



## **DISTRICT WIDE SAFETY PLAN**

### **(Schools Against Violence in Education)**

Onondaga-Cortland-Madison Board of Cooperative Educational Services  
Matthew L. Cook, Ed.D., District Superintendent

INTRODUCTION

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| OCM BOCES CHAIN OF COMMAND                                                   | 1  |
| DISTRICT-WIDE SCHOOL SAFETY TEAM                                             | 2  |
| CONCEPT OF OPERATIONS                                                        | 3  |
| PLAN REVIEW AND PUBLIC COMMENT                                               | 3  |
| POTENTIAL EMERGENCY SITES AND HAZARD IDENTIFICATION                          | 4  |
| HAZARD IDENTIFICATION                                                        | 5  |
| RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES/ SCHOOL CLIMATE        | 6  |
| EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS                             | 9  |
| EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES | 12 |
| RECOVERY                                                                     | 15 |
| APPENDIX A                                                                   | 16 |
| APPENDIX B                                                                   | 18 |
| APPENDIX C                                                                   | 22 |
| APPENDIX D                                                                   | 23 |
| APPENDIX E                                                                   | 29 |
| APPENDIX F                                                                   | 30 |
| APPENDIX G                                                                   | 31 |

## 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.

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

### OCM BOCES Chain of Command

- The Chief Emergency Officer (CEO) related to school safety and emergency preparedness duties include, but are not limited to:
  - Communication Coordination: The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.
  - 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.
- Building-Level Plan Oversight: The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.
- Security Technology: The CEO assists in selecting security-related technology and developing procedures for its use.
- 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.
- 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) |                                              |
|-------------------------------|----------------------------------------------|
| OCM BOCES has appointed       | Matthew Cook as the Chief Emergency Officer. |
| District Superintendent       | Matthew Cook                                 |
| Contact Information           | 315-433-2602<br>mlcook@ocmboces.org          |
| The Board appointed Date      | March 20, 2025                               |

The District Superintendent or their designee is the “Chief Emergency Officer” (§155.17(c)(xix)), also referred to as the “Individual In-Charge”. In their absence, the responsibility will go to the next alternate person as detailed below. When the Individual In-Charge has been notified that an emergency exists, they will serve as “Incident Commander”, activate the appropriate procedures, direct the emergency response actions and serve as part of a unified command system with emergency responders, as applicable. If the District Superintendent is not available, the administrative chain of command (alternate Individual In-Charge) in order of availability, is as follows:

- Deputy Superintendent
- Assistant Superintendent for Student Services
- Assistant Superintendent for Administration
- Assistant Superintendent for Instructional Support Services

### **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 March 20, 2025 |                                                 |
| Member Name                                                                      | Title                                           |
| Matthew Cook                                                                     | OCM BOCES District Superintendent               |
| Joseph Bufano                                                                    | Director of Human Resources/School Attorney     |
| Eric Comtois                                                                     | Director of Career & Technical Education        |
| David Connors                                                                    | Teacher (OCMBFT Representative)                 |
| Jessica Fletcher                                                                 | Coordinator of Health, Safety & Risk Management |
| Rosanna Grund                                                                    | Assistant Superintendent for Student Services   |
| Gregory Haberau                                                                  | Director of Facilities                          |
| Rene Mitchell-Compton                                                            | Teaching Assistant - Special Education          |
| Jason Ryerson                                                                    | Database Administrator (COMBO Representative)   |
| Suzanne Slack                                                                    | Assistant Superintendent for Administration     |
| Colleen Viggiano                                                                 | Deputy Superintendent                           |
| Jodi Wiesing                                                                     | OCM BOCES Board of Education Member             |

## 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.
7. Timeline for Adoption of the District-Wide School Safety Plan Building-Level Emergency Response Plans:

| TASK                                             | DATE                          |
|--------------------------------------------------|-------------------------------|
| District-Wide Safety Team Annual Review          | May 23, 2025                  |
| Public Comment Period                            | July 7, 2025 - August 7, 2025 |
| Public Hearing                                   | August 21, 2025               |
| Board of Education approves the plan             | August 21, 2025               |
| Plan posted to the website (30-days of adoption) | August 22, 2025               |
| URL of DWSSP verified (10/1)                     | August 22, 2025               |

#### 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.

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.

### POTENTIAL EMERGENCY SITES AND HAZARD IDENTIFICATION

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 are encouraged to wear their 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:** OCM BOCES 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.
  - **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.

### *Desha's Law - Sudden Cardiac Arrest (SCA)*

*All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.*

### **Steps to take in school building, on school grounds, or at athletic events**

- 1. Ensure scene safety**
  - Survey the area to protect the victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
- 2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**
  - Follow 911 emergency dispatcher's instructions.
  - Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee\*.
- 3. CPR by CPR/AED certified school personnel**
  - Check for breathing- if none or person gasping begin CPR immediately.
- 4. Defibrillation by CPR/AED certified school personnel**
  - Use an AED to restore the heart to its normal rhythm.
- 5. EMS assumes lead upon arrival.**
  - If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
  - Be prepared to download the school's AED data onto a flash drive to provide to EMS to give to the emergency department's physician.
- 6. School administration or designee notifies**
  - parent/guardian or staff member's emergency contact in accordance with district policy.
- 7. Document**
  - In accordance with district policy, document events including observations, all steps taken and by whom, who was notified, and information reported to EMS.
- 8. Hold a post event debriefing**

| <i><b>*Emergency</b></i>                                                                                 | <i><b>contact</b></i> |             |            | <i><b>numbers</b></i> |                         | <i><b>for</b></i>       | <i><b>obtaining</b></i>   | <i><b>help:</b></i>  |
|----------------------------------------------------------------------------------------------------------|-----------------------|-------------|------------|-----------------------|-------------------------|-------------------------|---------------------------|----------------------|
| <i>Number</i>                                                                                            | <i>to</i>             | <i>call</i> | <i>for</i> | <i>help</i>           | <i>in</i>               | <i>school building</i>  | <i>- Building</i>         | <i>Administrator</i> |
| <i>Number</i>                                                                                            | <i>to</i>             | <i>call</i> | <i>for</i> | <i>help</i>           | <i>on</i>               | <i>school grounds</i>   | <i>- Building</i>         | <i>Administrator</i> |
| <i>Number</i>                                                                                            | <i>to</i>             | <i>call</i> | <i>to</i>  | <i>notify</i>         | <i>if SCA occurs at</i> | <i>offsite location</i> | <i>- 911 and Building</i> | <i>Administrator</i> |
| <i>Secondary contact number if primary not available - Assistant Superintendent for Student Services</i> |                       |             |            |                       |                         |                         |                           |                      |

## MAPS AND FLOOR PLANS

Generally, the sites of potential hazards are:

- Utility Shut-off (Gas, Water, and Electrical)
- Chemical Storage areas
- Mechanical Storage areas
- Kitchen area(s)
- Mechanical rooms (HVAC, etc.)

The Building Level Emergency Response Plan (BLERP) includes map renderings and floor plans of each building. The potential hazards for each building will be clearly marked and are given to the appropriate agencies. The information in the BLERP is considered confidential.

