

**BROOME TIOGA BOCES  
DISTRICT WIDE SCHOOL SAFETY PLAN  
2023- 2024**

**BROOME-TIOGA BOCES  
DISTRICT-WIDE SCHOOL SAFETY PLAN  
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# **BROOME-TIGOA BOCES DISTRICT-WIDE SCHOOL SAFETY PLAN**

## **PROJECT SAVE**

(Safe Schools Against Violence in Education)

Commissioner's Regulation 155.17

## **INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in the school district and each of its schools.

The development of this plan was performed using the district's existing Emergency Management Plan, discussions with BOCES Health and Safety Personnel, the Binghamton Police Department, New York State Police and the District Wide Safety Team committee, as outlined in Section 1-B. Use of data developed from previous incidents which have occurred both in the district and at other districts has been critical in the formation of this plan.

The Broome Tioga BOCES supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

## SECTION I

### A. Purpose

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

### B. Identification of District Chief Emergency Officer and District School Safety Team

The Director of School Facilities, Mr. John Garcia, is designated the Chief Emergency School Officer. The Chief Emergency Officer is a required aspect of a school district's district-wide school safety plan, to mitigate the deleterious effects of school crises and promote effective school-community communication and coordination of efforts during such crises.

Responsibilities of Chief Emergency School Officer position include the following:

1. Facilitate safety training for school district personnel,
2. Ensure the school's building-level emergency response plan is up to date each year,
3. Make sure drills (evacuation and lock down) occur as per Education Law §807
4. Aid in policy development and decision-making for security technology
5. The New York State Education Department (SED) advises that shelter-in-place as well as lockout protocol be evaluated on an annual basis. The district has created a district-wide School Safety Team including the following persons:

<b>Positions</b>	
Board of Education Representative	John Crosby
Administration Representatives	Tom McNair, Kathy Blackman, Molly St. John, Robin Eccleston
School Principals	Rebecca Falalnk, Chuck Wheeler, Maria Keesler, Lynette Bryan
Teacher Representatives	Donald Entwistle
Parent Organization Representative	TBD
School Safety Personnel	Joe Mariano, Tom Williams
Other School Personnel	Lisa Knewasser, Wendy Antalek, Don Entwistle, Sandy Cragle, Lisa Cicciarelli, Dan Myers, Mary Ringleben, Anne Loew, Sheila Ruscio
Student representative	TBD

District-wide Safety Team Members are required to be appointed by the Board of Education.

### **C. Concept of Operations**

1) The District-Wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. The District-Wide School Safety

Plan will guide the development and implementation of individual Building-level Emergency Response Plans. Certain staff members will serve on both teams to assist in this process.

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

3) Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

4) Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

5) The district must certify (via BEDS in October each year) to the commissioner that all staff received by September 15<sup>th</sup> each school year the annual training on emergency response plan & includes violence prevention and components on mental health. New employees will receive training within 30 days of hire.

### **D. Plan Review and Public Comment**

1) This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1st of each year.

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

3) While linked to the District-Wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

4) Full copies of the School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption, but by October 1<sup>st</sup> each year. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## **SECTION II: RISK REDUCTION/PREVENTION & INTERVENTION**

### **A. Prevention/Intervention Strategies**

1) The district employs many methods of improving communication among students and between students and staff. The following programs and activities have been reviewed:

- a. Nonviolent Conflict Resolution Training
- b. Peer Mediation Programs
- c. Youth Courts
- d. Extended Day and Other School Safety Programs
- e. Establishing anonymous reporting mechanisms of school violence.
- f. Creating a forum or designating a mentor for students concerned with bullying or violence.

2) The district continues to explore programs and develop collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations.

3) The district uses many intervention strategies to avoid disruptive behavior at the Leslie Destin Educational Center, East Learning Center and West learning Center.

- 2<sup>nd</sup> Step
- Mental Health First-Aid
- Zones of Regulation
- Executive Functioning
- Restorative Justice
- Responsive Classroom
- Mindfulness
- Life Space Crisis Intervention (LSCI)
- PSIS

The Johnson City Learning Center has adult students, and Leslie Destin Educational Center, New Visions/Metro Center, East Learning Center, and West Learning Center have students sign a code of conduct and review expectations at orientation

#### **4) Dissemination of information**

1. Building safety teams disseminate information at staff meetings.
2. All teachers have a folder with all pertinent safety information and this is reviewed with them at the start of school.
3. Safety information is posted on walls in every classroom.
4. Parents are notified by admin/social workers/guidance when appropriate.
5. Administrators use the Crisis Manager app.
6. There is information on our website.
7. All staff use their safety trainings to evaluate and monitor students. Trained professionals are available for students who are struggling.
8. Teachers review safety information with students

## **B. Hazard Identification**

The district has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law Enforcement Agencies.

## **C. District Resources and Personnel Available for Use During an Emergency**

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the building-level Emergency Response Plans as deemed appropriate by the Incident Command Team. Specific personnel and resources are identified in the building-level Emergency Response Plans.

## **D. Procedures to Coordinate the Use of School District Resources During Emergencies 1)**

The district uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be Executive Operations Officer, Mr. Daniel Myers or his designee.

1) In building-level emergencies, the building principal or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Response Plan. Building-level Incident Command staff are identified in the Building-Level Emergency Response Plans.

## **E.**

### **Annual Multi-Hazard School Training for Staff and Students**

1) The district will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the building principals and/or building administrators, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

2) Drills and other exercises will be coordinated with local, county, and state emergency responders and preparedness officials. Existing plans will be revised in response to post incident critiques of these drills.

## **F. Annual Staff Training on Response Plan, Violence Prevention and Mental Health**

Staff will be trained annually on building level emergency response plan response, violence prevention and components on mental health by September 15<sup>th</sup>. New staff hired after start of the school year will be trained within 30 days of hire.



### SECTION III: RESPONSE

#### A. Notification and Activation (Internal & External Communication}

- 1) Policies and Procedures for Responding to Implied, or Direct Threats of Violence or Acts of Violence by Students, Teachers, Other School Personnel and Visitors to the School
  - a. The district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of discipline of those making the threat or committing the act of violence. s
  
- 2) Appropriate Responses to Emergencies
  - a. The district recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act, as well as the magnitude of such emergency. The building-level Emergency Response Plans detail the appropriate response to such emergencies.
  
- 3) Policies and Procedures for Contacting Appropriate Law Enforcement Officials in the Event of a Violent Incident
  - a. Law enforcement officials will be contacted by the Incident Commander in line with the building-level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible.
  
- 4) Policies and Procedures to Contact Parents, Guardians or Persons in Parental Relation to the Students *in* the Event of a Violent Incident, Early Dismissal, or Suicide
  - a. The district will contact appropriate parents, guardians or persons *in* parental relation to the student via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal.
  - b. The district administration or local police will contact parents, guardians or persons in parental relation to the student by appropriate means in the event of a student suicide.

#### B. Types of Emergencies and Situational Responses

1) The district has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The building-Level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

a. Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic /Pandemic
Others as determined by the building-level School Safety Team	

### C. Types of Emergencies and Responses

#### 1) Responses to Acts of Violence: Implied or Direct Threats

The following types of procedure(s) are used by the district:

- a. Use of staff trained in de-escalation or other strategies to diffuse the situation
- b. Inform Building Principal of implied or direct threat.
- c. Determine level of threat with Superintendent/Designee
- d. Contact appropriate law enforcement agency, if necessary
- e. Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team
- f. The district may also provide training and professional development to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior.

#### 2) Acts of Violence

The following types of procedures and policy 2310 and 6240 are used for responding to acts of violence by students, teachers, other school personnel and visitors to the school. A synopsis following types of procedure(s) are used by the district:

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

#### 3) Response Protocols

The district has determined appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions, kidnappings and suicide. The following protocols are in place:

- a. Identification of decision makers
- b. Plans to safeguard students and staff
- c. Procedures to provide transportation, if necessary
- d. Procedures to notify parents
- e. Procedures to notify media
- f. Debriefing procedures

#### 4) Arrangements for Obtaining Emergency Assistance from Local Law Enforcement

The district has made arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following are the types of arrangements used by the district:

**D. Types of Emergencies (continued) Arrangements for Obtaining Emergency Assistance from Local Law Enforcement (continued)**

- a. Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- b. Emergency responders will obtain access to locked buildings and grounds during emergencies via school issued key access cards or force as necessary.

**5) Procedures for Obtaining Advice and Assistance from Local Government Officials**

The procedures for obtaining advice and assistance from local governments during countywide emergencies include the following:

- a. Superintendent/Designee in an emergency will contact the Broome County Executive, Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- b. When necessary, the chief elected official may deem it necessary to invoke article 2-B, issuing a disaster declaration. Under such instances, the school district will comply with all directives in response to the immediate disaster.
- c. The district has identified resources for an emergency from the following agencies: Red Cross, Fire Department, Police Department, private industry, private individuals, religious organizations and other.
- d. Staff from the district have attended and will continue to attend seminars and workshops concerning school safety.

**6) District Resources Available for Use in an Emergency**

- a. Building-level Emergency Response Plans include resources specific to the building, including Student/Staff Information, Transportation Needs, Contact Personnel and their Telephone Numbers, AEDs, fire extinguishers, etc. as provided to the Broome Tioga BOCES District.
- b. The Broome Tioga BOCES District owned buses and other vehicles are available for use in an emergency to transport students, staff and visitors. In the event the district does not have enough vehicles, neighboring districts will be contacted for assistance.

**7) Early Detection of Potentially Violent Behavior & Interventions**

- 2<sup>nd</sup> Step
- Mental Health First Aid
- Zones of Regulation
- Executive Functioning
- Restorative Justice
- Responsive Classroom
- Mindfulness
- Life Space Crisis Intervention (LSCI)
- **PBIS**
- Non-Violent Crisis Intervention (NCI)
- Applied Physical Training (APT)

### **C. Types of Emergencies and Responses (continued)**

#### **8) Procedures to Coordinate the Use of School/ District Resources and Manpower During Emergencies**

a. During an emergency, all district resources shall be available for use at the direction of the District Incident Commander or his/her designee.

b. The building principal will determine what is needed and will work with the staff member of the building-level Emergency Response Team, charged with the responsibility of Operations.

c. Together, they will advise the District Safety Coordinator of their needs.

d. The District Safety Coordinator and District Incident Commander have the necessary authority to permit use of all districts owned resources and the allocation of financial resources if necessary. This includes staff, vehicles, facilities, etc.

e. The Superintendent of Schools, or his/her designee, has the authority to also allocate the necessary resources including financial requirements.

