

Cayuga-Onondaga BOCES
BOCES-Wide School Safety Plan
Commissioner's Regulation 155.17

Adopted by the Board of Education: August 28, 2025

Introduction

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

The BOCES-Wide plan is responsive to the needs of all programs within the BOCES and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies at the BOCES and its facilities.

The Cayuga-Onondaga BOCES continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The District Superintendent encourages and advocates this ongoing BOCES-Wide cooperation and support of Project SAVE.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

The Cayuga-Onondaga BOCES-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the District Superintendent, the Cayuga-Onondaga BOCES Board of Education appointed a BOCES-Wide School Safety Team and charged it with the development and maintenance of the BOCES-Wide School Safety Plan.

B. IDENTIFICATION OF SCHOOL TEAMS

As referenced in the previous section, the Cayuga-Onondaga BOCES has appointed a BOCES-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, faculty, administration, law enforcement, fire service, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

Member's Name	Position or Affiliation
Brian Hartwell, Ed.D.	District Superintendent of Schools
Jessica Docteur	Deputy Superintendent
Doug Tomandl	Assistant Superintendent for Management, Regional Services & Finance
Jennifer Singer	Director of Special Education
Kathleen Bratt	Board Member
Al Albring	Assistant Director of Facilities II
Jim Lyon	Head Building Maintenance Person
Scott Bradley	Director/Principal of Career and Technical & Alternative Education
Pamela Horton	Director of Instructional Support Services
Megan Popkess	Director of Human Resources
Shelby Chindamo	School Nurse Representative
Kevin Foster	Fire Marshal, Town of Aurelius
Lt. Matt Sloan	Cayuga County Sheriff's Department
Christopher Ellinwood	SRO, Cayuga County Sheriff's Department
Valerie Short	Teacher Representative
TBD	Student Representative
Jack Mekeel	Safety Coordinator

C. CONCEPT OF OPERATIONS

General protocols reflected in the BOCES-Wide School Safety Plan guide the development and implementation of the Building Safety Plans. The BOCES-Wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

In developing the BOCES-Wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Cayuga-Onondaga BOCES is an integral part of the community and,

as such, it is important that community stakeholders are involved and understand the role of the BOCES and its relationship to the safety of the community at large.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team (BERT).

Upon activation of the Building Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

Chief Emergency Officer

Brian Hartwell, District Superintendent, is the BOCES Chief Emergency Officer. The responsibilities of the Chief Emergency Officer are:

- Coordinating communication between school staff and first responders
- Ensuring understanding of the BOCES-Wide safety plan
- Ensuring completion of the building-level emergency response plan
- Ensuring the amendment of all plans as needed

In the absence of the District Superintendent, Jessica Docteur, Deputy Superintendent, will assume the responsibilities of the BOCES Chief Emergency Officer.

D. PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The BOCES-Wide plan may be adopted by the Board of Education only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

This plan will be reviewed periodically during the year and will be maintained by the BOCES-Wide Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the BOCES website on or before September 1. In addition, the Building Safety Plan will be sent to the New York State Police and the Cayuga County Sheriff's Department.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

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

Program Initiatives

The Cayuga-Onondaga BOCES recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Cayuga-Onondaga BOCES school community. The following is a partial list of such current initiatives:

- Utilization of Preventing and Managing Crisis Situations (PMCS) techniques and strategies are used to de-escalate students and maintain a safe environment
- School Threat Assessment Procedures identify the likelihood and possible consequences of threats.
- Applied Behavior Analysis (ABA) is the use of techniques and principles to bring about meaningful and positive change in behavior
- Trauma Informed Care involves understanding, recognizing and responding to the effects of trauma
- Mental Health First Aid teaches the skills to respond to the signs of mental illness and substance use
- Teaching Tolerance provides strategies regarding diversity and inclusion
- Debriefing is a systematic method of discussing and learning from crisis situations
- Behavior Intervention Plans (BIP) identify the proactive interventions and the reactive interventions
- Functional Behavior Assessments (FBA) identify behavioral issues and problems, assess the motivation or reason for the behavior, identify skills that the student needs to develop and make recommendations as to what interventions are utilized
- Individual Crisis Prevention Plans (ICPP) are plans to assist students during the earliest stages of distress and escalation before a crisis erupts and promotes the use of coping strategies and interventions
- Positive Behavioral Interventions and Supports (PBIS) are a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students

- Therapeutic Crisis Intervention for Schools focuses on training in proactive and reactive strategies for managing student behaviors

The BOCES encourages its leadership to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, and adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

- The BOCES will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the BOCES while the means of dissemination will likely be varied due to the specific needs of program participants involved. Staff training will be routinely conducted at the beginning of the school year and when new staff members begin. Training will be followed by drills that include the entire school population.
- The BOCES will conduct drills and exercises to test the components of the building-level emergency response plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. At a minimum, eight evacuation drills (fire drills) and four lockdown drills will be conducted each school year.
- In addition, an annual early dismissal drill will occur, not more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.
- The emergency back-up generator and lighting systems will also be tested annually, and all systems verified functional without external electricity.