## SURVEY OF VULNERABILITY

The buildings covered in this plan include:

- OCM BOCES Thompson Road Campus (formerly Henry Campus), 6820 Thompson Road, Syracuse, NY 13211
  - Henry Career & Technical Education Building
  - STARS Alternative High School
  - O & M Building
  - Central Receiving
- OCM BOCES Central New York Regional Information Center, 6075 East Molloy Road, Building 2, Syracuse, NY 13211
- OCM BOCES Crown Road Campus, 4500 Crown Road, Liverpool, NY 13090
- OCM BOCES Cortlandville Campus (formerly McEvoy Campus), 1710 Route 13, Cortland, NY 13045
- OCM BOCES Port Watson Street - Cortland Alternative School (CAS), 250 Port Watson Street, Cortland, NY 13045
- OCM BOCES Port Watson Street - Seven Valleys New Tech Academy, 240 Port Watson St., Cortland, NY 13045
- OCM BOCES Central New York Regional Information Center - Rodax 7 and 8, 6075 East Molloy Road, Syracuse, NY 13211
- OCM BOCES Main Campus, 110 Elwood Davis Road, Liverpool, NY 13088
- Alternative to Homebound Program at American High, 800 Fourth Street, Liverpool, NY 13088
- Innovation Tech High School, 6075 East Molloy Road, (Rodax Office Park) Building 7 & 8, Syracuse, NY 13211

### 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.
- Extreme Heat Condition Days: Schools are required to incorporate extreme heat conditions as of September 1, 2025. Mitigation measures begin at 82 degrees.

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

### **Construction and Capital Project Safety:**

The BOCES 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, Deputy Superintendent, Assistant Superintendent of Administration, Director of Facilities, Assistant Director of Facilities, Safety Team members, administrators, architect, construction manager, and contractors, and will meet as needed to address safety concerns.

## **RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES/SCHOOL CLIMATE**

This section focuses on the BOCES' 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.

OCM BOCES operates a number of specialized programs which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce the possibility of student violence. Programs include character education, program-specific and building-wide violence intervention strategies, behavioral management. Three such district-wide programs are described below:

### **A. SPECIAL EDUCATION PROGRAMS**

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training) in Positive Behavioral Intervention System (PBIS).
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior (e.g., rumor of weapons) is immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization.
5. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.

## **B. INNOVATIVE EDUCATION PROGRAMS**

1. The Innovative Education programs deal first with the social issues affecting students' academic achievement and second with academic issues. The programs begin each day with "family groups" and periodic town meetings are held. When necessary, individual counseling is provided.
2. Steps 2, 3, 4 and 5 in Section A above are followed in Innovative Education programs.

## **C. CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

1. The School Nurse at each site is available to assist staff at each CTE program when contacting acute counseling resources in the community if students are in crisis.
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. Steps 3, 4 and 5 in Section A above are followed in Career and Technical Education programs.

## **EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS**

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the OCM BOCES Code of Conduct. OCM BOCES 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.

All BOCES employees are encouraged to wear an employee badge whenever they are in any OCM BOCES facility, except as exempted for specific safety reasons. This includes all shifts and all levels of employment. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear identification badges. General access to buildings shall be limited to a clearly identified central access. All entrances, including the main access at specific educational sites, shall be locked and secured while classes are in session. Electronic key card entry, CCTV/buzzer systems, ADT security system, exterior lighting, administrative procedures.

## **VISITOR PROCEDURES**

The District Superintendent encourages parents/guardians and other citizens to visit OCM BOCES schools. The community should feel welcomed in our schools. Since schools are a place of work and learning, certain limits must be set for such visits. The Building Administrator or designee is responsible for all persons in the building and on school grounds. In light of today's security concerns, building accessibility needs to be balanced with the safety of our students and staff. As such, the following rules apply to visitors to the schools:

- Signs shall clearly designate public entrances and sign-in procedures.
- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors are required to report to the main entrance or office and sign a guest book. Guest books shall be maintained for two years. If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator or designee that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
- All visitors are expected to abide by the rules for public conduct while on school property as outlined in the OCM BOCES Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
- The Building Administrator is responsible to enforce the OCM BOCES Code of Conduct as applied to visitors.

## **STAFF RESPONSIBILITIES**

- All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
- Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately. The Building Level Emergency Response Plan (BLERPs) contains detailed procedures for dealing with armed or dangerous persons.

## **COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS**

OCM BOCES is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon a careful assessment of student and community needs. OCM BOCES currently has School Psychologists, School Guidance Counselors and School Social Workers available to address situations that arise. The following is a list of intervention programs and services currently available at OCM BOCES.

## **PROGRAMS UTILIZED THROUGHOUT OCM BOCES**

- Mentoring
- Rachel's Challenge
- Positive Behavior Intervention and Supports (PBIS)
- School Connect
- Second Step
- Caring School Community
- Trauma-Informed Care
- Therapeutic Crisis Intervention
- Restorative Practices

## **PROCEDURE FOR CONTACTING APPROPRIATE LAW ENFORCEMENT AND ASSISTANCE**

Individuals witnessing a violent or potentially violent situation are to call 9-1-1 and contact the Building Administrator (Principal). The Principal is to contact the District Superintendent (the District Chief Emergency Officer) or designee and inform them of the situation. If additional resources must be notified, such as local health departments and other agencies.

OCM BOCES makes continuing efforts to assure that threats of violence are addressed, whenever possible before any

violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence so that the administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function held on OCM BOCES property or elsewhere.

## PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

Any student, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious;
- Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and
- Be available and cooperative in providing a statement or information with the understanding that the reporting student will remain anonymous to the greatest extent possible.
- Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious;
  - Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
  - Be available and cooperative in providing a statement of information with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
- Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious;
  - Immediately report the threat to a school administrator/designee; and
  - Be available and cooperative in providing a statement of information with the understanding that the informant will remain anonymous to the greatest extent possible.
- Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious;
  - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
  - Immediately notify the designated law enforcement agency (9-1-1) and provide them with complete information regarding the information received; and
  - Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received;
  - Where a student makes an implied or direct threat of suicide, harm or other violent act against themselves, the school administrator shall inform parents, guardians or persons in parental relation to the student.
- Factors to consider when determining whether a threat is credible are listed in Appendix “D”, which contains a Threat Assessment Report Form for use by administrators.
- Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
- If it is agreed that the threat is credible:
  - The administrator will immediately consult with appropriate law enforcement;
  - The school administrator shall take appropriate action in accordance with the given instructions;
  - The administrator will activate student release if necessary.
- If it is agreed that the threat is not credible, the school administrator shall institute any further

action deemed necessary.