#### **9) Protective Action Options**

The district has plans for taking the following actions in response to an emergency where appropriate School Cancellation, Early Dismissal, Evacuation or Sheltering (internal or external)

##### **a. Early Dismissal**

1- The appropriate BOCES District Officials will monitor any situation that may warrant a school cancellation or delay.

2- The appropriate BOCES District Officials will make determination regarding early dismissal.

3- Contact Transportation Supervisor to arrange transportation.

4- The appropriate BOCES District Officials will contact local media, post notification on the BOCES website, and have a Global Notification call sent out with information of early dismissal.

5- Set up an information center so that parents may make inquiries regarding the situation.

6- Retain appropriate district personnel until all students have been returned home.

##### **b. School Cancellation or Delay**

1- The appropriate BOCES District Officials will monitor any situation that may warrant a school cancellation or delay.

2- The appropriate BOCES District Officials will make determination regarding school delay or cancellation.

3- The appropriate BOCES District Officials will contact local media, post notification on the BOCES website, and have a Global Notification call sent out with information of school delay or cancellation.

## **Broome-Tioga BOCES Instructional Programs Closing/Delay Procedures**

Please adhere to the following Closing/Delay Procedures:

### **LEARNING CENTERS:**

- If **Broome-Tioga BOCES is closed** (per announcement via radio, BOCES website and/or television) all BOCES Centers are closed (AUP / BTA staff does not report to work). The designated BOCES Learning Centers are: East, Johnson City, Leslie F. Distin Center, West and New Visions/Metro Center.
- An overall **BOCES delay is highly unlikely**. In the event of such an occurrence, BTA and AUP staff will also be on delay.

### **DISTRICT CLASSES & ADT:**

- If the **school district of an operating site is closed**, the Instructional Program is also closed. AUP/BTA staff does not report. Otherwise, it remains open and staff report. District based classes follow the policy of the school district in which they are housed.
- In the event of an **unscheduled early dismissal of classes**, all **ADT** staff members will contact immediate supervisor as soon as an unscheduled closing is announced for further direction. In case supervisor is not available, contact the Assistant Superintendent.
- If a **school district of a district-based classroom delay** is announced, the district-based BOCES staff / students located within the classrooms of that school district are on delay. Each supervisor will implement a contingency plan for students who may arrive before official school start time for district-based classes/operating site.

### **ADULT PROGRAMS:**

- If **Broome-Tioga BOCES is closed** (per announcement via radio and/or television) all **BOCES Adult Programs are closed** (BTA staff does not report to work). The designated BOCES Adult Centers are Broome County Workforce NY, Johnson City Learning Center, and Leslie F. Distin Education Center. This includes evening adult job training and literacy programs.
- An overall **BOCES delay is highly unlikely**. In the event of such an occurrence, BTA staff will also be on delay.

9) Protective Action Options (continued)

c. **Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)**

- 1- Determine the level of threat.
- 2- Contact Transportation Supervisor to arrange transportation.
- 3- Clear all evacuation routes and sites prior to evacuation.
- 4- Evacuate all staff and students to prearranged evacuation sites.
- 5- Account for all student and staff population and report any missing staff or students to Building Principal
- 6- Make determination regarding early dismissal.
- 7- If determination was made to dismiss early, contact local media to inform parents of early dismissal.
- 8- Ensure adult supervision or continued school supervision/security.
- 9- Set up an information center for parents' inquiries regarding the situation.
- 10- Retain appropriate district personnel until all students have been returned home.

d. **Sheltering Sites (internal and external)**

- 1- Determine the level of threat.
- 2- Determine location of sheltering depending on nature of incident
- 3- Account for all students and staff and report any missing staff or students to designee.
- 4- Determine other occupants in the building.
- 5- Make appropriate arrangements for human needs.
- 6- Take appropriate safety precautions.
- 7- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- 8- Retain appropriate district personnel until all students have been returned home.

e. **Stay at Home/Remote Learning for Pandemic**

- 1- District Officials in consultation with local, county and state officials will determine the level of threat.
- 2- District Officials shall initiate Navigate Prepared App
- 3- District Officials shall notify parents, students and staff of the situation and response and provide ongoing information at regularly scheduled update times.
- 4- District Officials shall make appropriate arrangements for human needs.
- 5- District Officials shall make appropriate arrangements for remote learning.

**D.** District Officials shall take appropriate safety precautions regarding building and site access

1) **Security**

2) **Crime Scene Security:** In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve evidence from being disturbed or destroyed:

- a. The initial scene security is charged with the Building Principal or designee until relieved by law enforcement officials.
- b. No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- c. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

- 3) **SRO:** Three School Resource Officer (SRO) are utilized at the district at this time (two at the Leslie Distin Educational Center and one at the East Learning Center):
  - a. Provides peace keeping services, implementing SAVE legislation and investigating violations of the law that disrupt the educational process. No discipline will be provided by law enforcement officer.
  - b. Provides guidance to students, parents, faculty and staff by acting as a link to support services available in the school and community.
  - c. Conducts presentations for student grades, parents and staff on various legal, safety and health issues as requested.
  
- 4) **Visitors:** Sign in procedures for visitors:
  - a. Each school building has an assigned person to sign in and out all visitors and non-- district workers at the main entry door/welcome center. Each visitor and non-- district employee are provided a visitor badge for the duration of the time spent in the Broome Tioga BOCES District Building.
  - b. All doors are locked during the school day.
  - c. Staff and visitor entry. Staff use badges to enter the building and visitors are viewed on CCTV, questioned about their purpose at the building and then buzzed into the building by the person monitoring the entry point.
  - d. Visitor badges not returned at the end of the day are accounted for by the sign in personnel and the visitor is contacted for the badge.
  
- 5) Other school safety personnel - Educational Center, East Learning Center, West Learning Center
  1. Greeters/Main office secretaries
    - a. Provides oversight and security at the main entrance.
    - b. Checks visitors in and assign visitor badges.
    - c. Checks with building employee that a visitor is there to see them.
    - d. Checks badges are returned, and visitors have signed out.
  2. Monitors
    - a. Provide supervision at playground, lunch periods and study halls.
    - b. Maintains order in classrooms and hallways.
    - c. Oversees orderly passing of students between classes, in gym, cafeteria, lock rooms and school premises both before and after school.
    - d. Assist children in safely crossing streets and intersections.
    - e. May render first aid and/or accompany student to the nurse.
  3. Lighting and Cameras
    - a. Lighting has been provided around the perimeter of all school buildings.
    - b. There are cameras at each building inside and outside to monitor activity in parking lots as well as inside the school building.

## **E. Code of Conduct**

A Code of Conduct for students has been developed in accordance with the Dignity for All Students (DASA) requirements. Broome Tioga BOCES has considered a zero tolerance policy for acts of violence and instead is using a review of such incidents on a case by case basis.

The Student Code of Conduct is located on the Broome Tioga BOCES website:

<https://www.btbooces.org/Downloads/1718%20Student%20Handbook%20%20%20FINAL%2073117.pdf>

## **SECTION IV: RECOVERY**

### **A. Obtaining Assistance During Emergencies from Emergency Services Organizations and Local Government Agencies**

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies.

### **B. A System for Informing All Educational Agencies Within a School District of a Disaster**

The district will notify any appropriate educational agencies within its boundaries, as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The agencies to be contacted are listed in the Building Level Emergency Plans.

### **C. Maintaining Certain Information About Each Educational Agency Located in the School District**

- 1) Each Building level Emergency Response Plan will include the following information for schools and daycares within the district:
  - a. School population;
  - b. Number of staff;
  - c. Transportation needs, and
  - d. Business and home telephone numbers of key officials of each such educational agency.
- 2) The building-level School Safety Teams will ensure that this information is current and accurate.
- 3) Vital Education Agency information and Building Contact information are available in Building Emergency Plans.

### **D. Crisis Response Assistance**

- 1) Crisis response for incidents requiring the assistance of counselors will use in-house psychologists, counselors and social workers to assist.



Appendix I BT BOCES Hazards Identified by Building

Central Business Office (CBO)

**Buildings & Surrounding Areas**

Route 17C	Susquehanna River
Railroad	TriCities
Endicott Water Treatment Facility	

Duplicating Center

**Buildings & Surrounding Areas**

Surrounding Neighborhood	Railroad
Rt. 26	Agway
Huron Waste Treatment	

East Learning Center

**Buildings & Surrounding Areas**

Route 363	Columbus Park
Route 11	Surrounding Streets
Local Gas Stations	Railroad Yard

Education Center and Instructional Support Center (ISC) I

**Buildings & Surrounding Areas**

Project Adventure Trail	Flight Pattern of Greater Regional Airport
Gas Tank	Marshy Land
Surrounding woods, fields, cliff	Routes 17 (86) & 81

Johnson City Learning Center (JCLC)

**Buildings & Surrounding Areas**

Binghamton Johnson City Joint Water Treatment Facility	Route 17C
Railroad	Local Creek
Route 17	Route 201

West Learning Center (WLC)

**Buildings & Surrounding Areas**

West Learning Center	Creek
Apalachin Elementary School (Cafeteria)	Wooded Area
Propane Tank	Route 17
Rt. 434	Owego Water Treatment Facility

Appendix I – BT BOCES – Hazards Identified by Building

Weather Hazards

	<b>Hazard</b>	<b>Chance for Occurrence</b>
1	Extreme Heat above 95 degrees F – difficulty keeping people cool	Usually July through September several different times per year
2	Flooding due to Hurricanes	Medium
3	Winter Storms/Blizzards	Medium
4	Thunderstorms	Medium
5	Tornadoes	Low
6	Brush Fires	Low
7	Hurricane Winds	Low
8	Earthquakes	Low
9	Droughts	Rare

MetroCenter (Met)

**Buildings & Surrounding Areas**

Court Street	Route 363 & Route 11
Surrounding Streets	MLK Park
Chenango & Susquehanna Rivers	Huron Campus

Washington Avenue

**Buildings & Surrounding Areas**

Route 17C/Main Street	Susquehanna River
Gulf Gas Station	Endicott Water and Light Department
Route 17	Huron Campus

## **Appendix 2**

### **Broome-Tioga BOCES Sites**

<b>Site</b>	<b>Contact</b>
<b>Leslie F. Distin Educational Center</b> 435 Glenwood Road Binghamton, NY 13905	<b>Tom McNair</b>
<b>Instructional Support Center</b> 435 Glenwood Road Binghamton, NY 13905	<b>Robin Eccleston</b>
<b>East Learning Center</b> 164 Hawley Street Binghamton, NY 13901	<b>Chuck Wheeler</b>
<b>Johnson City Learning Center</b> 500-502 Main Street Johnson City, NY 13790	<b>Lynette Bryan</b>
<b>New Visions/MetroCenter</b> 49 Court Street Binghamton, NY 13901	<b>Ani Loew</b>
<b>Washington Street</b> 201 Washington Street Endicott, NY 13760	<b>Molly St. John</b>
<b>West Learning Center</b> 471 Pennsylvania Avenue Apalachin, NY 13732	<b>Marie Keesler</b>
<b>Central Business Office</b> 100 Marshall Road Endwell NY 13760	<b>Kathy Blackman</b>
<b>N. Loder Avenue</b> 1 N. Loder Ave Endicott, NY 13760	<b>Chris Alunni</b>

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## Commissioner's Regulation 155.17

### Appendix 3:

§ 155.17 School Safety Plans.