Implementation of School Safety

- Routine Precautions by all staff

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

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

- Limited Access

The Regional Education Center is tasked with implementing this policy while tailoring it to the specific needs of the facility. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during student arrival will be

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

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

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

- Staff Photo Identification Badges

All Cayuga-Onondaga BOCES employees are issued photo identification (proximity) badges that are to be displayed at all times while on BOCES property to assist visitors, students and staff in identifying employees as well as possible intruders.

- Visitor Policy

The BOCES Visitors to Schools policy will provide the details related to how visitors are handled at each building. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

- Student Sign-Out Procedures

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within the School Tool software program. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

- Video Surveillance

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

- Fire Alarm

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

- School Resource Officer

The BOCES contracts with Cayuga County to provide a School Resource Officer on campus during the school day.

Vital Educational Agency Information

The BOCES maintains general information about each educational agency located in the BOCES service area, including information on school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The BOCES recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, BOCES-wide newsletters, and the BOCES website.

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

This communication may extend beyond Cayuga-Onondaga BOCES personnel to include members of the BOCES Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

C. HAZARD IDENTIFICATION

The list of sites of potential emergency include: all facility buildings, rental properties, playground areas, properties adjacent to schools, buses, and off-site field trips. The BOCES Safety Team has assessed BOCES facilities for any unique hazards and has documented them on the Building Safety Plan.

D. CONSTRUCTION AND CAPITOL PROJECT SAFETY

Each school under the direction of the District Superintendent and the Assistant Director of Facilities II as well as the involved construction manager (if applicable) will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The BOCES Safety Team, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Assistant Director of Facilities II, District Superintendent, architect, construction manager, and contractors. The committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

SECTION III: RESPONSE

A. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)

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

The process for informing educational agencies within a BOCES of a disaster or an act of violence include the following possible forms of communication: telephone, e-mail, radio system, NOAA weather radio, BOCES website, intercom or PA system, local media, and other methods as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the BOCES will notify all administrators within the BOCES to take the appropriate action. The BOCES will utilize the Parent Square mass messaging to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The BOCES might also use local media in some instances or post information on the BOCES website.

B. SITUATIONAL RESPONSES

- **Multi-Hazard Response Protocols**

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

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified, and standard response procedures are detailed in the Building-Level Emergency Response Plan; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to the primary goal of preventing injury and loss of life.

The District Superintendent is designated as the person in charge – the Incident Commander – during the initial response to any emergency at the BOCES. The District Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Building Emergency Response Team (BERT) if needed. If the District Superintendent is

unavailable, or not on site, the Designated Alternate will act in their absence with the same authority and responsibility.

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

By contacting 9-1-1 immediately, the system for coordinating the delivery of assistance from both the county and local agencies will be activated. Additional support can be obtained by contacting the Cayuga County Sheriff's Department, NY State Police, Aurelius Fire Department, and the Cayuga County Emergency Management Office.

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

- Response Protocols for Implied or Direct Threats of Violence

The BOCES policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Emergency Response Plan. The following types of procedure(s) may be used by the BOCES:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Director or Principal of implied or direct threat.
- Determine level of threat with District Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team and/or outside resources.

- Response Protocols for Acts of Violence

The BOCES policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Emergency Response Plan. The following types of procedure(s) could be used by the BOCES:

- Determine level of threat with District Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Director or Principal.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

- **Response Protocols for Other Emergencies**

The BOCES selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Emergency Response Plan. The following possible protocols are provided as examples:

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

- **BOCES Resources Available for Use in an Emergency**

BOCES resources which may be available during an emergency include all of our facilities at the campus, vans, trucks, heavy equipment, and other vehicles. We can also contact the Town of Aurelius Highway Department to request additional heavy equipment and other resources.

- **Procedures to Coordinate the Use of BOCES Resources and Manpower during Emergencies**

The Cayuga-Onondaga BOCES will use the Incident Command System to coordinate the use of BOCES resources and manpower during emergencies.

- **Protective Action Options**

Plans for taking the following actions in response to an emergency where appropriate will be included in the Building-Level Emergency Response Plan: school cancellation, early dismissal, evacuation, and sheltering.

SECTION IV: RECOVERY

A. BOCES SUPPORT FOR BUILDINGS

After an incident, the Post-Incident Response Team will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Building Level Emergency Response Team and/or the Post-Incident Response Team.

B. DISASTER MENTAL HEALTH SERVICES

Mental health services needed will be addressed by the appropriate protocols using the Post-Incident Response Team.

SECTION V: CONTINUATION OF OPERATIONS PLAN

A. PURPOSE

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.