## **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      |
| Parents will be notified via Parent Square, OCM BOCES Parent Platform. |

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 BOCES 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parental Notification: At the start of the school year or when students enroll, the following is provided to and obtained from parents or guardians:</p> <ul style="list-style-type: none"><li>● Notification that the child may be sent home early in the event of an emergency;</li><li>● The name and telephone number of employers at which to contact parents in the event of early dismissal;</li><li>● Alternate plans for the child’s welfare if neither parent can be informed of early dismissal; and</li><li>● Special students’ needs: medical and other.</li></ul> <p>Parental and Community Notification: The District Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the District Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within OCM BOCES and shall address all news media. During an emergency, parents will be anxious for accurate information regarding school operations and the health and safety of their children.</p> <ul style="list-style-type: none"><li>■ The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize OCM BOCES’ response to parents as they inquire via telephone or in-person (i.e., Parent Staging Area) during emergencies.</li><li>■ The names of any students released shall be communicated to the Command Post.</li></ul> |



## 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 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)
    - 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 BOCES 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 BOCES has a detailed Code of Conduct, communicated to all stakeholders,

which is a major part of violence prevention.

- Emergency Assistance from Local Government: In an emergency, an appropriate responsible staff member will contact the 9-1-1 center for fire, EMS or law enforcement response. In the event of a broad-scale emergency, it may become necessary to contact local government agencies such as the Highway Department or the Onondaga or Cortland County Department of Emergency Management for assistance, or Cortland County Fire and Emergency Management/Public Safety Department. Each Building Level Emergency Response Plan (BLERP) contains the names and phone numbers of other agencies that may be contacted as appropriate. In the event of an emergency, the District Superintendent or designee, the Building Principal/Site Supervisor or alternate Individual In-Charge may need to contact specific emergency agencies as dictated by the situation. Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
  - Resources Available: BOCES facilities, vehicles, and equipment are available. The BOCES 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.

## **RECOVERY**

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

### **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 Resources:** The Building-Level Emergency Response Team and the Building- Level Post-Incident Response Team will be supported by all available 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.

## **STATE EDUCATION DEPARTMENT**

The District Superintendent will be responsible for notifying The New York State Education Department (NYSED) as soon as possible whenever the emergency plan results in the closing of a school building within OCM BOCES (except routine snow days).

## **PLAN DISTRIBUTION AND REVIEW**

### **COPIES OF THE PLAN**

This plan shall be reviewed by the District-Wide Safety Committee prior to the 30 day public comment review period. Then, after the 30 day public comment period and subsequent Board of Education approval, it will be published on the OCM BOCES website and kept in the offices of the District Superintendent, Deputy Superintendent, Assistant Superintendent for Administration, Assistant Superintendent for Student Services, Assistant Superintendent for Instructional Support Services, Director of Facilities, Building Administrators, Coordinator of Health and Safety and the School Nurses.

**APPENDIX A**  
**Emergency/Agency Telephone Numbers**

| <u><b>AGENCY</b></u> | <u><b>PHONE NUMBER</b></u> |
|----------------------|----------------------------|
| Fire Department      | 9-1-1                      |
| Ambulance            | 9-1-1                      |
| Police               | 9-1-1                      |

|                                               |
|-----------------------------------------------|
| <b>Non - Emergency Administrative Numbers</b> |
|-----------------------------------------------|

|                                                                     |              |
|---------------------------------------------------------------------|--------------|
| East Syracuse Fire Department                                       | 315-437-3541 |
| DeWitt Fire Department                                              | 315-446-3195 |
| Cortland Fire Department                                            | 607-756-5612 |
| Homer Fire Department                                               | 607-749-3121 |
| New York State Police - School Outreach (Troop D – Onondaga & etc.) | 315-366-6000 |
| New York State Police - School Outreach (Troop C – Cortland & etc.) | 607-561-7400 |
| New York State Police (Homer Barracks)                              | 607-756-5604 |
| Onondaga County Sheriff's Department                                | 315-435-2111 |
| Cortland County Sheriff's Department                                | 607-753-3311 |
| DeWitt Police Department                                            | 315-449-3640 |
| County Emergency Management Office                                  | 315-435-2525 |
| Cortland County LEPC                                                | 607-753-5065 |
| Onondaga County Health Department                                   | 315-435-3252 |
| Cortland County Health Department                                   | 607-753-5036 |
| Onondaga County Highway Department                                  | 315-469-1664 |
| Town of DeWitt Highway Department                                   | 315-437-8331 |
| Cortland County Highway Department                                  | 607-753-9377 |
| Dept. of Environmental Conservation (DEC Region 7 Onondaga)         | 315-426-7519 |
| Dept. of Environmental Conservation (DEC – Cortland)                | 607-753-3095 |
| Poison Control                                                      | 800-222-1222 |

|                                                |              |
|------------------------------------------------|--------------|
| Onondaga County Water Authority (OCWA)         | 315-455-7061 |
| City of Cortland Water Department              | 607-753-3061 |
| <i>Water emergency</i>                         | 607-753-0421 |
| National Grid                                  | 800-642-4272 |
| <i>Gas emergency</i>                           | 800-892-2345 |
| NYS Electric & Gas (NYSEG)                     | 800-572-1111 |
| American Red Cross of Syracuse                 | 315-234-2200 |
| American Red Cross of Cortland                 | 607-753-1182 |
| State Education Department Facilities Planning | 518-474-3906 |

## APPENDIX B

### School Safety and the Educational Climate (SSEC) formerly Violent and Disruptive Incidents (VADIR)/DASA - Data Collection

#### Overview

The New York State Education Department's (SED) School Safety and Educational Climate (SSEC) (formerly known as Violent and Disruptive Incident Reporting System (VADIR)) gathers data on violent and disruptive incidents in schools and uses the information to comply with State and Federal reporting requirements to identify schools as persistently dangerous, as required by the No Child Left Behind Act (NCLB) of 2001. Beginning in 2006, in addition to the list of persistently dangerous schools, the Department has issued a watch list of schools whose number and types of violent incidents warrant concern and increased monitoring, but are not sufficient to identify them as persistently dangerous.

All public schools, boards of cooperative educational services, charter schools and county vocational education and extension boards are required to maintain individual incident reports on violent and disruptive incidents occurring on school property, which includes incidents occurring in or on a school bus as defined in Vehicle and Traffic Law § 142, and at school functions. These individual incident reports are not submitted to SED but should be retained by the school for six years and be made available for review upon request by SED.

Each year, school superintendents and chief school officers of charter schools are required to submit to SED a School Safety and Educational Climate (SSEC) Reporting, formerly known as the *Summary of Violent and Disruptive Incidents* report (*VADIR Summary Form*) for each school in the district or each charter school for the prior school year (July 1 through June 30). The SSEC Report includes information derived from the individual incident forms such as tallies of incidents, offenders, and victims by type of incident, as well as other information relating to school safety. School superintendents and chief school officers of charter schools complete the SSEC Report online using the web-based Basic Education Data System (BEDS), but SED also makes available a paper version of the form to facilitate recordkeeping and data entry. In many cases, school personnel complete the paper form and then forward it to the superintendent for review, certification and entry of the data into the online BEDS system's SSEC Report

A "violent or disruptive incident" in a school setting is defined under section 100.2 of the NYS Education law and relates specifically to such activities that occur on the property of the school district, board of cooperative educational services or county vocational education and extension boards. Specific reporting requirements are linked to any and all "violent" incidents that occur on "School Property", which means "in or within any building, structure, athletic field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus ..."