(a) Development of school emergency management plans. Each board of education of a school district, other than a school district in a city having a population of more than one million inhabitants, and each board of cooperative educational services shall prepare by October 1, 1990, and shall update by October 1st of each succeeding school year, a school emergency management plan as prescribed in this section to insure the safety and health of children and staff and to insure integration and coordination with similar emergency planning at the municipal, county and State levels, which plan, and any amendments thereto, shall remain in effect until the adoption of a comprehensive multi-hazard, district-wide school safety plan and building-level school plans pursuant to subdivisions (b) and (e) of this section, at which time it shall be superseded by such plans. A copy of the plan shall be available in each school district for inspection by the public and shall be made available to the commissioner upon request.

(b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district-wide school safety plan and building-level school safety plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level school safety team, as such terms are defined in subdivision (c) of this section and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. A school district having only one school building shall develop a single building-level school safety plan, which shall also fulfill all requirements for development of a district-wide plan to ensure the safety and health of children and staff and to insure integration and coordination with similar emergency planning at the municipal, county and State levels. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

(c) Definitions. As used in this section:

(1) *Educational agencies* mean public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children **with** disabilities.

(2) *Superintendent* means a superintendent of schools or a district superintendent.

of schools, as appropriate.

(3) *Disaster* means occurrence or imminent threat of widespread or severe damage, injury, or loss of life or property resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.

(4) *Emergency* means a situation, including but not limited to a disaster, that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

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**Commissioner's Regulation 155.17**

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(5) *Emergency services organization* means a public or private agency, organization, or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

(6) *School cancellation* means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

(7) *Early dismissal* means returning students to their homes or other appropriate locations before the end of the school day.

(8) *Evacuation* means moving students for their protection from a school building to a predetermined location in response to an emergency.

(9) *Sheltering* means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

(10) *Building-level school safety plan* means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents prescribed in paragraph (e)(2) of this section.

(11) *Building-level school safety team* means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(12) *District-wide school safety plan* means a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management at the district level and has the contents prescribed in paragraph (e)(l) of this section.

(13) *District-wide school safety team* means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

(14) *Emergency response team* means a building-specific team designated by the building-level school safety team that includes appropriate school personnel, local law enforcement officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a serious violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(15) *Post-incident response team* means a building-specific team designated by the building-level school safety team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) *School safety plan* means a district-wide school safety plan or a building-level school safety plan.

(17) *Serious violent incident* means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their

## **Appendix 3: Commissioner's Regulation 155.17**

safety or health, including, but not limited to: riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

(d) School emergency management plans. A school emergency management plan shall be designed to prevent or minimize the effects of emergencies and to coordinate the use of resources, and shall include, but not be limited to:

- (1) the identification of sites of potential emergency.
- (2) the identification of appropriate responses to emergencies.
- (3) a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
- (4) a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to help during emergencies.
- (S) the identification of district resources which may be available for use during an emergency.
- (6) in the case of a school district, a system for informing all educational agencies within such school district of an emergency.
- (7) a description of plans for taking the following actions in response to an emergency where appropriate:
  - (i) school cancellation.
  - (ii) early dismissal.
  - (iii) evacuation.
  - (iv) sheltering; and
- (8) in the case of a school district, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency; and
- (9) the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law.

(e) School safety plans. District-wide school safety plans and building-level school safety plans shall be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

- (i) the identification of sites of potential emergency.
- (ii) except in a school district in a city having a population of more than one million inhabitants, a description of plans for taking the following actions in response to an emergency where appropriate:
  - (a) school cancellation.
  - (b) early dismissal.
  - (c) evacuation.
  - (d) sheltering.
  - (iii) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
  - (iv) policies and procedures for responding to acts of violence by students, teachers, other.

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**(b) Commissioner's Regulation 155.17**

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school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.

(v) appropriate prevention and intervention strategies, such as:

(a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited.

(b) nonviolent conflict resolution training programs.

(c) peer mediation programs and youth courts; and

(d) extended day and other school safety programs.

(vi) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

(vii) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations.

(c) and local governmental agencies.

(d) **(viii)** except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-8 of the Executive Law.

**(ix)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency.

(x) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to help during emergencies.

(xi) policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal.

(xii) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.

(xiii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students at the school district or board, students and other persons deemed appropriate to receive such information.

(xiv) policies and procedures for annual multi-hazard school safety training for staff and students.

(xv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.

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### **Appendix 3:**

(xvi) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

(xvii) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence.

(xviii) a description of the duties of hall monitors and any other school safety personnel, the training required of a,1 personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity.

(xix) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster; and

(xx) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.

(2) School emergency response plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

(i) policies and procedures for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during or after school hours, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation, and emergency notification to persons in parental relation to a student.

(ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team.

(iii) procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

(iv) establishment of internal and external communication systems in emergencies.

(v) definition of the chain of command in a manner consistent with the National interagency Incident Management System (NIMS)/incident Command System (ICS);

(vi) coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State, and local mental health resources in the event of a violent incident.

(vii) procedures for an annual review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials; and

(viii) policies and procedures for securing and restricting access to the crime scene



## **Appendix 3:**

in order to preserve evidence in cases of violent crime on school property

(3) Each board of education, chancellor or other governing body shall make each district- wide and building-level school safety plan available for public comment at least 30 days prior to its adoption, provided that only a summary of each building-level emergency response plan shall be made available for public comment. Such district-wide and building-level plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide comprehensive safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption. A copy of each building-level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

(4) The commissioner may grant a waiver of the requirements of Education Law section 2801-a, this subdivision and subdivision (b) of this section to any school district or board of cooperative services or county vocational education and extension board for a period of up to two years from July 24, 2000 upon a finding by the commissioner that such district had adopted a comprehensive school safety plan on or before November 1, 2000 which is in substantial compliance with the requirements of Education Law section 2801-a.

(f) Use of school property. Each board of education and board of cooperative educational services shall cooperate with appropriate State, county and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. School districts and boards of cooperative educational services are required to relinquish to the appropriate State or county agencies the control and use of school transportation vehicles and facilities in accordance with county emergency preparedness plans or directives.

(g) Communication liaisons.

(1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or State emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the Cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

## **Appendix 3:**

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### **Commissioner's Regulation 155.17**

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h) Reporting. Each superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district and shall provide such information as the commissioner may require. School districts within a supervisory district shall provide such notification through the district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days.

(i) Instruction. Each public-school superintendent and each chief school administrator of an educational agency other than a public school shall take action

to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

(j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency plan or its emergency response procedures under each of its building-level school safety plans, including sheltering or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

(1) Parents or persons in parental relation shall be notified at least one week prior to the drill.

(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

(3) The provisions of section 175.S(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

(k) Reports by educational agencies. Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of school's information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(l) Nothing contained in subdivision (a) or (c) of this section shall prevent an educational agency from using, in part or in total, an emergency management plan previously developed in cooperation with a county or other municipality as the emergency management plan required in this section until the adoption of school safety plans as required by subdivision (b) of this section; provided, however, that all applicable requirements of this section shall be met.

(m) Commissioner of Education. The Commissioner of Education or his or her designee may order emergency response actions by individual school districts if the local officials are unable or unwilling to act deemed to be appropriate by State and/or county emergency personnel in accordance with county or State emergency preparedness plans or directives.

**Historical Note** Sec. filed Dec. 23, 1997; renum. 155.21, new added by renum. 155.13, filed Sept. 21, 1999; amds. filed: Nov. 14, 2000 as emergency measure; Feb. 9, 2001 as emergency measure; March 23, 2001 as emergency measure; April 27, 2001 eff. May 17, 2001.

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## **Education Law 408.b**

### **Appendix 3:**

#### **Education Law 408.b**

\*S 408-b Submitting plans and specifications of school buildings with local fire and law enforcement officials. The appropriate authorities for each public and private school building in the state shall submit the most current plans and specifications for each school building under their responsibility to the fire and law enforcement officials in the city, towns or village where the school building is located. The commissioner may adopt such rules and regulations as are necessary and appropriate to implement the provisions of this section to facilitate its purpose of providing quick and easy access to and passage through school buildings should it be necessary for fire or law enforcement reasons. Such regulations shall authorize submittal of simplified plans showing access and passageways for older schools where original plans or blue prints may not exist or where the school authorities can justify a claim of hardship in meeting the requirements of this section.

\*NB Effective March 19, 2001

## Appendix 4:

### Memorandums of Understanding Emergency Plan School Cooperation

#### EMERGENCY PLAN SCHOOL COOPERATION AGREEMENT

This agreement is made and entered into by the School Districts, hereinafter referred to as "Schools" within Broome and Tioga counties, State of New York.

Pursuant to the terms of the School Emergency Plans, Schools may provide emergency services on behalf of the students, faculty and staff.

The parties hereto mutually desire to reach an understanding that will result in making School Facilities and vehicles available to each other.

Now, therefore, it is mutually agreed between the parties as follows:

1. Each School agrees that after meeting responsibilities to pupils, it will permit to the extend of its ability, and upon request of another school, the use of its physical facilities and transportation vehicles by the requesting school, in response to a disaster as defined by Executive Law Section 20 (2) (a).
2. The requesting School agrees that it shall exercise reasonable care in the conduct of its activities in such facilities and vehicles and further agrees to replace or reimburse the responding School for any food or supplies that may be used. Further, the responding school agrees to provide New York State Certified bus drivers as available.
3. Notwithstanding any other agreements, the requesting School agrees to defend, hold harmless and indemnify the responding School against any liability in respect to bodily injury, death and property damage arising from the use of the responding Schools equipment, property, or vehicles by the requesting School.

11.	Owego-Apalachin Central School District <u>Esther G. Lewis</u>	Date	<u>10/11/95</u>
12.	Spencer-Van Etten Central School District _____	Date	_____
13.	Susquehanna Valley Central School District <u>Richard D. T. Smith</u>	Date	<u>10/11/95</u>
14.	Tioga Central School District <u>Patricia Douglas</u>	Date	<u>10/17/95</u>
15.	Union-Edicon Central School District <u>Alexander</u>	Date	<u>10/11/95</u>

Signatures valid indefinitely.