B. PREVENTION/MITIGATION

Cayuga-Onondaga BOCES will work closely with the Cayuga County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, and school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:

Cayuga County Department of Health
8 Dill Street, Auburn, NY 13021
315-253-1560

- The Cayuga County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The District Superintendent or designee will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan.
- The School Safety Team will review and assess any obstacles to implementation of the Plan.
- The BOCES will emphasize handwashing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; social distancing; wearing a face cover, which can all be accessed at <http://www.cdc.gov/flu/school/>.
- The BOCES will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Positions/Titles Necessary for Operation

According to the current NYS Department of Health guidance, Cayuga-Onondaga BOCES does not have staff who are considered essential. However, there are a number of positions that are necessary to assist in

the response to a pandemic or communicable disease outbreak. Positions necessary for Cayuga-Onondaga BOCES operations during a state-ordered reduction of in-person workforce include:

Title	Justification
District Superintendent	Co-Individual in charge of operation, sets objectives and priorities and has overall oversight of the Pandemic Response Planning. Point of contact for the media and other organizations seeking information.
Deputy Superintendent	Co-Individual in charge of operation, sets objectives and priorities and has overall oversight of the Pandemic Response Planning. Point of contact for the media and other organizations seeking information.
Asst Superintendent for Management, Regional Services & Finance	Conducts tactical operations to carry out the plan and directs all resources. Responsibilities include continuous compliance that allows for operational issues to be resolved. Provides support for purchasing, budget management, and payroll.
Director of Human Resources	Conducts Human Resources operations to carry out the plan and directs all related resources.
Director of Instructional Support Services	Coordinates IT resources, continued operation of the network, to ensure remote learning and work capabilities.
Assistant Director of Facilities II	Provides coordination of custodial and maintenance staff to meet Pandemic Response Plan needs.
Directors/Principals CTE, Day Treatment, Special Ed, Compass	Directs teachers, staff and students of the BOCES.
Business Office Staff	Accounting, payroll, purchasing where necessary to ensure the continued operations of the BOCES.
ISS/Technology Staff	Coordinates IT resources, continued operation of the network, to ensure remote learning and work capabilities.
Health Office Staff	Staff as deemed necessary to assist with testing requirements, reporting and contact tracing.
Custodial/Maintenance Staff	This group is needed to maintain the cleanliness and continue functioning of the buildings and grounds.
Transportation Officials from Component School Districts	Provides emergency transportation if available.
Safety Coordinator	Coordinates Health and Safety needs of the BOCES/component districts.

Remote Learning Plan

The Cayuga-Onondaga BOCES is prepared to offer in-person, hybrid and remote learning experiences for students enrolled in BOCES programs. (Complete plan at Appendix)

Regardless of the delivery model, all instruction will be aligned to New York State Learning Standards, with an emphasis on providing equitable learning experiences for our students. To facilitate student learning in each of the instructional models, our teaching and learning plan will outline routines, expectations, and scheduled times for students to interact and seek feedback and support from their teachers, providing the opportunity for students to have regular and substantive interaction with an appropriately certified teacher. Parents will be notified of our instructional plans through various communication channels, including the BOCES website, social media posts and direct contact.

To ensure high-quality remote learning experiences, BOCES will standardize the use of a limited number of platforms across our educational programs, to the extent practicable. Professional development will be provided to teachers in the use of the platforms, to include support for designing remote lessons in accordance with the principles of learning. Supplemental parent guides and tip sheets will be developed to assist parents in supporting their students in a remote environment.

Staggering Work Shifts– Reducing Overcrowding

Each department/office Supervisor will ensure that schedules and physical space are conducive to necessary in-person work and will stagger work shifts of necessary employees and contractors to reduce overcrowding at the worksite. Cayuga-Onondaga BOCES will ensure that all employees practice social distancing and wearing face masks at all times. Cayuga-Onondaga BOCES encourages the use of Zoom to reduce the density of in-person gatherings.

Cayuga-Onondaga BOCES will utilize these basic strategies and expand upon them as necessary in order to address any public health emergency. The Telecommuting and Remote Work Policy (#5545) will be referenced as necessary.

Personal Protective Equipment

Cayuga-Onondaga BOCES will, to the best of its ability, ensure there is an adequate supply of personal protective equipment (PPE) to reduce the spread of infectious disease and to support the health and safety of our employees and contractors. PPE that may be needed will include:

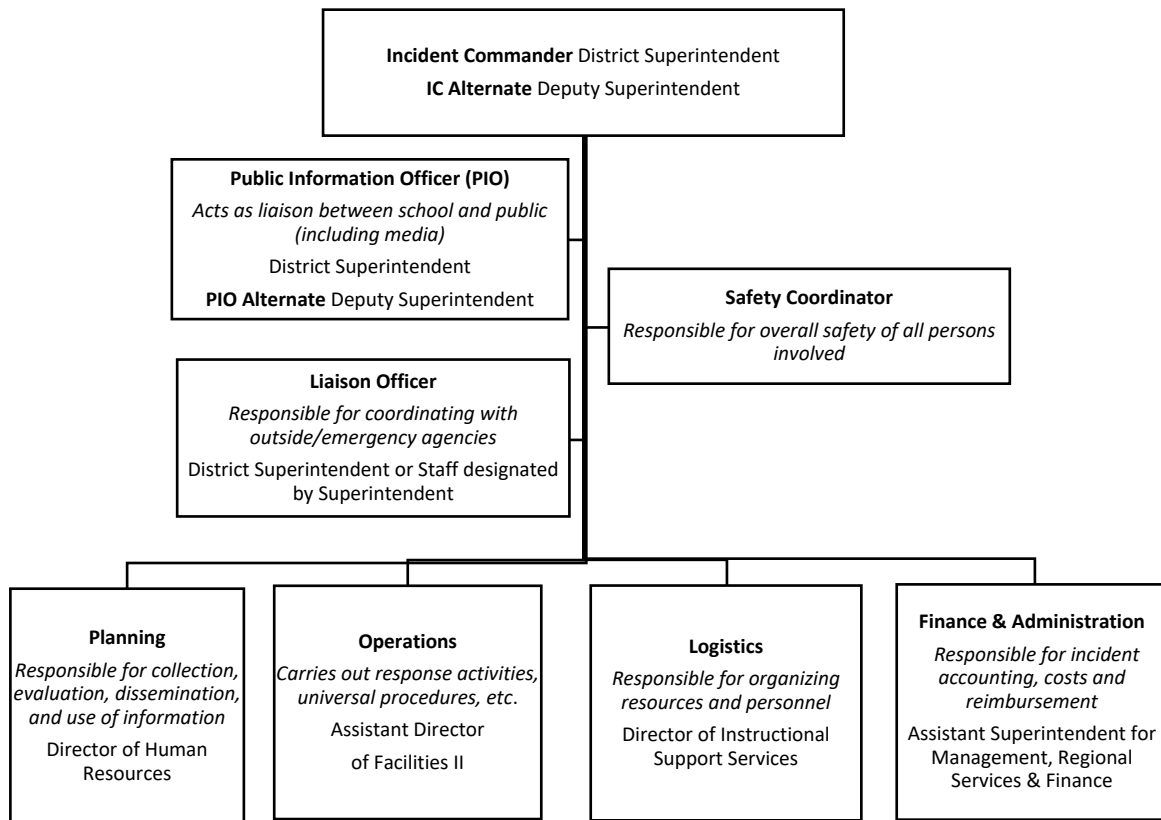
- Masks
- Face shields
- Sanitizer
- Gloves
- Disposable gowns and aprons

C. PROTECTION /PREPAREDNESS:

We have collaborated with our partners to assure complementary efforts by inviting representatives from multiple departments including law enforcement officials, risk managers, and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

Incident Command

The District-wide Command Center will be at the Board of Education Board Room with the alternate at the Conference room adjacent to the main entrance and will be activated at the direction of the BOCES Incident Commander. We have established our District-wide Incident Command Structure as follows:



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

Cayuga-Onondaga BOCES designated a communicable disease safety coordinator (administrator), whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinator shall be the main contact upon the identification of communicable disease cases and are responsible for subsequent communication. The Coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the communicable disease public health emergency and plans implemented by the school.

It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. The District Superintendent or designee has been designated to coordinate this effort and act as the central point for all communication. The District Superintendent or designee will also retain responsibility for establishing and maintaining contact with accepted media partners. The District Superintendent or designee will work closely with our ISS Director to assure proper function of all

communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Our communication system, School Messenger, was tested on February 1, 2021.

Continuity of Operations

Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

- Overall operations – we have defined the following decision-making authority for the District Superintendent, Deputy Superintendent, Assistant Superintendent for Management, Regional Services & Finance (refer to IC Command Chain). Recognizing the need for these necessary individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, and School Messenger (district automated phone notification system).
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Assistant Director of Facilities II or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Assistant Director of Facilities II has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry.
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources.

Continuity of Instruction

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. The district will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads. Chrome books, MiFi's)
- On-line instruction; on-line resources; on-line textbooks

- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings
- We have obtained input from curriculum staff in development of these strategies and have tested these methods on October 9 and November 6, 2020.