For the most current information, visit the following web address:

[http://www.p12.nysed.gov/irs/school\\_safety/school\\_safety\\_data\\_collection.html](http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html)

## **APPENDIX B-2**

### **Synopsis of Child Abuse Reporting in an Educational Setting Sect., 1128 Article 23B of Ed Law**

#### **DEFINITIONS**

1. Child Abuse refers to any of the following acts committed in an educational setting:
  - Intentionally or recklessly inflicting physical injury, serious physical injury or death
  - Intentionally or recklessly engaging in conduct that creates a substantial risk of such physical injury, serious physical injury or death
  - Any child sexual abuse
  - The commission or attempted commission against a child of the crime of disseminating indecent materials
2. A child is a student under the age of 21 who is enrolled in a school district within this state, other than a school district within a city having a population of over one million or more.
3. Employee and volunteer refer to individuals who provide service to a school or school district with or without compensation.
4. Educational setting refers to the property of the school district, board of cooperative educational services or county vocational education, extension boards, vehicles provided by the district for student transportation purposes, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

#### **DUTIES: Direct Care Staff**

Immediately, in any case where an oral or written allegation of child abuse in an educational setting is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, school board member or other school personnel required to hold a teaching or administrative license or certificate:

1. Promptly complete the attached “Child Abuse in an Educational Setting Confidential Report of Allegation” reporting form filling in all required fields.
2. Promptly “personally deliver” a copy of this report to the school administrator of the school in which the child abuse allegedly occurred.
3. In any case, where it is alleged that a child was abused in a school or school district, other than the one they attend, the report of such allegations should be promptly forwarded to the superintendents of the school where the student attends as well as the school district where the abuse allegedly occurred.
4. Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B “Child Abuse in an Educational Setting” shall have immunity from civil liability, which might otherwise result by reason of such actions.

#### **CONFIDENTIALITY**

Records, reports, other written materials, and photographs taken concerning a reported allegation of child abuse in an educational setting shall be confidential and shall not be redisclosed except to law enforcement authorities involved in an investigation or pursuant to a court-ordered subpoena.

## **APPENDIX B-2 - continued**

### **DUTIES: School Administrators/Superintendents**

Immediately, upon receipt written report alleging child abuse in an educational setting where there is a reasonable suspicion to believe that an act of child abuse has occurred:

1. Where the subject child has made the allegations:
  - a. Promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
  - b. Where a school administrator receives a written report promptly provide a copy of the report to the superintendent
  - c. Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
2. Where the parent of the child has made the allegation:
  - a. Promptly provide the parent with a written statement of parental rights and responsibilities
  - b. where a school administrator receives a written report promptly provide a copy of the report to the superintendent
  - c. Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
3. Where a person other than the subject child or the parent of a subject child has made the allegation:
  - a. Promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
  - b. Ascertain from the person making such a report the source and basis for such allegations
  - c. where a school administrator receives a written report, promptly provide a copy of the report to the superintendent
  - d. Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
4. Any school administrator or superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B “Child Abuse in an Educational Setting” shall have immunity from civil liability, which might otherwise result by reason of such actions.

### **ADDITIONAL DUTIES: School Superintendents**

1. Where the superintendent has forwarded a Child Abuse in an Educational Setting report to law enforcement, this report shall be sent to the commissioner where the employee or volunteer alleged to have committed the act of child abuse in an educational setting holds certification or license.
2. A report which is made and does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as such school, or school district, as the case may be, determines.

**APPENDIX B-2 – continued**

Notifying Parents

Dear \_\_\_\_\_,

Today's Date

When it has been determined that reasonable suspicion exists concerning a reported allegation of child abuse in an educational setting, the building administrator must promptly notify the parents and forward a copy of the report to the Superintendent and to appropriate law enforcement authorities. I am writing to inform you that such an allegation has been made concerning \_\_\_\_\_ and that the OCM BOCES is following all regulations in compliance with New York State law.

Because a reasonable suspicion does exist, action has been taken to ensure the safety of your child as well as the other students and we will keep you informed of the status of this investigation.

Please call me with any questions or concerns that you have.

Respectfully,

Administrator

## APPENDIX C

### BOMB THREAT FORM

Date: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Name of Recipient: \_\_\_\_\_

Location of Recipient: \_\_\_\_\_

Telephone Number of Recipient: \_\_\_\_\_

**Exact Words of Person Placing Call:** \_\_\_\_\_

#### QUESTIONS TO ASK (for use with bomb threat only):

1. When is the bomb going to explode? \_\_\_\_\_

2. Where is the bomb right now? \_\_\_\_\_

3. What kind of bomb is it? \_\_\_\_\_

4. What does it look like? \_\_\_\_\_

5. Why did you place the bomb? \_\_\_\_\_

#### DESCRIPTION OF SUBJECT'S VOICE:

Male \_\_\_\_\_ Female \_\_\_\_\_

Young \_\_\_\_\_

Middle-aged \_\_\_\_\_

Old \_\_\_\_\_

Tone of Voice: \_\_\_\_\_

Accent: \_\_\_\_\_

Background Noise: \_\_\_\_\_

Is the voice familiar? \_\_\_\_\_

If so, who did it sound like? \_\_\_\_\_

Time suspect hung up: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

**REMARKS:** \_\_\_\_\_

## APPENDIX D

### THREAT ASSESSMENT

|                 |  |                          |  |
|-----------------|--|--------------------------|--|
|                 |  | STUDENT NAME:            |  |
| DATE OF REPORT: |  | STAFF COMPLETING REPORT: |  |

|                  |  |       |  |                           |  |
|------------------|--|-------|--|---------------------------|--|
| DATE OF THREAT:  |  | TIME: |  | INTENDED TARGETS/VICTIMS: |  |
| SPECIFIC THREAT: |  |       |  |                           |  |

|                   |  |      |  |                                   |  |
|-------------------|--|------|--|-----------------------------------|--|
| PROGRAM:          |  |      |  | LOCATION:                         |  |
| GRADE:            |  | AGE: |  | LENGTH OF TIME IN PROGRAM:        |  |
| BOCES SUPERVISOR: |  |      |  | BOCES SUPERVISOR CONTACTED (Y/N): |  |

|                                           |  |                                  |  |
|-------------------------------------------|--|----------------------------------|--|
| <b>HOME DISTRICT:</b>                     |  | <b>DISTRICT CONTACTED (Y/N):</b> |  |
| <b>NAME/POSITION OF PERSON CONTACTED:</b> |  |                                  |  |

|                                            |  |                  |  |
|--------------------------------------------|--|------------------|--|
| <b>STAFF CONDUCTING THREAT ASSESSMENT:</b> |  | <b>POSITION:</b> |  |
| <b>OTHER STAFF INVOLVED:</b>               |  |                  |  |

#### **MOTIVATION/CIRCUMSTANCES**

|                                                                         |
|-------------------------------------------------------------------------|
| <b>WHAT MOTIVATED THE STUDENT TO MAKE THE STATEMENT OR TAKE ACTION?</b> |
|                                                                         |
| <b>DOES THE STUDENT HAVE A MAJOR GRIEVANCE/GRUDGE? AGAINST WHOM?</b>    |
|                                                                         |

**DOES THE STUDENT HAVE THE CAPACITY TO CARRY OUT AN ACT OF TARGETED VIOLENCE?**

(How organized is the student's thinking, does the student have a specific plan, does the student have the means?)