**EMERGENCY PLAN  
SCHOOL COOPERATION AGREEMENT**

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2. The requesting School agrees that it shall exercise reasonable care in the conduct of its activities in such facilities and vehicles and further agrees to replace or reimburse the responding School for any food or supplies that may be used. Further, the responding school agrees to provide New York State Certified bus drivers as available.
3. Notwithstanding any other agreements, the requesting School agrees to defend, hold harmless and indemnify the responding School against any liability in respect to bodily injury, death and property damage arising from the use of the responding Schools equipment, property, or vehicles by the requesting School.

16.	Vestal Central School District <u>Michael J. Pashoff</u>	Date <u>October 11, 1995</u>
17.	Waverly Central School District <u>Anthony J. Mich</u>	Date <u>October 20, 1995</u>
18.	Windsor Central School District <u>Oliver M. Blaine, Jr.</u>	Date <u>October 11, 1995</u>
19.	Whitney Point Central Schools <u>Dale P. Schumacher</u>	Date <u>Oct. 11 1995</u>
20.	Harpursville Central School District <u>Joseph R. Bond</u>	Date <u>Oct 11 1995</u>

Signatures valid indefinitely.

**Appendix 4:**  
**Memorandums of Understanding - Red Cross**



**American  
Red Cross**

Southern Tier

620 East Main Street  
Endicott, New York 13760  
Tel. 607-785-7207  
Fax 607-785-7216  
<http://www.southern-tier-redcross.org>

101 Main St.  
Cooperstown, NY  
13326  
Tel: 607-547-2441  
Fax: 607-547-7445

376 Chestnut St.  
Oneonta, NY  
Tel: 607-432-4259  
Fax: 607-432-4299

176 Main St.  
Owego, NY 13827  
Tel: 607-687-1413  
Fax: 607-687-3790

27 West Main St.  
Norwich, NY  
13815  
Tel: 607-334-4565  
Fax: 607-336-4896

21 Liberty Street  
Sidney, NY 13838  
Tel: 607-561-2643  
Fax: 607-563-8190

Making a  
Difference  
in our  
community  
since 1907



**AGREEMENT TO PERMIT THE USE OF A  
FACILITY AS A RED CROSS EMERGENCY SHELTER**

This agreement is made and entered into between:

Broomc-Tioga BOCES  
435 Glenwood Road  
Binghamton, NY 13905

**And**

Red Cross: American National Red Cross  
Southern Tier Chapter, Emergency Services Dept.  
620 East Main Street, Endicott, NY 13760  
(607) 785-7207

HUMAN RESOURCES  
MAY 21 2007

RECEIV

This agreement is effective upon fixing of last signature,  
Owner or Red Cross may terminate agreement upon 30 days' notice.

**Terms & Conditions**

This Agreement is made for the temporary use of a facility for use as a public shelter during a natural disaster or other condition or event requiring the activation of the disaster relief functions of the American Red Cross. This agreement represents an understanding that will result in providing the facility owned by Broome-Tioga BOCES for use as an emergency shelter for the benefit of the Community.

**Owner's Responsibilities:**

- (a) Upon request by the Red Cross (orally or in writing;) Owner will take the facility available to the Red Cross for use as a shelter.
- (b) Owner will appoint a Facility Coordinator to coordinate the use of the Shelter with the Red Cross Shelter Manager. The Facility Coordinator and Shelter Manager will jointly conduct a pre-inspection survey of the Shelter before it is turned over to the Red Cross. The pre-inspection survey will be used to identify and record any existing damage or conditions. The Facility Coordinator will secure all equipment that is not available for use by the Red Cross in the Operation of the Shelter.
- (c) The Facility Coordinator will, if it is deemed appropriate by the Shelter Manager and Facility Coordinator, designate a Foodservice Manager who will coordinate with the Shelter Manager to provide food and supplies as needed and/or a Facility Custodian who will coordinate with the Shelter Manager to order and provide all additional sanitation and custodial supplies as needed. All purchases will be approved by the Shelter Manager. The Red Cross will pay or reimburse Owner for all food, sanitation and custodial supplies used in the course of operating the shelter.

*For more information on how to leave a lasting legacy  
For the Southern Tier Chapter, please call (607) 785-7207*



**American  
Red Cross**

Southern Tier

620 East Main Street  
Endicott, New York 13760  
Tel. 607-785-7207  
Fax 607-785-7216  
<http://www.southern-tierredcross.org>

101 Main St.  
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376 Chestnut St.  
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Tel: 607-432-4259  
Fax: 607-432-4299

176 Main St.  
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21 Liberty Street  
Sidney, NY 13838  
Tel: 607-561-2643  
Fax: 607-563-8190

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community  
since 1907



(d) Safety of the Shelter population shall be exclusively the role of the Red Cross. Owner shall not distribute or reveal any information concerning occupants in the Shelter without the express written consent of the Shelter Manager. No press releases other information shall be disseminated without the express written consent of the Shelter manager. Owner will refer all media questions related to the Shelter Manager.

(c) Within 30 days after the close of a Shelter, the Facilities Coordinator shall submit to the Red Cross all invoices to the address above. Invoice backup must include details on any materials or goods used or consumed.


**Red Cross Obligations:**

(a) The Red Cross Shelter Manager has primary responsibility for the operation of the Shelter. Red Cross will post signs identifying the Shelter. Red Cross will remove all Red Cross Signs when the Shelter is closed. Red Cross and all of its agents, employees and volunteers will exercise reasonable care in the operation of any Shelter.

(b) The Red Cross will reimburse Owner for reasonable actual out-of-pocket costs and expenses for operations expenses, including replacement of food, supplies and equipment. Property damage, lost or stolen due to the negligence of Red Cross will be compensated based on depreciated actual cash value. Reimbursement for any extraordinary or capital expenses (including without limitation, painting, carpeting, wiring and structural work) is limited to replacement at actual cash value of the property. In such cases, Red Cross will select bids obtained by Owner from at least three reputable contractors.

(c) The Red Cross will notify the Owner of Facilities Coordinator of the closing schedule for the Shelter. After the Shelter has been closed, the Facility Coordinator and Shelter Manager will conduct a post-disaster facilities survey to ensure that the Shelter is returned to the Owner in the same condition as it was when it was opened, ordinary wear and tear excepted.

**Signatures to this Agreement:**

  
\_\_\_\_\_  
Authorized Signature  
Title: Deputy Superintendent  
Broome-Tioga BOCES

\_\_\_\_\_  
Authorized Signature:  
Southern Tier Chapter  
American Red Cross

**Appendix 4:**  
**Memorandums of Understanding - BDDSOO Gym Evacuation Site for**  
**Education Center and Instructional Support Center**

Broome Developmental Disabilities State Operations Office

Revocable Permit

For Short-Term Use of Facility Space

PERMIT, made on \_\_\_\_\_, 2018, by and between Broome-Tioga BOCES, whose address is 435 Glenwood Road, Binghamton, New York, 13905, hereinafter referred to as PERMITTEE, and THE PEOPLE OF THE STATE OF NEW YORK, hereinafter referred to as the STATE, the OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES, hereinafter referred to as the OPWDD, and the DORMITORY AUTHORITY OF THE STATE OF NEW YORK, hereinafter referred to as the AUTHORITY.

**Purpose and Proposed Use:** PERMITTEE's sheltering in the gym in the event of an emergency evacuation of PERMITTEE's property.

- a. STATE, through the Broome Developmental Disabilities State Operations Office (BDDSOO) of the OPWDD, agrees to provide sheltering space for PERMITTEE to the best of its ability during an emergency, when requested by an authorized representative of PERMITTEE. The request is to be made by the District Superintendent/designee of PERMITTEE to the Director/designee of BDDSOO.
- b. BDDSOO will activate their Incident Command System (ICS) to address PERMITTEE's individual relocation. BDDSOO's Incident Commander will work with PERMITTEE's Incident Commander to ensure that a timely, safe transition is accomplished.

Description of Premises to be used: The gym at the BDDSOO, located at 249 Glenwood Road, Binghamton, NY 13905.

Date(s) and Time(s) of Use(s): During school hours in the event of emergency evacuation of PERMITTEE's property.

The PERMITTEE is hereby granted permission to use the above described premises (PREMISES) for the purposes stated. Such permission is limited to the time(s) and date(s) listed above and expires on the last date issued above, unless revoked at an earlier time. The permission hereby may be revoked at any time.

The PERMITTEE must bring its own activity materials to use on site, including food.

The PERMITTEE shall keep the premises in a clean, orderly, neat, and sanitary condition and shall vacate the PREMISES at the earlier of the conclusion of the period specified above or revocation of the premises is granted hereby.

Upon vacating the PREMISES, the PERMITTEE shall restore them as nearly as possible to the condition the PERMITTEE found them.

The PERMITTEE accepts this permit upon and subject to all the terms, stipulations and conditions below.



