DEPOSIT CENTRAL SCHOOL DISTRICT

DISTRICT WIDE SCHOOL SAFETY PLAN

2026 – 2027

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PROJECT SAVE

(Safe Schools Against Violence in Education)

DISTRICT-WIDE
SCHOOL SAFETY PLAN

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 Safety 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 each school district and its schools.

The Deposit Central School District ("District") supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

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Deposit Central School District
District-Wide School Safety Plan
2026–2027

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Deposit Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17.

At the direction of the Deposit Central School District Board of Education, the Superintendent appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

The Superintendent is the Chief Emergency Officer for the Deposit School District. The duties of the CEO include:

- Coordinating communication between school district personnel, law enforcement, fire officials, emergency medical services, and other first responders.
- Leading the DistrictWide School Safety Team in the annual review, update, and completion of the DistrictWide School Safety Plan.
- Coordinating the DistrictWide School Safety Plan with each BuildingLevel Emergency Response Plan.
- Ensuring that all staff understand the components and expectations outlined in the DistrictWide School Safety Plan.
- Ensuring the annual completion and update of BuildingLevel Emergency Response Plans for each school building.
- Assisting in the selection, implementation, and review of security-related technology and procedures.
- Coordinating appropriate safety, security, violence prevention, mental health, and emergency preparedness training for district and school staff.
- Ensuring all required emergency preparedness drills, including evacuation and lockdown drills, are completed in accordance with New York State requirements.
- Collaborating with building administrators and emergency response partners to support effective emergency preparedness and response procedures.
- Ensuring BuildingLevel Emergency Response Plans are submitted and updated according to timelines established by the Commissioner of Education.

Incident Command will be utilized in the event of an emergency. In the absence of the superintendent, the MS/HS principal will act as the Incident Commander to maintain continuity.

Incident Command Structure	Telephone Number	Role
Superintendent	607-467- 5380	Provides overall leadership during emergency including decision making, communications, resource allocations
SRO	607-467-2198	Monitors safety conditions during incident; identifies potential hazards, recommends actions to protects stakeholders; liaison with law enforcement & other 1st responders
Principals: Middle School/High School Elementary Assistant Principal	 607-467-8509 607-467-8508	Carry out assigned emergency response responsibilities at the building level and coordinate actions with Incident Commander
Director of Facilities	607-467-8515	Collects and evaluates information about incidents, tracks resources, documents responses, assists with planning for future

B. District Wide School Safety Team and Building Level School Safety Teams

The District has created a District-wide School Safety Team including the following positions:

Position
Board Of Education Representative
Administration Representative
Teacher Representative
Parent Organization Representative
Student Representative
School Safety Personnel
Other School Personnel
Police Organizations
Fire Company
EMS

The Deposit Central High School and the Deposit Elementary School have Building Level School Safety Teams to deal with building related incidents. The specific building level information is found in the Building Level Safety Plans and is summarized in the building level summaries as per the SAVE legislation.

C. Emergency Response Contacts

The District-Wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response plan.

D. Plan Review and Public Comment

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

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 and submitted to NYSED. Information on the public comment period for the District Wide School Safety Plan is filed in the Superintendent's Office by September 1 each year. October 15, 2002 the Deposit Central School District Board of Education initially adopted the District Wide School Safety Plan.

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. Building Emergency Response Plans shall be submitted to appropriate law enforcement agencies as required.

SECTION II GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. See Appendix 2

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. For information about responses to specific situations, see the SHELL chart at the end of this plan. The Building level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence

Weather Emergencies

Medical Emergencies

Technological Emergencies

Pandemic

Suicide

Cyber Incident

Hazardous Materials

Intruder/Hostage

Bomb Threat

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. Specifics are identified in the Building Level Plans.

Disabilities Access/Functional Needs:

The Deposit Central School District recognizes the importance of ensuring that emergency planning and response procedures address the needs of all students, staff, and visitors, including individuals with disabilities or other access and functional needs.