**ACCESS**

|                                                   |  |                                 |  |              |  |
|---------------------------------------------------|--|---------------------------------|--|--------------|--|
| <b>PARENT/GUARDIAN<br/>CONTACTED (NAME):</b>      |  | <b>RELATIONSHIP TO STUDENT:</b> |  |              |  |
| <b>BOCES SUPERVISOR WHO<br/>CONTACTED FAMILY:</b> |  | <b>DATE:</b>                    |  | <b>TIME:</b> |  |

|                                                 |  |                                        |  |
|-------------------------------------------------|--|----------------------------------------|--|
| <b>ARE THERE WEAPONS IN THE HOME<br/>(Y/N)?</b> |  | <b>DOES STUDENT HAVE ACCESS (Y/N)?</b> |  |
| <b>FOLLOW-UP NEEDED? (CPS, POLICE, ETC):</b>    |  |                                        |  |

DETAIL ON WEAPONS AT HOME IF PRESENT:

DISCIPLINE HISTORY

| SCHOOL YEAR | # OF SUSPENSIONS | # OF SUPERINTENDENT HEARINGS |
|-------------|------------------|------------------------------|
|             |                  |                              |
|             |                  |                              |

|                                |  |  |
|--------------------------------|--|--|
|                                |  |  |
|                                |  |  |
| PRIMARY DISCIPLINE CONCERN(S): |  |  |
|                                |  |  |

OUTSIDE SERVICES

| PROVIDER | TYPE | RELEASE (YES/NO) |
|----------|------|------------------|
|          |      |                  |
|          |      |                  |
|          |      |                  |
|          |      |                  |

- N/A - No Services

SELF HARM

|                                                              |  |                                              |  |
|--------------------------------------------------------------|--|----------------------------------------------|--|
| <b>DID STUDENT MAKE SUICIDAL<br/>COMMENTS/ACTIONS (Y/N)?</b> |  | <b>COLUMBIA ASSESSMENT<br/>NEEDED (Y/N)?</b> |  |
|--------------------------------------------------------------|--|----------------------------------------------|--|

|                                                           |
|-----------------------------------------------------------|
| <b>WHY COMMENTS WERE MADE/OUTCOME OF RISK ASSESSMENT:</b> |
|                                                           |

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **APPENDIX E**

### **REMOTE INSTRUCTION UNDER EMERGENCY CONDITIONS**

#### **Technology & Connectivity**

**1. Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.**

- Technology accessibility survey data will be used to identify initial technology needs.
- School personnel will confirm known needs with families, as well as survey new students/families, to ensure students have access to necessary technology, such as internet hotspots and instructional devices. For half-day BOCES programs, coordination will be made with component districts regarding student access to devices and internet service. Program administrators will also identify technology needs for teachers, and provide necessary resources.
- As potential needs arise during remote learning, programs will work directly with families to meet technology needs.

**2. Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**

- To the extent available, BOCES will provide students and teachers with necessary technology (internet hotspots, devices such as Chromebooks, etc.) for use in meeting access needs at home. Programs will provide devices that are on hand, coordinate distribution with component districts for half-day programs, or purchase technology as reasonable.

**3. Each school and/or district reopening plan must include information on how the school or district will 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.**

- Teachers will offer students the opportunity to meet learning objectives and outcomes through a variety of platforms, including: virtual learning sessions; use of instructional platforms such as Google Classroom, Nearpod, Peardeck, Screencastify, Kami, and other approved interactive resources; email and phone calls. Students will have the opportunity to meaningfully interact with teachers and peers, submit work, and receive feedback. Experiences and assigned work will be aligned with NYS Learning Standards.

- If students do not have sufficient access to devices or internet service, hard copies of materials can be provided. Teachers will work with administrators to identify individual student needs and accommodate as appropriate.

*Revised 6/20/2023*

## **APPENDIX F**

### **PROCEDURES IF STUDENTS ARE MISSING DURING OUT-OF-SCHOOL ACTIVITIES**

Students on field trips must always be in the sight of staff and under their supervision. Student emergency information forms should be taken on all field trips in the event phone numbers and other pertinent information are needed.

1. In the event a student runs away or is missing, staff will look for them and continue to do so until they are found or it becomes unsafe for the staff to continue to search.
2. In the event a student is missing and appears to be in any danger, police, parents and administration will be notified immediately.
3. In the event a student is missing due to running away or being lost in a reasonably safe area (museum, park) for more than ½ hour, program administration and police must be called, and parents notified. The Superintendent and Assistant Superintendent should be notified as soon as possible.
4. In the event a student is missing due to running away or being lost, a responsible adult must stay in the area until the matter is resolved. Missing students must never be left at any location even if assumed safe.
5. Immediately following an event where a student or students were missing due to running away or being lost, a complete report of the incident will be prepared for the Superintendent and Assistant Superintendent. A staff meeting will be held in the affected program for the purpose of preventing future incidents by review of procedures.

## APPENDIX G

### PUBLIC EMPLOYER COMMUNICABLE DISEASE/PANDEMIC PLAN

Our District-Wide School Safety Plan 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 District-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 District-Wide School Safety Plan. The District-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 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 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 seven 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 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.

#### Response

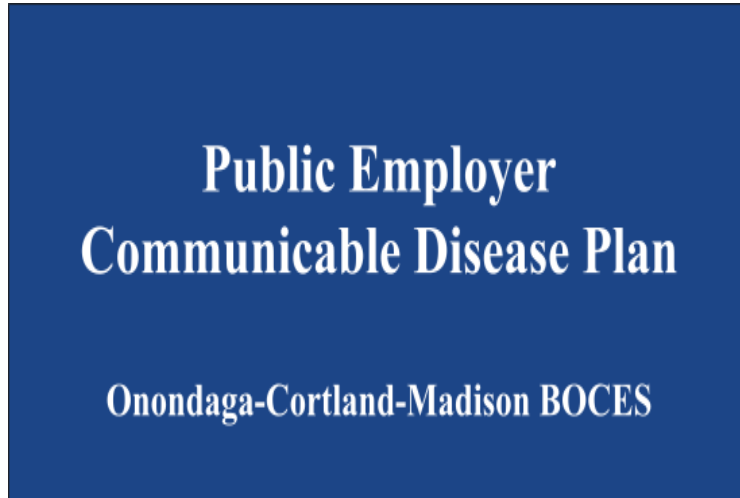
5. Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy

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.

**APPENDIX G (continued)**

**PUBLIC EMPLOYER COMMUNICABLE DISEASE /PANDEMIC PLAN**



Date of approved plan: July 8, 2021

This Appendix G to our District Safety Plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law, paragraphs K and I of Subdivision 2 of Section 2801-a (as amended by Section 1, Part , Chapter 56 of the Laws of 2016), as applicable.