Personal Protective Equipment (PPE) and Supply Management

The BOCES will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people can carry a communicable disease but not have symptoms).
 - Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
 - Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
 - Masks are most essential in times when physical distancing is difficult.
 - Procurement will be done on a consolidated basis to ensure that the BOCES is getting the most for its PPE dollars.
 - The BOCES will teach and reinforce use of face coverings among all staff.
 - We will encourage all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students. However, face coverings will be provided for any student that cannot provide their own.
- The Operations & Maintenance Department will work with programs to determine the overall PPE needs of the BOCES. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

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

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

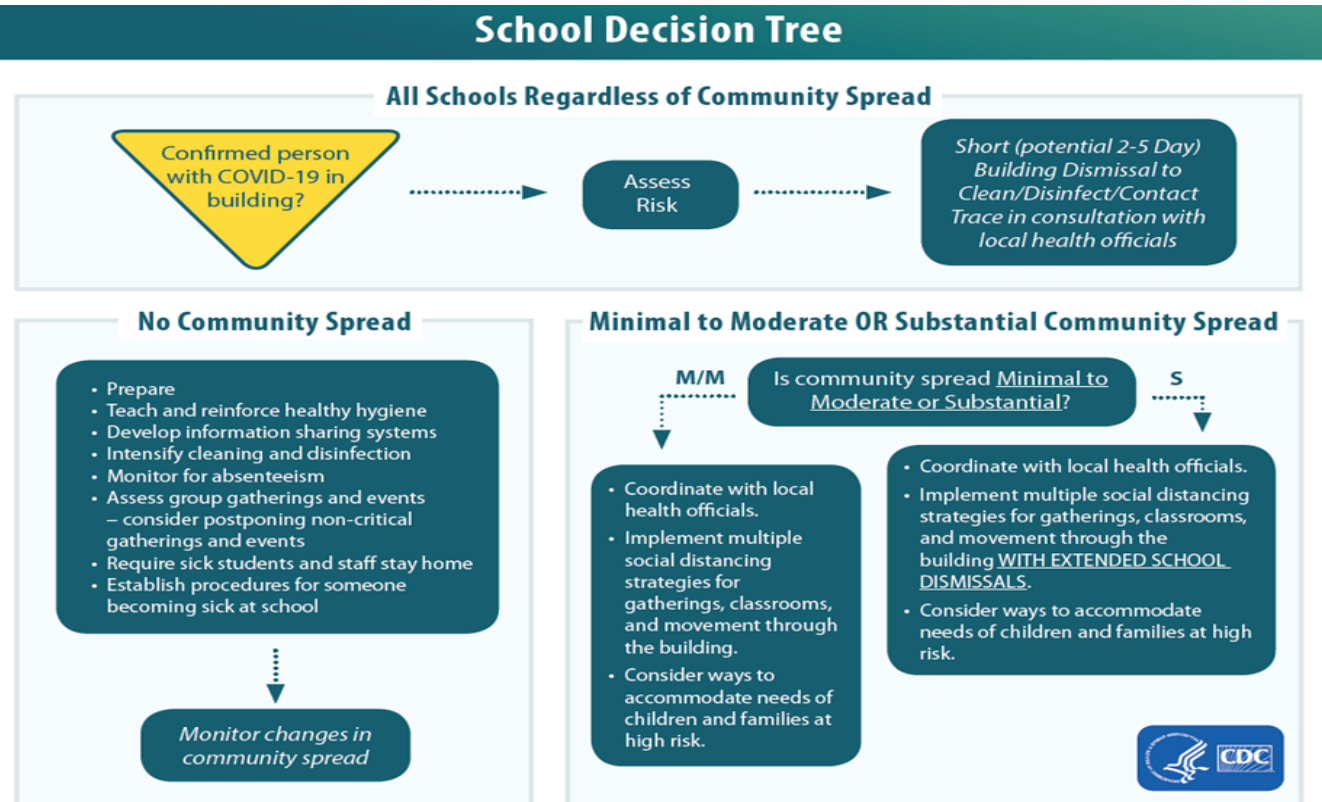
D. RESPONSE

The District Superintendent and the administrators will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Cayuga County Department of Health and other experts.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The District Superintendent will work closely with the Director of Instructional Support Services to re-test all communication systems to assure proper function. The District-wide School Safety Team will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the District Superintendent or Designee will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Assistant Superintendent for Management, Regional Services and Finance will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Management, Regional Services and Finance will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Assistant Director of Facilities II will meet with staff and monitor ability to maintain essential function. The Assistant Director of Facilities II will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Assistant Director of Facilities II will work closely with the Assistant Superintendent for Management, Regional Services and Finance or designee to implement different phases of the Plan as necessary.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close the BOCES, the District Superintendent or designee will notify the NYS Education Department and Cayuga-Onondaga BOCES component districts.

Preventing Spread, Contact Tracing and Disinfection

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have the communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have the communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s information on “close and proximate” contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness

The BOCES will gather and follow the most current guidance issued by the CDC and the Cayuga County Department of Health for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease.

Staff Absenteeism

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

Employee Assistance Program (EAP)

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

Medical Accommodations

The Human Resources Department will continue to handle medical and communicable disease accommodations. Requests for accommodations should be sent to the human resources department.

New York State Contact Tracing Program

If a student or staff member tests positive for the communicable disease the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works.

Contact Tracers work with people who have tested positive for the communicable disease in order to identify people they have had contact with and let them know they may have been exposed to the disease.