2. Term and Termination: The term of this permit is five years from the date executed by both parties. Notwithstanding the foregoing, the PERMITTEE and STATE shall have the right to terminate this agreement upon at least fifteen (15) days prior written notice. The permit shall terminate on the date specified in the notice.
3. Payment: Broome-Tioga BOCES will reimburse BDDS00 for any costs involved in using the facility and the facility resources.
4. Indemnity and Insurance: The PERMITTEE agrees to assume an responsibility for its activities on the PREMISES and shall be fully responsible and answerable in damages for any and all accidents and/or injuries to persons or property, including death, and hereby agrees to indemnify and hold harmless the people of the State of New York ("STATE"), the Office for People With Developmental Disabilities ("OPWDD") and the Dormitory Authority of the State of New York ("AUTHORITY") from any and all claims, suits, actions, damages and costs of any activities, including all costs incurred by the STATE, OPWDD, in defending itself or its employees in any action or proceeding arising out of the PERMITTEE's use of the PREMISES. The PERMITTEE agrees to obtain and maintain or have its comprehensive liability insurance coverage in an amount no less than one million dollars (\$1,000,000.00) combined (bodily injury and property damage) single limit per occurrence, and two million dollars (\$2,000,000.00) aggregate extended to the PREMISES for the date(s) and time(s) of use by the PERMITTEE. The People of the State of New York, the OPWDD, shall be named as Insureds on the policy. A satisfactory certificate of insurance must be provided to the Developmental Disabilities State Operations Office ("DDSOO") prior to the PERMITTEE's use of the PREMISES.  
No act or omission of the DDSOO or its employees with regard to said certificate (e.g., failure to request or review) shall be deemed a waiver of PERMITTEE's obligation to obtain the required liability coverage.
5. Risks Assumed by Permittee: The PERMITTEE solely assumes the following distinct and several risks whether such risks arise from acts or omissions, whether supervisory or otherwise, of the AUTHORITY, of the STATE, of any director, officer, employee, contractor, agent or invitee of PERMITTEE, of third persons or from any other cause, whether such risks are within or beyond the control of the PERMITTEE and whether such risks involve any legal duty, primary or otherwise, imposed upon the AUTHORITY or the STATE, excepting only risks which arise from the affirmative acts of the STATE, its officers or employees or the AUTHORITY, its member, officers, employees or representatives:
  - A. the risk of loss or damage, including direct or indirect damage or loss, of whatever nature to any equipment, tools, materials, fixtures or property furnished, used, installed or received by PERMITTEE, its directors, officers, employees, agents, contractors or invitees;

- B the risk of claims, just or unjust, by third persons against the AUTHORITY or the STATE or PERMITTEE on account of wrongful death, bodily injuries or property damage, direct or consequential, loss or damage of any kind whatsoever arising, or alleged to arise out of, or as a result of, or in connection with the use of the premises by PERMITTEE, its officers, directors, employees, agents, contractors or invitees, whether actually caused by, or resulting from the use of the premises, or out of, or in connection with the operations or presence of PERMITTEE, its officers, directors, employees, agents or contractors at or in the vicinity of the premises;
  - C. the responsibility and liability for any and all damage, injury, loss or expense of any kind or nature whatsoever, including death resulting therefrom, to all persons, and to all property, caused by, resulting from, arising out of, or occurring in connection with, the use of the premises by PERMITTEE, its officers, directors, employees, agents, contractors or invitees;
  - D. the PERMITTEE's obligations under this section shall not be deemed waived, limited or discharged by the procurement or enumeration of any insurance for liability for damages. The termination of this permit for any reason shall not release PERMITTEE from its obligations under this section.
6. Personal Property: Any and all articles of personal property, including, but not limited to, equipment, owned or installed by PERMITTEE, at its sole cost and expense, are and shall remain the property of PERMITTEE and may be removed by it at any time. PERMITTEE shall pay the cost of repairing any damage to the premises arising from the removal of such articles.
7. **Damages:** PERMITTEE shall be responsible at its sole cost and expense, for the immediate repair of any damage done to the premises or to any STATE equipment or improvements by any action or omission to act by PERMITTEE, its officers, directors, employees, agents, contractors or invitees, including, where appropriate, replacement of the equipment or improvement. Should any inspection by the STATE, or the STATE's designee, reveal damages to the premises caused by PERMITTEE, its officers, directors, employees, agents, contractors or invitees, the STATE may, upon written notice, require that such damage be corrected. Notice shall set forth specific damage(s) in need of repair.
- a. Destruction of Premises: If the premises are destroyed in its entirety, this agreement shall terminate. If the premises are only partially destroyed, either party may terminate this agreement pursuant to section 2 of this Permit.
9. Alterations: PERMITTEE may not make any alterations to the premises without first obtaining the written prior approval of the STATE.
10. Notices: Atty notice by PERMITTEE to the STATE, OPWDD and AUTHORITY shall be deemed to be given if mailed by registered or certified mail, addressed to: OPWDD, 44 Holland Avenue, Albany, NY 12229; Broome DDSOO, 435 Glenwood Road, Binghamton, NY 13905; and DASNY 515 Broadway, Albany, NY 12207.

11. Representations: It is understood and agreed by and between the parties hereto that no representations or promises have been made with respect to the premises other than those contained and referenced herein.
12. Assignments: PERMITTEE shall not assign any rights or duties under this Permit and shall not allow any other person to use the premises without the prior written consent of the STATE.
13. Entire Agreement: This permit constitutes the entire agreement between the parties hereto and no statement, promise, condition, understanding, inducement or representation, oral or written, expressed or implied, which is not contained herein shall be binding or valid. This permit shall not be changed, modified or altered in any manner except by an instrument in writing executed by the parties hereto and approved in the same manner as this permit.
14. Non-Waiver: No failure by the AUTHORITY, OPWDD or STATE to insist upon strict performance of any agreement, term, covenant, or condition of this Permit or to exercise any right or remedy consequent upon a breach of this Permit, and no acceptance of full or partial consideration during the continuance of any such breach, shall constitute a waiver of any such breach of such agreement, term, covenant, or condition. No agreement, term, covenant, or condition hereof to be performed or complied with by PERMITTEE, and no breach thereof, shall be waived, altered or modified except by a written instrument executed by the STATE, OPWDD and AUTHORITY. No waiver of any breach shall affect or alter this Permit, but each and every such agreement, term, covenant and condition hereof shall continue in full force and effect with respect to any other then existing or subsequent breach thereof.

Date: 12/5/18

Broome-Tioga BOCES  
By:   
Allen Buyck, District Superintendent

Date: 11/15/15

NEW YORK STATE OFFICE FOR PEOPLE WITH  
DEVELOPMENTAL DISABILITIES  
By:   
Jeanne Wilson, Director  
BDDSOO

**AGREEMENTS REQUIRING BOARD APPROVAL**

**DIVISION:** MSS

The People of the State of New York, The Office for People With  
Developmental Disabilities (OPWDD), The Dormitory Authority of

- Official Name of Agreeing Party: the State of New York (DASNY)
- Description : Broome-Tioga BOCES emergency evacuation shelter agreement
- Requisition Number (if any): \_\_\_\_\_
- Division Contact: Mike Lynch
- Division Approval: \_\_\_\_\_ Date: 1-10-19
- Cost: N/A -or- Revenue: Yes \_\_\_ No \_\_\_ -or- N/A \_\_\_
- Effective Date(s): 12/5/18-12/4/23

**BUSINESS OFFICE:**

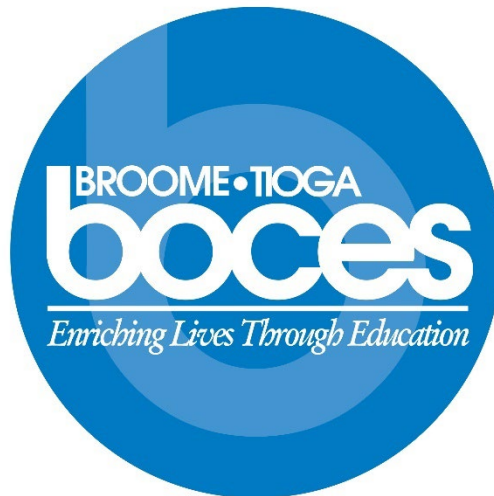
- Agreement Previously **Approved** by Attorney / / Yes \_\_\_ No \_\_\_
- Approved by Central Office Staff Member / / by \_\_\_\_\_
- Sent to Attorney 11 / 28 / 18
- Reviewed by Attorney 11 / 30 / 18
- Board Approval 12 / 19 / 18
- Send copy of executed agreement back to the contact Lynch

**ADDITIONAL NOTES:**

*Fully Executed  
Signed by Al Bayck  
12/5/18*

Appendix 5:

Public Employer Health Emergency Plan  
Broome-Tioga BOCES



This plan has been developed in accordance with NYS legislation S8617B/A10832.

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# Public Health Emergencies - Communicable Disease

## Purpose, Scope, and Situation Overview

### Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c. This law was amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

### Scope

This plan was developed exclusively for and is applicable to Broome-Tioga BOCES. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have assembled this plan.

### Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency. The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- 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.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- 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 guidance which may be published by the CDC, the State Department of Health, or County health officials.

#### **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 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

#### **Response**

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

#### **Prevention/Mitigation:**

- We will work closely with the Broome County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
  - o Report suspected and confirmed cases of influenza to: Broome County Department of Health
- The school district will emphasize handwashing and cough/sneezing etiquette through educational campaigns including Cover Your Cough and Handwashing Materials.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

#### **(1) Essential Positions/Titles**



In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** - a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** - brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.

Title	Description	Justification
District Superintendent	Oversees day to day operations	Superintendent in charge overall
Chief Operating Officer	Exercises functional and direct supervision over department, staff, projects and internal functions	Approves all financial decisions
Assistant Superintendent for Instruction	Oversees/manages Instructional Programs	Day to day instructional operations
Senior Typist	Clerical duties with specialized knowledge of office polities and procedures	Inputs hours for payroll. Performs duties for Covid tracing and Quarantine.
Director of Human Resources	Responsible for planning, coordinating and directing all human resource areas	Maintain employee and labor relations
Senior Personnel Coordinator	Continuing management of worker's compensation and risk management	Maintain employee onboarding and off boarding
Benefits Specialist	Day to day administration of employee benefit program and serves as principal source of information to employees retirees with benefit related issues	Maintain employee benefit programs
Human Resources Secretary	Day to day office management. correspondence flow	Maintain schedule and correspondence of director
Personnel Coordinator	Responsible for operation of Personnel Office. recruitment placement attendance/leave records, employee benefits, performance evaluations and processing salary increments	Maintain risk management and attendance management
HR Senior Typist	Management of sub-teacher registry for 14 districts	Maintain substitute staffing registry
Director of Professional Development and Resource Center	Supports professional learning and planning needs	Works alongside district leaders m component school districts for planning. instruction. assessment and instructional technology. Serves as hal son wnh NYSED
Director of Facilities and Safety	Management of facilities and operations including HVAC, maintenance of buildings and grounds. Supervision of custodial, maintenance and other assigned staff	On site management districtwide for facilities safety protocol
Head Custodian	Responsible for cleaning and operation of school: maintains buildings and equipment up to approved standards of cleanliness and operation	Responsible for cleaning operation of buildings
Cleaners	Oversight of buildings, cleaning, sanitizing, and maintenance	Clean and disinfect applicable areas of buildings
Maintenance Mechanic	Responsible for performing variety of skilled mechanical. maintenance. Repair and construction related tasks	Performs variety of skilled mechanical. maintenance. repair and construction related tasks in connection with building maintenance
Stores Clerk	Responsible for clerical and physical work relative to a stock room of parts, supplies and or materials necessary to the work one or more departments or divisions	Stocking of parts, supplies, materials. Tracks receipt, inventory, distribution & billing. Shipping/receiving and delivery of mail/packages
Director of Regional Information Center	Oversees all technology implementation and maintenance of devices	Provides personnel support and access to various systems for emergency and routine maintenance purposes
Manager of Technical Support Services	Oversees all technology, implementation and maintenance of devices	Provides personnel support and access to various systems for emergency and routine maintenance purposes
Network Engineer	Responsible for overall design and engineering of voice vide data systems	Access to Network Operations Center for routine maintenance/trouble shooting
Network Specialist	Responsible for administering and participating m maintenance and operation of computer networks	Access to Network Operations Center for routine maintenance/trouble shooting!
IT Project Coordinator	Responsible for development, unplemen lation, coordlnatwn and administration of IT orolects	Coordinate onsite work of 3rd party vendors and IT projects that require onsite support
Manager of Customer Services	Supervision of team providing support for software applications, systems and related service	Access to network operations center, provide personnel support and communication to district administrators related to emergency and routine maintenance issues