In accordance with New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, Onondaga-Cortland-Madison Board of Cooperative Educational Services (the “BOCES”) has prepared the instant Public Health Emergency Communicable Disease Plan (the “Plan”) to guide the BOCES employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease.

This Plan has been developed with the input of:

- CORTLAND-ONONDAGA-MADISON BOCES ORGANIZATION
  - MID-LEVEL ADMINISTRATORS’ ASSOCIATION
  - ONONDAGA-CORTLAND-MADISON BOCES FEDERATION OF TEACHERS
- as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

A copy of the final version of this plan will be published in a clear and conspicuous location and shall be included in BOCES Safety Plan.

BOCES publishes this Plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a communicable disease. Accordingly, the Plan may be updated over time. BOCES will comply with all applicable local, state, and federal orders, rules, laws, and regulations (collectively, the “Authority”). To the extent the Authority conflicts with any provisions of these Protocols, BOCES will comply with the Authority.

The District Superintendent is responsible for the oversight of the implementation of this Plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

## Table of Contents

|                                                                 |           |
|-----------------------------------------------------------------|-----------|
| <b>Planning Assumptions</b>                                     | <b>3</b>  |
| <b>Concept of Operations</b>                                    | <b>4</b>  |
| <b>Essential Functions</b>                                      | <b>4</b>  |
| Essential Positions                                             | 5         |
| <b>Reducing Risk Through Remote Work &amp; Staggered Shifts</b> | <b>8</b>  |
| Remote Work Protocols                                           | 8         |
| Staggered Shifts                                                | 8         |
| <b>Personal Protective Equipment</b>                            | <b>9</b>  |
| <b>Staff Exposures, Cleaning, and Disinfection</b>              | <b>10</b> |
| Staff Exposures                                                 | 10        |
| Cleaning and Disinfecting                                       | 11        |
| <b>Employee and Contractor Leave</b>                            | <b>12</b> |
| <b>Documentation of Work Hours and Locations</b>                | <b>12</b> |
| <b>Housing for Essential Employees</b>                          | <b>12</b> |

## Planning Assumptions

The health and safety of our employees and contractors are crucial to maintaining our mission-essential operations. The fundamentals of reducing the spread of communicable diseases include, but are not limited to:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables and countertops, etc.
- Practicing social distancing, when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately.
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations at the beginning, middle, and end of each shift.
- Other applicable guidance should also be considered, which may be published by the New York State Department of Health (“NYSDOH”), and/or local public health departments.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expect us to maintain a level of mission-essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the Governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor who is required to be physically present at a worksite to perform their job.
- Per S8617B/A10832, a 'non-essential employee' is defined as a public employee or contractor who is not required to be physically present at a worksite to perform their job.

## Concept of Operations

In executing this plan, all employees and applicable contractors of BOCES shall be notified by emails and/or texts with additional information and updates provided on a regular basis, as information and updates become available. Superintendents and other designated administrators will be notified of pertinent operational changes by way of written notification via email and/or texts. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District Superintendent, or their designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The District Superintendent of BOCES, or their designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes, as necessary.

Upon the conclusion of the public health emergency, as determined by the applicable governmental agency, the District Superintendent of BOCES, or their designee, will direct the resumption of normal operations or operations with modifications as necessary.

## Essential Functions

When confronting events that disrupt normal operations, BOCES is committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency;
2. Provide vital services and applicable supervision of those services;
3. Provide any services required by law;
4. Sustain critical operations and maintenance; and
5. Uphold the core values and mission of BOCES.

Essential functions are prioritized according to a number of factors, which includes but is not limited to:

- The time needed and the priority of each essential function;
- Interdependency of a function to other functions; and/or
- How vital the function is to the ongoing operations and mission of BOCES. ▽

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them. The essential functions for BOCES have been identified as:

| Essential Function         | Description/Justification                                                                                                                                                                                                                                            | Priority |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Administration</b>      | Organizational leadership and presence are necessary for the safety, security and effective continuity of business operations. Certain aspects of administrative functions may be performed remotely as determined by the District Superintendent or their designee. | 2        |
| <b>Personnel</b>           | Personnel matters related to operations and people management must continue regardless of remote or in-person operations. Certain aspects of personnel functions may be performed remotely as determined by the District Superintendent or their designee.           | 2        |
| <b>Business Operations</b> | Fiduciary obligations and hardcopy functions including the internal operations and non-instructional external services to customers require                                                                                                                          | 1        |

|                                       |                                                                                                                                                       |   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                       | in-person attendance.                                                                                                                                 |   |
| <b>Facilities and Maintenance</b>     | The management, operation, and maintenance of facilities including buildings and grounds must occur in order to preserve their safety and condition.  | 1 |
| <b>Food Service</b>                   | To ensure that preparation of meals and continuity of food service operations                                                                         | 1 |
| <b>Instruction/ Student Services</b>  | Continuity of instruction and instruction-related services for customers may be required based upon applicable executive orders, law and regulations. | 1 |
| <b>Instructional Support Services</b> | Based on conditions and the needs of customers, in order to maintain services and offerings, in-person attendance may be required.                    | 2 |
| <b>Technology</b>                     | Delivery and support of key organizational functions both internally and externally to customers are critical to ongoing operations.                  | 1 |

### Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these may be conducted remotely, as determined by the District Superintendent or their designee, and do not need to be identified in this section.

| Essential Function                           | Essential Positions/Titles                                                  | Justification for Each                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Administration/<br/>Organization-wide</b> | <ul style="list-style-type: none"> <li>• District Superintendent</li> </ul> | <ul style="list-style-type: none"> <li>• Ensures central point of communication and leadership, the safety of facilities and continuity of BOCES operations</li> <li>• Ensures supervision and oversight of BOCES operations and hardcopy business functions and facilities</li> <li>• Supports school district needs in the region by providing services and planning meetings for superintendents</li> </ul> |
|                                              | <ul style="list-style-type: none"> <li>• Deputy Superintendent</li> </ul>   | <ul style="list-style-type: none"> <li>• Assist the District Superintendent in the leadership, supervision and support of day-to-day operations for instructional and non-instructional staff and student programs.</li> </ul>                                                                                                                                                                                 |