Your caller ID will say “NYS Contact Tracing” (518-387-9993). A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

Facilities: Cleaning and Sanitizing

Normal routine cleaning with soap and water removes many germs and dirt from surfaces. Disinfectants kill germs on surfaces. Killing germs on a surface after cleaning can further lower the risk of spreading any communicable disease.

The BOCES has developed a system of cleaning and sanitizing that adheres to the guidelines set forth from the Centers for Disease Control and Prevention (CDC) and the Department of Health to further lower the risk of spreading infection of communicable diseases.

The following routine cleaning practices will be utilized by the Responsible Parties at the BOCES to reduce the risk of community spread of contagious germs:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

The following disinfecting practices will be utilized by the Responsible Parties at the BOCES to further lower the risk of spreading infection:

- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.

The following hand sanitizing protocols will be followed:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.

- Cayuga-Onondaga BOCES ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

E. RECOVERY

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The BOCES will work toward a smooth transition from the existing learning methods to our normal process; using all described communication methods and our District Superintendent or designee to keep the school community aware of the transition process.

- BOCES will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- BOCES will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team will meet to de-brief and determine lessons learned. Information from the Public Information Officer (PIO), Business Office, Human Resources, Assistant Director of Facilities II, and others will be vital to this effort. The District-Wide School Safety Plan will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX School District Pandemic Influenza Planning Checklist

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
☐	☐	☐	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
☐	☐	☐	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
☐	☐	☐	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
☐	☐	☐	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
☐	☐	☐	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
☐	☐	☐	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
☐	☐	☐	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
☐	☐	☐	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
☐	☐	☐	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
☐	☐	☐	Participate in exercises of the community's pandemic plan.
☐	☐	☐	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
☐	☐	☐	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
☐	☐	☐	Implement an exercise/drill to test your pandemic plan and revise it periodically.
☐	☐	☐	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
☐	☐	☐	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
☐	☐	☐	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
☐	☐	☐	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
☐	☐	☐	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
☐	☐	☐	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
☐	☐	☐	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
☐	☐	☐	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
☐	☐	☐	Establish policies for transporting ill students.
☐	☐	☐	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
☐	☐	☐	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
☐	☐	☐	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
☐	☐	☐	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
☐	☐	☐	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
☐	☐	☐	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
☐	☐	☐	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
☐	☐	☐	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
☐	☐	☐	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
☐	☐	☐	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
☐	☐	☐	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



Protocol Summary Cayuga-Onondaga BOCES

Information

Wearing of facial mask/facial covering can help communities slow the spread of the communicable disease when worn consistently and correctly by a majority of people in public settings; particularly when face masks/ covers are properly used along with other preventive measures, including social distancing, frequent handwashing, cleaning and disinfecting. To properly wear a face mask/face cover, wash and dry your hands before and after touching or adjusting the mask, touch only the bands or ties when putting on and taking off your mask, make sure the mask fits to cover your nose, mouth and chin.

Current evidence indicates that hand hygiene is extremely important to prevent the spread of a virus. If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol and wash with soap and water as soon as possible.

Communication

The BOCES, will communicate directly with members of the Cayuga County Health Department regarding issues, protocols, concerns and questions pertinent to the operations of the BOCES including but not limited to the public health and well-being of the students and employees.

The Cayuga County Health Department designates 315-253-1560 for primary use which is answered at the office during typical working hours and after hours by a 24-hour 7 day a week answering service who will contact appropriate personnel as requested. The Cayuga County Health Department fax number is 315-253-1156.

The Cayuga County Health Department will communicate with the Responsible Parties at the BOCES regarding related information or concerns pertinent to the public health and well-being of the District's students, faculty and staff; including but not limited to quarantine and isolation of students and employees.

The Responsible Parties at the BOCES will communicate with the Cayuga County Health Department when learning from a staff member, student or parent that they have tested positive for the communicable disease. In turn, the Cayuga County Health Department will verify the information is accurate before contact investigation is launched within the BOCES

The Cayuga County Health Department and the BOCES shall provide each other with updates as to the progress of the investigation. The District Superintendent and designated Health Department team member will be the points of contact during the investigation process to provide consistency of information sharing and updates.

Screening

The Responsible Parties at the BOCES will monitor daily the employees, students and necessary visitors for symptoms of the communicable disease, to include daily screening before entering the school buildings. Employees and students should be encouraged to self-monitor for symptoms. Refer to the New

York State Department of Health for guidance on current symptom information. Employees and students are not to attend school if feeling ill.

Testing

Testing is contingent upon availability of specimen collection material, appropriate Personal Protective Equipment and laboratory capacity. As such, the specific recommendations for specimen collection sites may be altered to reflect resources, timeliness of analysis and response. It is recommended all people seeking a test call in advance to schedule their appointment and assure health care personnel are appropriately attired. Additional opportunities for testing may become available over time. Contact your health care provider or urgent care center if you do not feel well and may need testing.