PC LAN Tech	Responsible for installation, maintenance and relocation of computer Technology network and associated equipment	Provide on-site IT user and device support for essential employees across the organization
Document Services Manager	Responsible for directing all work operations including budgetary, planning, Staff management evaluation and production activities	Responsible for all production activities related to school district document needs. Budgetary, planning and staff management
Duplicating Center Worker	Operates duplicating machine, set-up, adjustment, minor maintenance and cleaning	Responsible for duplication forms and publications Distribution of incoming/outgoing mail
Delivery Driver	Skill and safe operation of work-related trucks/vehicles used to deliver goods	District wide delivery of time-sensitive and crucial documents
Food Service Director	Oversees food preparation service Supervises directs staff in coordination of daily food services with policies and procedures	Administers large scale food service operation Responsible for overseeing all phases of the operation
School Lunch Supervisor	Directs/ oversees preparation and service of meals in district's food service program. Ensures sanitation and safety. Monitors storage and supplies for district. Oversees distribution of supplies and maintenance of inventories and records	Oversees multiple kitchens in district. Oversees efficient and economical operation of district food service program
Cook Manager	Supervises preparation and serving of food, storage and care of foods and supplies, cleaning and care of equipment. Recordkeeping	Preparation/cooking of food on moderately large scale and supervision of food service personnel
Dietician	Develops/implements procedures for nutrition, data collection and documentation	Responsible for assessment of nutritional needs of children, families and adults who are at nutritional risk. Plans for provision of appropriate food/ beverages for individual's physical and medical needs
Fiscal Services Administrator	Developing, implementing and monitoring accounting procedures	
Fiscal Manager	Planning, developing, implementing, monitoring, reviewing, accounting and fiscal management functions	
Principal Account Clerk	Clerical work, account keeping practices and maintains checks financial accounts and records	Available to process physical checks
Account Clerk Typist	Routine clerical work and account keeping practices	
Account Clerk	Accounting tasks, work with cash receipts & check processing	Available to process physical checks
Payroll Clerk	Clerical tasks, preparation processing maintenance of payrolls	Available to process physical checks
Program Assistant	Assists an administration and coordination of services and programs	
Controller	Assists with cash receipts and daily mail	Supervision of staff
District Business Coordinator	Assist in coordination of financial and operating functions	Supervision of staff
Senior Account Clerk	Performance and supervision of financial account and record keeping	Available to process physical checks
Senior Account Clerk Typist	Clerical tasks and financial account and record keeping;	Available to process physical checks
Accountant	Responsible for maintaining accounting records of a governmental agency	Access to cash, receipts, records and items for audits
Financial Analyst	Responsible for maintenance and analysis of general accounting records of the County	Access to records to complete budget and required reports
Purchasing Clerk	Clerical tasks and purchasing program duties	Access to bids and purchasing records
Senior Clerk	Responsible for performance of clerical tasks and use of computer software	Addresses building needs

## (2) Protocols Allowing Non-Essential Employees to Telecommute

### Ensure Digital Equity for Employees

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

- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

**Technology & Connectivity for Students - Mandatory Requirements:**

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

**Mobile Devices Delivery:**

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Identify students' technology needs to include adaptive technologies
  - Use the Asset Tracking Management System procedures to check out all mobile devices
  - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to learn

Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

**(3) Staggering Work Shifts of Essential Employees - Reducing Overcrowding**

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

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

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

**PPE & Face Covering Availability:**

- The school district 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 carry COVID-19 but do 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.
- Teach and reinforce use of face coverings among all staff.

**PPE Supply Management**

- The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible. PPE is stored in designated private locked areas with limited access.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 <b>Week</b> 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

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<b>PPE for High Intensity Contact with Students</b>			
<i>Item</i>	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	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 <b>Week</b> per Staff

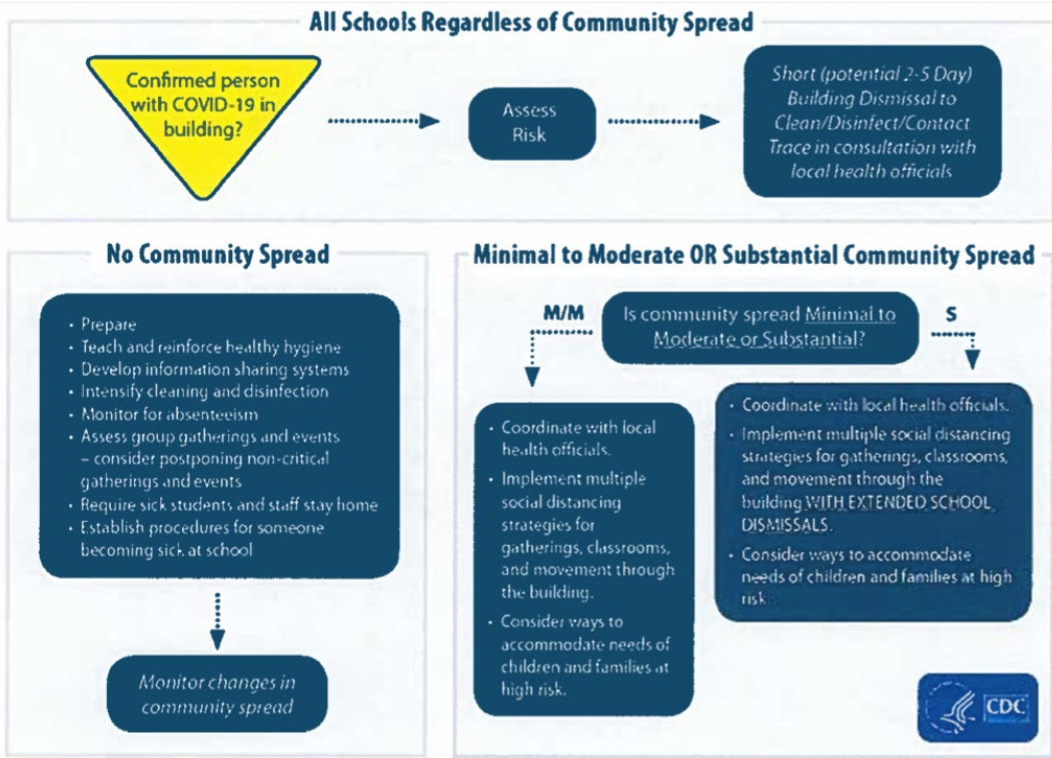
*\*Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure.*

**(5) Preventing Spread, Contact Tracing and Disinfection**

**Confirmed COVID-19 Case Requirements & Protocols**

Instructional programs must be prepared for COVID-19 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:

**School Decision Tree**



#### 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, where applicable. All outside air dampeners run at least 20% or above.
- 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 COVID-19, 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 COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

#### **Return to School After Illness:**

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

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

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

#### **Facilities: Cleaning and Sanitizing**

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

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

**Routine cleaning of school settings includes:**

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and doorknobs/handles.
- Dust 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

**Disinfecting:**

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.

**Hand Sanitizing:**

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



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

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

Broome-Tioga BOCES currently uses a badge-in/badge out process for each building. In addition, each building has a sign-in/sign-out book. All employees have access to a Covid-19 check in app to track daily health and location.

This information may be used by Broome-Tioga BOCES to support contact tracing within the organization and may be shared with local public health officials.

## **(7) Emergency Housing for Essential Employees**

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. If deemed necessary, school districts will work closely with Office of Emergency Management and DOH to help identify and arrange for these housing needs.

### **Recovery:**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our traditional process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

# Appendix 6: Cybersecurity Incident Response Plan

Prepared by: **Broome Tioga BOCES**

Last Modified June 2023

**DEVELOPED BY:**

**VERSION DATE:**

**July 2019**

Confidential - Not for distribution

**NYS RICS OVERVIEW:**

12 NYS centers organized under and supporting the 37 BOCES to provide shared technology services.

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## PURPOSE

The **Broome Tioga BOCES** school district, a trusted public education provider to K-12 students in **Broome, Delaware and Tioga Counties**, stores information related to students, staff, and internal business operations, as well as manages and maintains technical infrastructure required to house and maintain this information.

Additionally, **Broome Tioga BOCES** contracts with the South-Central Regional Information Center (SCRIC), and vendors of digital services and products to manage and maintain this data and infrastructure.

This Cyber Security Incident Response Plan outlines the procedures **Broome Tioga BOCES** uses to detect and respond to unauthorized access or disclosure of private information from systems utilized, housed, maintained or serviced by the district. More specifically, this plan defines the roles and responsibilities of various **Broome Tioga BOCES** staff with respect to the identification, isolation and repair of data security breaches, outlines the timing, direction and general content of communications among affected stakeholders, and defines the different documents that will be required during various steps of the incident response.

**Broome Tioga BOCES** also implements practices designed to proactively reduce the risk of unauthorized access or disclosure, such as training staff with respect to legal compliance requirements, following appropriate physical security and environmental controls for technical infrastructure, and deploying digital security measures such as firewalls, malware detection and numerous other industry standard systems.

In the event of a cyber security incident, **Broome Tioga BOCES** staff have been trained to expeditiously deal with the matter. **Broome Tioga BOCES** staff are trained on a yearly basis to recognize anomalies in the systems they regularly utilize, and to report any such anomalies as soon as possible to the Incident Response Manager so the Incident Response Team can be mobilized. Throughout the year the Incident Response Manager and members of the Incident Response Team are kept up to date on the latest security threats and trained in modern techniques of incident remediation.

The availability and protection of the information resources managed by the systems we maintain is of paramount importance to our school district and will always be a core value of our organization.

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## DEFINITIONS

### **Cyber Security Incident -**

A Cyber Security Incident is any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may be harmful to individual students, our partners or our organization.

### **Incident Response Team (IRT) -**

The IRT is made up of experts across different fields in the organization whose charge is to navigate the organization through a Cyber Security Incident from the initial investigation to mitigation, to post incident review. Members include an Incident Response Manager, technical hardware and networking experts, front-end software experts, communications experts and legal experts.