|  |                                                                                                                 |                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                                 | <ul style="list-style-type: none"> <li>● Management of facilities, instruction, instructional tools and access to the same.</li> </ul>                                                                                      |
|  | <ul style="list-style-type: none"> <li>● Assistant Superintendent for Administration</li> </ul>                 | <ul style="list-style-type: none"> <li>● Ensures supervision and oversight of BOCES business operations, hardcopy business functions, operations and facilities, health and safety &amp; food service management</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Assistant Superintendent for Student Services</li> </ul>               | <ul style="list-style-type: none"> <li>● Ensures supervision and oversight of student programs</li> <li>● Supports school district needs in the region by collaborating with superintendents</li> </ul>                     |
|  | <ul style="list-style-type: none"> <li>● Director and Assistant Director of CNYRIC</li> </ul>                   | <ul style="list-style-type: none"> <li>● Communication with component districts the continuity of CNYRIC services</li> <li>● Supervision and oversight of CNYRIC operations</li> </ul>                                      |
|  | <ul style="list-style-type: none"> <li>● HR Director/School Attorney</li> </ul>                                 | <ul style="list-style-type: none"> <li>● Point person for legal and HR function</li> </ul>                                                                                                                                  |
|  | <ul style="list-style-type: none"> <li>● Assistant Superintendent for Instructional Support Services</li> </ul> | <ul style="list-style-type: none"> <li>● Facilitate Regional Meetings for BCIC and Principals, Oversee Operations for materials that are shared between districts</li> </ul>                                                |
|  | <ul style="list-style-type: none"> <li>● Principals and Assistant Principals</li> </ul>                         | <ul style="list-style-type: none"> <li>● Provide instructional leadership and access to school buildings and resources as appropriate for instructional staff and students</li> </ul>                                       |
|  | <ul style="list-style-type: none"> <li>● Directors and Assistant Directors</li> </ul>                           | <ul style="list-style-type: none"> <li>● Ensure student programs and staff across departments have resources needed to work remotely</li> </ul>                                                                             |
|  | <ul style="list-style-type: none"> <li>● Clerical staff</li> </ul>                                              | <ul style="list-style-type: none"> <li>● Rotation will be developed to ensure continuity of services and answering phones.</li> </ul>                                                                                       |
|  | <ul style="list-style-type: none"> <li>● Information Aide</li> </ul>                                            | <ul style="list-style-type: none"> <li>● Information aides are responsible for checking in people that come in and out of the building to pick up mail, or other delivery items for districts.</li> </ul>                   |

|                  |                                                                                                                                 |                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <ul style="list-style-type: none"> <li>• <b>Coordinators</b></li> </ul>                                                         | <ul style="list-style-type: none"> <li>• The coordinators supervise programs that provide districts with physical items to support classroom learning. Additionally, they may be required to provide professional learning for districts and need to utilize the equipment at the main campus.</li> </ul> |
| <b>Personnel</b> | <ul style="list-style-type: none"> <li>• All staff including Labor Relations and Regional Certification Office staff</li> </ul> | <ul style="list-style-type: none"> <li>• In-person processing and coordination of services is required in order to service internal and external business needs.</li> </ul>                                                                                                                               |

|                            |                                                                                      |                                                                                                                                                                                                                                                                                             |
|----------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Business Operations</b> | <ul style="list-style-type: none"> <li>• <b>Managers and Coordinators</b></li> </ul> | <ul style="list-style-type: none"> <li>• Maintain continuity of payroll functions, purchasing, energy services, Medicaid tracking, accounts payable, claims, budgets, state aid and related fiduciary responsibilities while ensuring compliance with state and federal agencies</li> </ul> |
|----------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                       |                                                                                                                            |                                                                                                                                                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• <b>Safety Officers</b></li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Coordination, advisement and oversight of workplace safety and health for employees and visitors and ensuring compliance with local and state regulations</li> </ul> |
|                                       | <ul style="list-style-type: none"> <li>• <b>Driver Messengers</b></li> </ul>                                               | <ul style="list-style-type: none"> <li>• Responsible for the coordination and delivery of mail and materials to various departments necessary for the operation of the organization</li> </ul>                |
| <b>Facilities and Maintenance</b>     | <ul style="list-style-type: none"> <li>• <b>Maintenance Workers/Mechanic</b></li> </ul>                                    | <ul style="list-style-type: none"> <li>• Maintenance workers and Mechanics are responsible for the upkeep of buildings and mechanical systems</li> </ul>                                                      |
|                                       | <ul style="list-style-type: none"> <li>• <b>Custodian/Custodial Workers</b></li> </ul>                                     | <ul style="list-style-type: none"> <li>• Responsible for keeping facilities clean and safe</li> </ul>                                                                                                         |
| <b>Food Service</b>                   | <ul style="list-style-type: none"> <li>• <b>School Lunch Director/Manager/Food Service Worker</b></li> </ul>               | <ul style="list-style-type: none"> <li>• Preparation of meals and oversight of food service operations</li> </ul>                                                                                             |
| <b>Instruction/Student Services</b>   | <ul style="list-style-type: none"> <li>• <b>Instructional Titles</b></li> </ul>                                            | <ul style="list-style-type: none"> <li>• BOCES provides in-person instruction and services.</li> </ul>                                                                                                        |
| <b>Instructional Support Services</b> | <ul style="list-style-type: none"> <li>• <b>School Library Systems, Science Center, Health Kit Center Staff</b></li> </ul> | <ul style="list-style-type: none"> <li>• Supports the libraries for component districts in two BOCES. This includes managing sharing between the digital and</li> </ul>                                       |

|                   |                                       | physical items housed in our library here.                                                                                                                                                                                |
|-------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Technology</b> | • <b>Directors of Technology</b>      | • <b>Coordination and communication between staff and helpdesk tickets</b>                                                                                                                                                |
|                   | • <b>Lan Tech Support Specialists</b> | • <b>Technical support with iPads, Chromebooks, laptops and other peripherals</b>                                                                                                                                         |
|                   | • <b>Network Administrators</b>       | • <b>installing and configuring computer networks and systems. monitoring computer networks and systems (i.e. creating group policies; internet filtering)</b>                                                            |
|                   | • <b>Managers and Administrators</b>  | • <b>Coordination and monitoring technical support, network operation and out-of- District staffing (i.e. LAN techs)</b><br>• <b>Communication and coordination with technical support of district-specific software.</b> |
|                   | • <b>Printing staff</b>               | • <b>Schools require printing of instructional materials</b>                                                                                                                                                              |
|                   | • <b>Data Center staff</b>            | • <b>Operation of in-person equipment and servicing customer needs</b>                                                                                                                                                    |
| <b>Other</b>      | • <b>Complete as needed</b>           | • <b>Complete as needed</b>                                                                                                                                                                                               |

#### Reducing Risk Through Remote Work & Staggered Shifts

By assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at worksites and on public transportation.

#### Remote Work Protocols

In executing this plan, those employees identified by the District Superintendent, or their designee, as non-essential will be notified and authorized to work remotely, as needed working remotely requires:

1. Identification by the District Superintendent or their designee of the staff who will be authorized to work remotely and will communicate to appropriate administrators and directors;
2. Approval and assignment of remote work and related schedules;
3. BOCES, through its supervisors, shall provide remote work logs to track work progress and troubleshoot issues that arise;
4. Each supervisor shall review and determine the various needs for equipping staff for

remote work. Supervisors will consider each employee's need for:

- a. Internet-capable laptop;
  - b. Necessary peripherals;
  - c. Access to VPN and/or secure network drives;
  - d. Access to software and databases necessary to perform their duties;
  - e. A solution for telephone communications
    - Note that phone lines may need to be forwarded to off-site staff
5. Supervisors shall be responsible for maintaining records of equipment and access needs of each employee.

