buildings:

- **Crisis Plan Activation:** After an incident, the Crisis Plan will be activated by the appropriate level Emergency Response Team.
- **Resource Deployment:** Necessary resources will be deployed to support the Emergency Response Teams and Post-Incident Response Teams.
- **Support from District Resources:** The Building-Level Emergency Response Team and the Building- Level Post-Incident Response Team will be supported by all available district resources and personnel as needed.

Disaster Mental Health Services:

- **Post-Incident Response Team:** Each building's Building-Level Emergency Response Team will designate a Post-Incident Response Team to provide crisis intervention and disaster mental health services, as detailed in the building's plan.
- **Additional Resources:** Buildings can draw upon existing pupil personnel staff (e.g., counselors, psychologists, social workers).
- **External Support:** If a building lacks sufficient resources, the district will arrange for additional pupil personnel staff to assist the Post-Incident Response Team.
- **Employee Assistance:** Employees are encouraged to utilize the Employee Assistance Program (EAP).
- **County/State Support:** Depending on the scope of the incident, the County Office of Emergency Services and Department of Mental Health may be contacted to coordinate county or statewide support.

COMMUNICABLE DISEASE - PANDEMIC PLAN

This section addresses the protocols and procedures for responding to a communicable disease outbreak or pandemic, as mandated by Labor Law §27-c and Education Law §2801-a. It is designed to ensure the safety and well-being of students, staff, and the community, while maintaining continuity of educational operations to the greatest extent possible. This plan is built upon the existing framework of the DWSSP and Building-Level Emergency Response Plans (BLERPs), and will be regularly reviewed and updated in collaboration with public health authorities.

Prevention/Mitigation

- **Essential Positions/Titles:**

- A detailed list and description of positions deemed essential, with clear justifications for their designation.
- Protocols for documenting precise hours and work locations of essential workers.
- Strategies for staggering work shifts to reduce workplace and public transportation overcrowding.

Human Resources Essential Positions (Example Table)				
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			

- **Telecommuting Protocols:**

- Specific protocols enabling non-essential employees and contractors to telecommute.
- Measures to ensure digital equity for employees and students.

- **Coordination and Communication:**

- Close collaboration with the Health Department.
- Designated Pandemic Coordinator and District-Wide School Safety Team.
- Educational campaigns on hand hygiene and respiratory etiquette.
- Information dissemination to parents, staff, and students.

Protection/Preparedness

- **Personal Protective Equipment (PPE):**

- Protocols for securing and storing sufficient PPE for essential workers.
- Plan for proper storage to prevent degradation and ensure immediate access.

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	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

- **Incident Command:**

- Establishment of District-Wide and Building-Level Command Centers and Incident Command Structures.
- Designated Pandemic Coordinators for each school.
- Comprehensive communication strategies, including a designated Public Information Officer (PIO).

- **Operational Continuity:**

- Procedures for maintaining essential functions and services, including business office, facilities, and human resources.
- Strategies for ensuring continuity of instruction through various modalities.

Response

- **Activation Protocols:**

- Criteria for activating the pandemic response based on internal monitoring and public health guidance.

- Notification of the Incident Command Structure and implementation of communication procedures.
- **Spread Prevention and Contact Tracing:**
 - Protocols for preventing the spread of communicable diseases in the workplace.
 - Procedures for documenting hours and work locations of essential workers.
 - Coordination with local health authorities for contact tracing.
- **Disinfection and Cleaning:**
 - Cleaning and disinfection protocols for workspaces and common areas.
 - Procedures for handling confirmed cases of illness.
 - Return to school guidelines.
- **Employee Support:**
 - Employee assistance program and medical accommodations.
- **Emergency Housing:**
 - Pre-identified local housing options for essential employees, if needed.

Recovery

- **Return to Normal Operations:**
 - Strategies for re-establishing the normal school curriculum and operations.
 - Evaluation of building operations and re-implementation of maintenance and cleaning procedures.
- **Post-Incident Assessment:**
 - Assessment of the emotional impact on students and staff.
 - Debriefing and lessons learned by the District-Wide and Building-Level Emergency Response Teams.
 - Revision of the DWSSP and BLERPs.
 - Curriculum development to address the crisis.

EMERGENCY REMOTE INSTRUCTION PLAN

Emergency Remote Instruction Plan (2026-27)

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 2026-27 District-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].

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; 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 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. 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.
PEDAGOGY	All teachers in grades K-12 will use [Buzz, Google Classroom] as their primary instructional platform. 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: <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. <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> <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.
STUDENT EXPECTATIONS	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 through video and audio as directed by their

	teacher, and presenting themselves in a manner that is in accordance with school expectations. • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned [Zoom, Google Meets]: - o Mute yourself on meets as directed by your teacher - o 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. 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.
DAILY SCHEDULE	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.
COMMUNICATION PROTOCOL: INTERVENTION	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.
SPECIAL SERVICES	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.
NON-INSTRUCTIONAL SERVICES • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT	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.

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 2025-26, 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 District-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 District-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.