### **Incident Response Manager (IRM) -**

The IRM oversees all aspects of the Cyber Security Incident, especially the IRT. The key focuses of the IRM will be to ensure proper implementation of the procedures outlined in the Cyber Security Incident Response Plan, to keep appropriate Incident Logs throughout the incident, and to act as the key liaison between IRT experts and the organization's management team. At the conclusion of a Cyber Security Incident, the IRM will conduct a review of the incident and produce both an Incident Summary Report and a Process Improvement Plan.

### **Cyber Security Incident Log -**

The Cyber Security Incident Log will capture critical information about a Cyber Security Incident and the organizations response to that incident and should be maintained while the incident is in progress.

### **Incident Summary Report (ISR) -**

The ISR is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide a detailed summary of the incident, including how and why it may have occurred, estimated data loss, affected parties, and impacted services. Finally, it will examine the procedures of the Cyber Security Incident Response Plan, including how the IRT followed the procedures and whether updates are required. The template for the ISR may be seen in Appendix A.

### **Process Improvement Plan (PIP) -**

The PIP is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide recommendations for avoiding or minimizing the impact of future Cyber Security Incidents based upon the "lessons learned" from the recently completed incident. This plan should be kept confidential for security purposes. The template for the PIP may be viewed in Appendix B.

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# INCIDENT RESPONSE TEAM

## INCIDENT RESPONSE MANAGER

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## TECHNICAL CONTACTS

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## LEGAL COUNSEL

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## COMMUNICATIONS SPECIALIST

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## ADDITIONAL MEMBER

In addition to those individuals listed above, additional experts may be included on the IRT, depending upon the nature and scope of the incident. In particular, a software support expert from the team that supports the software in question will likely be necessary. These additional members will be chosen by the IRM.

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# INCIDENT MANAGEMENT PRINCIPLES

## CONFIDENTIALITY

### Investigation

During a Cyber Security Incident investigation, the IRM or members of the IRT will be gathering information from multiple computer systems and/or conducting interviews with key personnel based on the scope of the incident in question. All information gathered or discovered during a Cyber Security Incident will be strictly confidential throughout the investigative process. All members of the Cyber Security Incident Response Team are trained in information security and data privacy best practices. At the conclusion of the investigative process, the IRM will brief District Administration on the relevant details of the incident and the investigation (see Briefing of Administration in the Response Phase on page 12). During this phase, no confidential information will be shared unless it is strictly relevant to the investigation and/or the incident itself.

### Affected Stakeholders

In the event the incident involves the unauthorized access or disclosure of confidential student or staff information, **Broome Tioga BOCES** will communicate information relevant to the incident as well as any additional requested information to which they have a right (e.g., specific student records, staff records, etc.). **Broome Tioga BOCES** does reserve the right to withhold certain information at the discretion of the IRM if that information may jeopardize current or future investigations or pose a security risk to **Broome Tioga BOCES** or other entities.

In the event the incident involves information of a non-XXXXXXX district stakeholder group, such as a neighboring district or vendor partner, XXXXXXX district will take appropriate steps to notify those entities as efficiently as possible.

In the event the incident is limited to XXXXXXX systems not containing sensitive or confidential information, it will be the discretion of XXXXXXX administration and the IRM whether to share information related to the incident with outside stakeholders.

### Report Management

All reports generated during an investigation along with any evidence gathered will be stored and managed by the IRM. Any physical records will be stored in the IRM's office in a locked file. Any digital records will be stored on the internal school district network in a network share only accessible by the IRM and approved District Administrators. That share will be backed up and stored in accordance with XXXXXXX's regular backup procedures. In the event past records of incidents need to be reviewed, a written request must be made to the IRM that includes the requestor, the information requested and the reason for the request. The IRM will review the request and has the discretion to approve or deny any request. Incident summary information will always be made available by the IRM.

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# COMMUNICATION GUIDELINES

- Communication with parents/community members, will be disseminated via the school district superintendent or designee.
- Although every incident is unique, sample communications that can be used as guidelines can be found in Appendices D-F in this document.
- Initial communication to affected stakeholders should occur as expeditiously as possible upon the identification of the incident. In some cases, this may include an initial communication (letter, email, phone call) that simply states that this district is aware of the issue and is addressing it, with the promise of a follow up. Scenarios for the release of Personally Identifiable Information (PII) are as follows:
  - ▶ Should the unauthorized release of student data occur, the district shall notify the parents (or eligible students) affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 60 calendar days after the breach is discovered.
  - ▶ Should the unauthorized release of protected staff data occur, the district shall notify the staff members affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 60 calendar days after the breach is discovered.
  - ▶ Should the unauthorized release of student and/or protected staff data occur, the district shall notify the Chief Privacy Officer (CPO) at the New York State Education Department (NYSED) within 10 calendar days, as required by Part 121 of the Commissioner's Regulations.
  - ▶ Should the release of Social Security Number, Driver's License or Non-Driver ID Number, Account Number, or Credit/Debit Card number combined with PII occur, districts should consult Section 208 of the NYS Technology Law for notification obligations (<https://its.ny.gov/sites/default/files/documents/Business-Data-Breach-Form.pdf>).
- Updated communications will come from the superintendent or the Incident Response Manager. As staff receive requests from districts for information, they should pass those requests along to the Incident Response Manager.
- District staff should be clearly informed by the Management Team what information is public and what is internal/confidential. However, district leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.
- Communication with the news media will be initiated by the school district superintendent and/or designee. Incoming news media calls and requests for information will be directed through Incident Response Team Communication Specialist. A communication response plan (talking points, interview refusal statement, etc.) will be formulated as needed, with information coming from superintendent or designee.
- ETBS messages, if used, should have broad language that offer basic information (1 sentence) and reassurance, and refer to separate detailed communication pieces as a follow up.

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# CYBER SECURITY INCIDENT PHASES

## IDENTIFY

### Overview

All **Broome Tioga BOCES** staff have a responsibility to remain vigilant and protect the data stored within the systems we support. Any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally should immediately be reported to a supervisor or the IRM if a supervisor is unavailable.

Supervisors should immediately bring the incident to the attention of the IRM. Parents are encouraged to notify the district of possible breaches or improper disclosures of data using a form on the district website (see Appendix G).

### Incident Types

Types of cyber incidents that may threaten the organization are:

- Unauthorized attempts to gain access to a computer, system or the data within
- Service disruption, including Denial of Service (DoS) attack.
- Unauthorized access to critical infrastructure such as servers, routers, firewalls, etc.
- Virus or worm infection, spyware, or other types of malwares
- Non-compliance with security or privacy protocols
- Data theft, corruption or unauthorized distribution

### Incident Symptoms

Signs a computer may have been compromised include:

- Abnormal response time or non-responsiveness
- Unexplained lockouts, content or activity
- Locally hosted websites won't open or display inappropriate content or unauthorized changes.
- Unexpected programs running
- Lack of disk space or memory
- Increased frequency of system crashes
- Settings changes
- Data appears missing or changed.
- Unusual behavior or activity by **Broome Tioga BOCES** staff, students, partners or other actors



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# ASSESS

## Overview

Once anomalous activity has been reported, it is incumbent upon the IRM to determine the level of intervention required. Other members of the IRT may be required to provide input during this phase to help determine if an actual security threat exists. If it is determined there is an active security threat or evidence of an earlier intrusion, the IRM will alert the entire IRT immediately so that the situation may be dealt with as expeditiously as possible.

## Considerations

- What are the symptoms?
- What may be the cause?
- What systems have been / are being / will be impacted?
- How widespread is it?
- Which stakeholders are affected?

## Documentation

Regardless of whether it is determined there is a security threat, the IRM will accurately document the scenario in a Cyber Security Incident Log. All Cyber Security Incident Logs will be stored in a single location so incident information may be reviewed in the future. This report should contain information such as:

- Who reported the incident
- Characteristics of the activity
- Date and time the potential incident were detected.
- Nature of the incident (Unauthorized access, DDoS, Malicious Code, No Incident Occurred, etc.)
- Potential scope of impact
- Whether the IRT is required to perform incident remediation?

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# RESPOND

## **Briefing of Administration**

Upon determining that a significant incident or breach has occurred, District Administration should be notified immediately. As additional information is uncovered throughout the investigation, Administration should be briefed by the IRM so appropriate decisions, such as allocating additional staff, hiring outside consultants and involving law enforcement can be made. Additionally, based on the incident, it will be incumbent on Administration to determine the appropriate stakeholders to notify of the incident and the appropriate medium to do so.

Administration should take into consideration the nature of the information or systems involved, the scope of the parties affected, timeliness, potential law enforcement interests, applicable laws and the communication requirements of all parties involved. Sample communications documents may be found in Appendices C - F.

## **Initial Response**

This first steps in any cyber incident response should be to determine the origin of the incident and isolate the issue. This may involve measures up to and including immediately disconnecting workstations, servers or network devices from the network to prevent additional loss. While this is occurring, it is necessary to examine firewall and system logs, as well as possibly perform vulnerability scans, to ensure the incident has not spread to other areas in order to define the entire scope of the incident.

Throughout this process, it will be critical to preserve all possible evidence and document all measures taken in detail. Thorough review and reporting on the incident will be required once the threat has been removed, the vulnerabilities have been removed and the systems have been restored.

## **Remediation and Recovery**

Once the cause has been determined and appropriately isolated, the IRT will need to remove the vulnerabilities leading to the incident. This may involve some or all the following:

- Install patches and updates on systems, routers, and firewalls.
- Infections cleaned and removed.
- Re-image or re-install operating systems of infected machines
- Change appropriate passwords.
- Conduct a vulnerability scan of any compromised machines before reconnecting them to the network.
- Restore system backups where possible.
- Document all recovery procedures performed and submit them to the IRM.
- Closely monitor the systems once reconnected to the network.

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# REPORT

## Overview

Once the threat has been mitigated and normal operation is restored, the IRM will compile all available information to produce an accurate and in-depth summary of the incident in an Incident Summary Report (ISR). A copy of the ISR is in Appendix A. Throughout the incident, the IRT will have kept Incident Logs that contain detailed records wherever possible, and these shall serve as the basis of the report. Interviews will also be conducted with appropriate members of the IRT to obtain any additional information that may be available to augment the logs and records kept throughout the process. Additionally, as required by Part 121 of the Commissioner's Regulations the district will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies using the log in Appendix H.