### Staggered Shifts

Implementing staggered shifts may be needed for personnel performing duties that are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will determine whether opportunities for staff to work outside core business hours as a strategy of limiting exposure is possible. Regardless of changes in start and end times of shifts, the BOCES will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered;
  - Facilities and maintenance staff hours may be staggered based upon the current conditions and needs of the organization.
2. Approval and assignment of changed work hours; and
  - Assignments will be reviewed and discussed by Supervisors with applicable employees.
3. Communication with applicable parties.

The use of personal protective equipment (PPE) to reduce the spread of communicable disease is important to supporting the health and safety of our employees and contractors. PPE that may be needed can include but is not limited to:

- Masks;
- Face shields;
- Gloves; and/or
- Disposable gowns and aprons.

Note that while cleaning supplies are not PPE, there may be a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. Protocols for providing PPE include the following:

1. Identification of the need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. At least two pieces of each required type of PPE shall be obtained for each essential employee and contractor during any given work shift for at least six months.
  - b. Examples of available PPE include face masks, gloves, and gowns, thermometers.
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE shall be stored in a manner that will prevent degradation.
  - b. Employees and contractors have immediate access to PPE in the event of an emergency and will be available in classrooms and office spaces.
  - c. An eight-week supply of PPE will be monitored by Facilities to ensure integrity and track usage rates.
  - d. Storage will be located at the Operations and Maintenance building located at the Thompson Road Campus; local storage locations will be in storage closets at local campuses and sights.
  - e. Facilities personnel and administration shall monitor supply levels and conditions throughout the school year and adjust accordingly.
4. PPE Suppliers

- a. Personal Protective Equipment is procured from the following vendors:  
 Amazon - <https://www.amazon.com/>  
 Grainger - <https://www.grainger.com/> 1-800-GRAINGER  
 Staples – Cleaning Supplies - <https://staplesadvantage.com/> 315-741-3768
- b. Primary cleaning products are labeled as Buckeye International Green Seal G-37 Standard, ECO 12 Glass Cleaner, ECO 23 Disinfectant, ECO 32 Floor Cleaner, Oxivir Bactericidal and Virucidal Wipes, and Antimicrobial Hand Sanitizer. An electrostatic precipitator applicator of Clorox 360 and USCG Bioprotect disinfectant is deployed throughout each building.

## Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following NYSDOH guidelines, we have established the following protocols:

If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (and deemed as a “close contact” with someone who is confirmed infected and it is determined the “close contact” isolate/quarantine, as determined by the local public health department):

Close contacts shall remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current applicable NYSDOH/public health guidance for the communicable disease in question.

- As determined by the District Superintendent, or their designee, these employees will be permitted to work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely.

As authorized by law and applicable government agencies, essential employees may continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.

- Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
- In-person interactions with the subject employee or contractor will be limited as much as possible.
- Work areas in which the subject employee or contractor are present will be disinfected according to the current NYSDOH/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
- If at any time they exhibit symptoms, refer to item B below.
- The District Superintendent or his/her designee shall ensure these protocols are followed.

If an employee or contractor exhibits symptoms of the disease that is the subject of the public health emergency, the District Superintendent or their designee:

1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
3. Employees should not return to work until they have met the criteria to discontinue home isolation per NYSDOH/local public health department guidance and/or have consulted with a healthcare provider, as applicable.
4. The BOCES will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or

return to work unless there is a recommendation from the NYSDOH/public health officials to do so.

5. Persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications or in accordance with other NYSDOH/local public health department guidance.
- B. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
  2. Areas occupied by the subject employee or contractor will be closed off in accordance with applicable NYSDOH/local public health department guidance.
  3. NYSDOH and other local public health department guidance will be considered before cleaning, disinfecting, and reoccupying those spaces will take place. If this time period is not possible, a period of as long as possible will be given.
  4. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
  5. See the section on Cleaning and Disinfection for additional information on that subject.
  6. Identification of potential employee and contractor exposures will be conducted
    - a. If an employee or contractor is confirmed to have the communicable disease in question, the District Superintendent or their designee will inform all contacts of their possible exposure.  
Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
    - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed individuals.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow the NYSDOH/local public health department recommendations and requirements and coordinate with our local public health department for additional guidance and support as needed.

### Cleaning and Disinfecting

NYSDOH/local public health department guidelines will be followed for cleaning and disinfection of surfaces/areas. Employees including BOCES Facilities staff will adhere to the following guidance for routine cleaning during a public health emergency:

1. A cleaning protocol will include cleaning and disinfecting high-traffic areas and dust areas, spot cleaning, dust mopping, and disinfecting surfaces with approved cleaners frequently throughout the day. Trash will be emptied as needed.
2. For hallways, conference rooms, offices and classrooms, these areas will be cleaned and disinfected each night. Trash will be emptied each night.
3. Bathrooms will be disinfected with Clorox 360 Electrostatic Sprayer. This protocol will be instituted weekly.
4. Bathrooms will be cleaned at least three times per day.
5. A log to verify cleaning times will be posted in bathrooms.
6. Employees have been provided with disinfectant wipes to manage their workstation/desk areas as needed.
7. OCM BOCES will maintain logs that include the date, time, and scope of cleaning

- and disinfection in a facility or area.
8. OCM BOCES will clean high-touch surfaces frequently (at least three times) throughout the day.
  9. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
  10. Soiled surfaces will be cleaned with soap and water before being disinfected.
  11. Products that meet EPA criteria for use against the virus in question and which are appropriate for that surface will be used.
  12. Staff will follow instructions for cleaning products to ensure safe and effective use of the products.

## Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which OCM BOCES is committed to reducing the burden on our employees and contractors. OCM BOCES shall comply with applicable collective bargaining agreements as well as state and federal laws and regulations related to employee leave. This policy may be altered based upon changes in law or regulation, as applicable.

Per our applicable collective bargaining agreements and board policies as of January 2021, employees subject to an order of quarantine shall not be charged with accrued time for the duration of such order, provided the circumstances warrant such quarantine leave, subject to the satisfaction of the District Superintendent.

Quarantine leave may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of OCM BOCES, and as such are not provided with paid leave time by OCM BOCES, unless required by law. Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document the work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits.

This information may be used by the BOCES to support contact tracing within the organization and may be shared with local public health officials. During a public health emergency, the BOCES may consider the use of electronic “work logs” and paper logs to document work hours and activities during scheduled work shifts and while working remotely or on specific projects. These logs will be shared or managed by their supervisors periodically.

## Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the BOCES essential operations.

If such a need arises, as determined by the District Superintendent, hotel rooms may be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the District Superintendent or their designee will coordinate with the local County Emergency Management Office to help identify and arrange for these housing needs.

- **Hampton Inn and Suites Carrier Circle** - 6377 Court Street Rd, East Syracuse, NY 13057 (315) 437-1060
- **Staybridge Suites Syracuse (Liverpool)**- 439 Electronics Pkwy, Liverpool, NY 13088 315-457-1900

- **Hampton Inn Cortland** - 26 River St, Cortland, NY 13045 (607) 662-0007