Contact Tracing

The Responsible Parties at the BOCES will immediately notify the Cayuga County Health Department (CHHD) upon being informed of any positive test result by an individual in school facilities or on school grounds, including employees, students, and visitors. The CCHD will verify the person has tested positive.

The Cayuga County Health Department will lead the contact tracing effort partnering with the BOCES to provide names, addresses, phone numbers of pertinent people. Additionally, the BOCES will be required to provide attendance records, contact information and other supportive information as requested to the health department.

The BOCES may choose to temporarily move instruction to a remote format until all contacts can be identified, notified and placed in quarantine.

The CCHD will notify the BOCES of any positive or quarantined employees or students.

Scenarios/Flowcharts for Communicable Disease Decision Making

Refer to the current guidance issued by New York State Department of Health.

Cayuga-Onondaga BOCES

Remote Learning Plan

Cayuga-Onondaga BOCES is dedicated to provide quality and uninterrupted instructional support to its students, teachers and staff. This Remote Learning Plan (RLP) addendum will outline the steps, processes and procedure, that we will take in the event that remote learning is needed. While in-person instruction will always be our main goal, we do recognize that at times remote learning is needed. The addendum will outline what will be provided to administrators, staff, teachers, and students. This will include but not be limited to:

- Technology Hardware – Personal Computers, laptops, Chromebooks
- Technology Hardware – Monitors, keyboards, mice
- Audio/Video equipment – Web-cameras, Microphone/speaker
- Internet Access – Mifi devices
- Remote access to staff resources and data files
- Licensing for remote software, such as ZOOM, Google Meet, Microsoft Teams
- Access to file sharing systems and Learning Management Systems (LMS)
- Hardware/Software Technical Support
- Instructional Technology Support
- Access to remote learning resources
- Communication

In the event there is the need for remote learning, the Instructional Support Services Department (ISS), will put into action our RLP. The plan is able to be scaled to an individual level all the way up to the entire BOCES organization, and any combination in between.

Individual Plan Supports

Technology Hardware – Computer devices

Technology hardware will be supplied to any staff or students that require it. Appropriate equipment such as Personal Desktop Computers, Laptops, Chromebooks, and iPads would be distributed to support the RLP in part or whole. All hardware would be processed by the technical team, before distribution, to ensure that they are up to date with operating system, as well as security and filtering software. All hardware will be remotely managed and tracked by the ISS department technical staff.

Technology Hardware – Accessories

Technology hardware accessories will be provided, if needed, to enable the remote workstations to be enhanced for efficiency and accessibility. These accessories would include separate and possibly larger single or dual computer displays. In addition, separate full-sized keyboards and external mice would be provided as well.

Audio/Video (A/V) equipment

To make sure that teacher student interactions can take place and can be substantive, the ISS department will make available, Web-cameras to staff and students that need them. Most portable devices have built in cameras that would be more than adequate to enable remote Audio/Video connections. In the case that a separate microphone or speaker is need they will be provided. The A/V equipment will also be available

to all non-instructional staff to allow for operational continuity of the BOCES. This would include the offices of Administration, Business, Special Education, Career and Technical Education (CTE), Alternative Education (Compass), and Instructional Support Services (ISS).

Internet Access

If there is a need to grant internet access to anyone who does not have it, a portable cellular MiFi device will be distributed with consultation and agreement of the department head.

Remote Access- Data

Remote access to data files and resources is key to a successful RLP. The ISS department will provide access to the main data file server through a Virtual private Network (VPN) or remote access through our Classlink system. Staff, including administrators and teachers, already have access to Classlink, that enables them to reach their files remotely from any device. Students would have access to their instructional materials and lessons through systems such as Google classrooms or a full Learning Management System (LMS). This will allow teachers to manage their classroom content as well as file share, bi-directionally, with their students. Teachers would also have continued access to their student management system, currently School Tool, through the internet.

Remote Software

Licenses for remote videoconferencing software will be provided to all staff. Systems that we support are:

- ZOOM
- Google Meet
- Microsoft Teams

Hardware/Software Technical Support

Remote Technical Support will continue to be provided. We have a system in place that was put into action in 2020. Our technical support web presence is located on our Cayuga-Onondaga BOCES web site. It can be accessed through the link below.

<https://www.cayboces.org/domain/69>

The site contains contact information and the hours of operation. It also includes guides for parent and student support for the most common technical issues as it pertains to them. The site will be always evolving with new information and updates.