## Report Contents

The Incident Summary Report (ISR) will include all pertinent information to the incident, but at minimum:

- Dates and times of milestones throughout the process (e.g., incident detection, verification, notifications, remediation steps, completion, etc.)
- List of symptoms or events leading to discovery of the incident
- Scope of impact
- Mitigation and preventative measures
- Restoration logs
- Stakeholder communications (including copies of memos, emails, etc. where possible)

## Timeframe

The ISR should be prepared as expeditiously as possible following the incident so future preventative measures may be taken as quickly as possible. Information to prepare the ISR and interviews with the IRT should be conducted immediately to ensure the greatest possible accuracy of information.

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# REVIEW

## **Post-Incident Review Meeting**

After the conclusion of the incident, the IRM and possibly select members from the IRT will meet with management to discuss the event in detail, review response procedures and construct a Process Improvement Plan (PIP) to prevent a reoccurrence of that or similar incidents. The compiled Incident Report constructed by the IRM will serve as a guide for this meeting.

In the meeting, a full debrief of the incident will be presented and findings discussed. The IRM will share the full scope of the breach (as comprehensively as possible), causes of the breach, how it was discovered, potential vulnerabilities that still exist, communication gaps, technical and procedural recommendations, and the overall effectiveness of the response plan.

The group will review the information presented and will determine any weakness in the process and determine all the appropriate actions moving forward to modify the plan, address any vulnerabilities and what communication is required to various stakeholders.

## **Process Improvement Plan**

The IRM will draft a Process Improvement Plan (PIP) based on the results of this meeting. The plan should discuss any applicable items necessary to prevent future incidents to the extent practicable, including cost and time frame requirements where possible. The PIP will also include a review strategy to ensure all recommendations made in the PIP are met in a timely fashion and functioning appropriately. Areas of focus may include, but are not limited to:

- New hardware or software required.
- Patch or upgrade plans
- Training plans (Technical, end users, etc.)
- Policy or procedural change recommendations
- Recommendations for changes to the Incident Response Plan
- Regional communications recommendations

Additionally, the PIP must be kept strictly confidential for security purposes. Any communication required to clients or to the public must be drafted separately and include only information required to prevent future incidents.

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# APPENDIX A: INCIDENT SUMMARY REPORT

# INCIDENT SUMMARY

Categories	Information
Type of Incident	
Date Incident Originated	
Date Incident Was Detected	
By Whom Was Incident Detected	
How Was Incident Detected	
Scope of Incident (Districts / Systems Affected)	
Date Incident Corrected	
Corrective Action Types (Training, Technical, etc)	

**Summary of Incident Symptoms**

**Summary of Incident Type and Scope**

**Summary of Corrective Actions**

**Summary of Mitigation Processes and Internal Communication**

**Communications Log (Attach drafts for written communications, synopsis for verbal communication)**

Communication Date	Communication Type	Recipient(s)	Purpose

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# APPENDIX B: PROCESS IMPROVEMENT PLAN





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# APPENDIX C: INCIDENT LOG



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APPENDIX D:  
SAMPLE PARENT LETTER

**DATE**

Dear Parents/Guardians,

This letter is to inform you of an incident that occurred within the **XXXXXXX**. This incident resulted in student/staff/etc data being compromised by an outside entity. Our Incident Response Team acted quickly to assess and mitigate the situation.

At this time, we are able to share the following details:

**[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]**

Please know that **XXXXXXX** is committed to protecting and securing educational data. Our team has extensive training in data security and privacy, and our systems have many controls in place to protect your child's educational records. Our team is working with a group of experts to review the incident and implement appropriate measures to protect against this type of incident from occurring in the future.

Please contact **XXXXXXX** with any questions you may have regarding this incident and our response.

Sincerely,

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# APPENDIX E: SAMPLE STAFF MEMO

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**DATE**

Dear Staff,

This letter is to inform you of an incident that occurred on **DATE** within the **XXXXXXX's YYYYYYY** system. This incident resulted in **student/staff/etc** data being compromised by an outside entity. Our response team acted quickly to assess and mitigate the situation.

I wanted to ensure that you have key details of the incident, so you are well-informed when speaking with your students and colleagues. Please note that **XXXXXXX** administration is handling communication with the community and affected parties. Should you receive any related inquiries, please direct them to **XXXXXXX**.

Currently, we can share the following details:

**[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]**

As more details become available, we will be disseminated as appropriate. Please contact **XXXXXXX** should you have any questions or immediate concerns regarding this incident.

Sincerely,

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# APPENDIX F: SAMPLE ETBS MESSAGE

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# ETBS MESSAGE

The **XXXXXXX** school district experienced a technical issue today with its **YYYYYYY** system that may have resulted in **[student/staff]** data being compromised. The issue is currently under investigation. More detailed information will be distributed shortly via **ZZZZZZZ**.



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# APPENDIX G: PARENT COMPLAINT FORM

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Parents, eligible students (students who are at least 18 years of age or attending a postsecondary institution at any age), principals, teachers, and employees of an educational agency may file a complaint about a possible breach or improper disclosure of student data and/or protected teacher or principal data using this form. A privacy complaint may be made using this online form or by mailing the form to the district's Data Protection Officer at [insert district address].

## CONTACT INFORMATION

First Name:

Last Name:

Phone Number:

Email:

Role:

## IMPROPER DISCLOSURE OR BREACH INFORMATION

Data Violation Occurred:

Description of Data Compromised:

Description of Improper Disclosure or Breach:

Additional Information:

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# APPENDIX H: PARENT COMPLAINT LOG

# PARENT COMPLAINT LOG

Complainant Name	Date Complaint submitted
Description of the Complaint	
Findings	
Date the Finding Report was Shared with Complainant	

## PART 121 OF THE COMMISSIONER'S REGULATIONS REQUIREMENT

Educational agencies must maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004), as set forth in section 185.12, Appendix I of this Title.

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**APPENDIX I:  
SAMPLE PARENT  
COMPLAINT REPORT**

**DATE**

Dear **XXXXXXX**,

On **XXXXXXX** you notified **XXXXXXX** about a possible breach or improper disclosure of student data. Our Incident Response Team acted quickly to assess the situation and the report below summarizes the results of our investigation.

**[insert a brief description of the complaint and findings]**

**XXXXXXX** is committed to protecting and securing educational data. Please contact **XXXXXXX** with any questions you may have regarding the investigation and this report.

Sincerely,

## **PART 121 OF THE COMMISSIONER'S REGULATIONS REQUIREMENT**

Following its investigation, the educational agency shall provide the parent or eligible student with a report of its findings within a reasonable period but no more than 60 calendar days from receipt of such complaint by the educational agency. In extenuating circumstances, where the educational agency requires additional time to investigate the complaint or cooperate with law enforcement, or where releasing the report may compromise security or impede the investigation of the incident, the educational agency shall provide the parent or eligible student with a written explanation that includes the approximate date when the educational agency anticipates that the report will be

This resource is relevant to the INCIDENT REPORTING AND NOTIFICATION Part 121 of the Commissioner's Regulations Requirements.

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**Broome-Tioga BOCES**  
**Emergency Remote Instruction Plan**  
**District-wide School Safety Plan (DWSSP)**  
**2023-2024 School Year**

**Emergency Remote Instruction**

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

**INTRODUCTION**

Broome-Tioga BOCES developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

**BACKGROUND INFORMATION**

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

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

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of devices; internet access; provision



of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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

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

### **REMOTE INSTRUCTION**

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

### **UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES**

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

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

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

**ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)**

Broome-Tioga BOCES shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2023 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Students who enroll at Broome-Tioga BOCES provide information on internet access and computer accessibility. All survey information is stored and available in the Broome-Tioga BOCES student data center. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

**BROOME-TIOGA BOCES EMERGENCY CLOSURE REMOTE LEARNING PLAN**

<p><b>POLICIES</b></p>	<p><u>Comprehensive Student Attendance</u></p> <p><u>Code of Conduct</u></p>
<p><b>INTERNET AND DIGITAL DEVICE ACCESS</b></p>	<p>Broome-Tioga BOCES provides students in grades K-12 access to a personal computing device (Chromebook, iPad, or comparable) In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p><b>PEDAGOGY</b></p>	<p>District provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach <b>may include a combination of:</b></p>

**Synchronous “Live” Instruction** - Using Google Classroom, Seesaw, Zoom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.

*Teachers will make personal connections with all students during scheduled class times. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.*

**Asynchronous “Flipped” Instruction** - Using a variety of digital platforms, teachers will deliver captured lessons with associated expectations for students’ participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.

**Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

### **Program Plans**

#### **Center for Career & Technical Excellence**

Class schedule: 8:30 AM or 12:40 PM class start time  
Platform: Google Classroom and Zoom  
Teacher communication: synchronous  
Student expectations: outcomes from lesson plan

#### **Alternative Education/Futures/PALS 12/Crossroads 9-12**

Class schedule: 8:30 AM start time - follow regular class schedule  
Platform: Google Classroom and Zoom  
Teacher communication: synchronous  
Student expectations: outcomes from lesson plan

#### **PALS 8/MOVE/Oak Tree/Reclaim**

Class schedule: 8:30 AM start time  
Platform: Paper packets and Zoom  
Teacher communication: morning and afternoon check-ins  
Student expectations: outcomes from lesson plan

#### **District Based Crossroads and Oak Tree K-2**

Class schedule: 8:30 AM start time  
Platform: Paper packets and Zoom

	<p>Teacher communication: morning and afternoon check-ins  Student expectations: outcomes from lesson plan</p> <p><b>District Based Crossroads and Oak Tree 3-12</b>  Class schedule: 8:30 AM start time - follow regular class schedule  Platform: Google Classroom and Zoom  Teacher communication: synchronous  Student expectations: outcomes from lesson plan</p>
<p><b>STUDENT EXPECTATIONS</b></p>	<p>Students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> <li>• All students are expected to practice appropriate digital etiquette and responsible behavior during assigned class time. <ul style="list-style-type: none"> <li>○ Mute yourself on zoom as directed by your teacher</li> <li>○ <b>Cameras are to be kept on during classroom time</b> unless directed specifically by your teacher to do otherwise.</li> </ul> </li> <li>• Students are expected to work in an appropriate setting when participating remotely / on-line. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.</li> <li>• Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.</li> </ul> <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p><b>COMMUNICATION PROTOCOL: INTERVENTION</b></p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p><b>SPECIAL SERVICES</b></p>	<p>School districts are required to implement supports, services, and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see <a href="#">this document</a> for specific guidelines.</p>
<p><b>NON- INSTRUCTIONAL SERVICES</b></p> <ul style="list-style-type: none"> <li>• <b>TRANSPORTATION</b></li> </ul>	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical</p>

- **FOOD SERVICE**
- **MAINTENANCE**
- **CUSTODIAL**
- **CLERICAL/  
ADMINISTRATIVE  
SUPPORT**

services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.