Instructional Technology Integration Support

The ISS department provides Instructional Technology Integration training and professional development for all hardware and software platforms that are supported. The staff consists of Model Schools Instructional Integration Specialists that directly provide the training. This training is ongoing whether in a remote session or not. The Instructional Technology Integration Specialists role is to support instructional technology and curriculum initiatives. The primary focus of the position is to enrich and support teaching and learning, while strengthening the technology skills of students, teachers, and staff through technology integration within the curriculum. This position also provides, staff development, and instructional support to all instructional and administrative staff. The goal of the specialist is to promote the use of technology to support student achievement in the Pre-K-12 classroom. The Integration

Specialists have also created and maintain a Remote learning Tool kit web presence. These resources are available to anyone. It is located at the link below.

<https://sites.google.com/cayboces.org/issonlinetoolkit/home?pli=1>

Communication

Highly effective communication is key to any organization, whether their day-to-day operation is person to person or remote. However, in a fully remote environment it is extremely important. The ISS department will maintain the lines of communication to all Cayuga-Onondaga BOCES employees. Current methods to reach our organization include:

- Telephone
- Email
- Texting
- Web page banners and announcements
- Social media

In addition, we also have in place a mass communication system Parent Square. All staff can be reached by at least one of the following.

- Email,
- Text – registered to receive,
- Phone call

Cayuga-Onondaga BOCES

Maximum Temperature Requirements

for School Buildings and Facilities

New York State recently passed legislation to protect students and staff from extreme heat in schools. It is the responsibility of the school district/BOCES to take appropriate measures to ensure the health and safety of students and staff during excessive heat days.

Effective 09/01/2025, New York State has established a maximum temperature in school buildings. Administrators are required to take actions when the temperature in the occupied educational and support service spaces is 82 degrees or higher.

Terms:

Action Level: If the room temperature in a classroom or support space (not including kitchens) reaches 82 Degrees Fahrenheit, then the school must take actions to cool the room so that people in the room are more comfortable.

Threshold Level: Where practicable, classrooms and support spaces (not including kitchens) cannot be occupied if the room temperature reaches 88 Degrees Fahrenheit.

Implementation and Planning:

- The district is required to develop a policy to ensure the health and safety of students and employees on extreme heat condition days to include moving students and staff, where practicable, when spaces reach 88 degrees fahrenheit.
- Schools are required to incorporate extreme heat conditions into their building-level emergency response plans.
- The law goes into effect on **September 1, 2025**, giving schools time to prepare and implement necessary changes.

Measurement and Exemptions:

- **Determining Room Temperature:** An administrator or their designee will take the temperature in the classroom or support space. The temperature will be taken using a school-owned and calibrated thermometer in a shaded location, 3 feet above the floor, close to the center of the room.
- Kitchens and food preparation spaces are exempt from the maximum temperature rule due to the nature of their use.

Detection Procedures and Planning:

- Designated administrator and/or their designee, shall maintain the thermometer for temperature assessment.
- It will be the responsibility of building leadership to determine activation of action level procedures when interior temperatures reach 82 degrees and threshold procedures when interior temperatures reach 88 degrees respectively, per the requirement.

- Identify relocation areas available for assembly of students during high heat times of the day, as practicable.

Heat Mitigation Measures:

Action Level Procedures:

When the temperature reaches **82 degrees Fahrenheit**, schools are required to take measures to reduce heat-related discomfort. These measures may include:

- Closing window shades/blinds
- Turning off lights
- Turning off heat generating equipment (electronics)
- Turning on, utilize fans for air movement
- Opening doors/windows – Fire code supersedes this requirement, do not hold open doors
- Increasing hydration breaks for students and staff
- Utilizing conditioned spaces for ongoing instruction, rotate groups as practicable
- Decreasing physical activities
- Limiting outdoor activities

Threshold Procedures (that can be conducted, as practicable):

Classrooms and educational support spaces must have plans to relocate students and staff when practicable if temps reach **88 degrees Fahrenheit or higher**. These measures may include:

- Utilization of conditioned spaces for ongoing instruction that is under the threshold level
- Usage of an emergency snow day
- Dismissal of students and staff early

Heat related Illnesses:

- Monitor students and staff for any signs and symptoms for a heat related illness
- May need to consider training staff on signs and symptoms of heat related illnesses

Key Points to Remember:

- **Policy** is required.
- **Procedures** need to be provided in the Building-Level Emergency Response Plans (BLERP).
- Keep in mind that all applicable **building and fire code requirements** must be maintained. This includes maintaining safety and security of the building.
- **88°F**: Maximum allowable temperature; relocation required when practicable.
- **82°F**: Trigger for interior spaces to conduct heat mitigation action level measures.
- **September 1, 2025**: Effective date of the law.

Cayuga-Onondaga BOCES

Sudden Cardiac Arrest Preparedness,

Cardiac Emergency Response Plan (CERP)

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Cayuga-Onondaga BOCES has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs.

Policy Statement

Cayuga-Onondaga BOCES will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Cayuga-Onondaga BOCES Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the Safety Coordinator.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

EMS Coordination

The Cayuga-Onondaga BOCES Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

CPR/AED training records will be maintained by each Department's Office. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by Safety Coordinator and shared with the Safety Team.