The District will:

- Identify individuals who may require additional assistance during an emergency while maintaining appropriate confidentiality.
- Develop individualized procedures and supports, when necessary, to ensure safe evacuation, sheltering, lockdown, relocation, and reunification.
- Ensure staff members responsible for assisting individuals with disabilities or access and functional needs are aware of their roles during an emergency.
- Consider mobility, medical, communication, sensory, behavioral, and other individual needs when developing emergency response procedures.
- Coordinate the availability of necessary supports, equipment, transportation, and services during emergency situations.
- Review individual needs periodically and update emergency procedures as appropriate.

Specific procedures, assignments, and confidential information related to individual students or staff members will be maintained within the appropriate Building-Level Emergency Response Plans.

Use of Facilities and Transportation:

When requested by authorized emergency management officials and consistent with applicable emergency preparedness plans, district resources may be made available to assist with response and recovery efforts. These resources may include, but are not limited to:

- School buildings and grounds for emergency sheltering, staging areas, reunification, or other community emergency needs.
- District transportation vehicles to support evacuation, relocation, or other emergency operations.
- District equipment, supplies, communication systems, and personnel as appropriate and available.

D. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions.

The Incident Commander is authorized by the Deposit Central School District and Board of Education 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. Continuity of Operations

The Deposit Central School District recognizes the importance of maintaining essential operations and services during and following an emergency or disruption. The District will implement continuity procedures, as needed, to ensure critical functions continue while protecting the safety of students, staff, and the school community.

Continuity of Operations efforts may include:

- Establishing a chain of command and delegation of authority to ensure continued leadership and decisionmaking during an emergency.
- Maintaining communication with students, families, staff, the Board of Education, emergency responders, and community partners.
- Ensuring the continuation or timely restoration of essential services, including instruction, technology systems, transportation, food services, payroll, business operations, and facility operations.
- Protecting and maintaining access to essential records, data systems, and district resources.
- Identifying alternate methods, locations, or procedures for providing district services if normal operations are interrupted.
- Coordinating with local, county, and state agencies to support response and recovery efforts.
- Reviewing disruptions after an incident to identify improvements that support future continuity planning.

The District's continuity efforts will be coordinated by the Chief Emergency Officer, Incident Command Team, and appropriate district personnel. Specific procedures and assignments may be maintained in applicable department plans and Building-Level Emergency Response Plans.

F. Annual multi-hazard school training for staff and students

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Superintendent and Principals and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

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.

G. Required Drills and Emergency Preparedness Exercises

TRAININGS

District-Wide Staff Training:

Required:

- Right to Know
- Hazardous Communication
- Dignity for All Students Act and Code of Conduct
- Mental Health: Destigmatizing
- Data Security and Privacy: Understanding Laws, Regulations, Policies, and Procedures for K12 Educational Agencies
- Workplace Violence and Bullying Prevention
- Workplace Harassment

- Slips, Trips, and Falls
- Bloodborne Pathogens
- Child Abuse Recognition
- Optional:
- CPR (new and recertification)
- AED (new and recertification)

Department Specific Staff Training:

- Personal Protective Equipment (PPE)
- AHERA annual recertification
- School Nutrition Services Staff Training
- Operations and Maintenance Staff Role Specific Trainings

Attendance documentation for training sessions is recorded by the division that administers the training.

DRILLS/EXERCISES

The District is aware of and has planned for how all buildings will comply with mandated drill requirements, as described below:

- Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day (Education Law §807.1)
- Eight Evacuate/Evacuation drills and four Lockdown drills each year, six of the required Evacuate/Evacuation drills and two of the traumainformed Lockdown drills by December 31 each school year (Education Law §807.1)
- Four of the required drills must be through use of the identified secondary means of egress (Education Law §807.1)
- Drills will be conducted at different times of the school day (Education Law §807.1)
- Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly (Education Law §807.1)
- The school board will ensure that information about drills is provided in the teacher's manual or handbook (Education Law §807.2)
- In addition to the required Lockdown and Evacuate/Evacuation drills, at least one early dismissal drill will be conducted each school year that is no more than 15 minutes before the normal dismissal time. Procedures must include:
- Notifying parents and guardians at least one week prior to the drill; and
- Testing the usefulness of the communications and transportation system during emergencies (Commissioner's Regulations §155.17(h))
- Two additional evacuation drills must be conducted during summer school (July 1 – August 30)

The District views the drills as an opportunity to continue to test components of the emergency response plan to strengthen response actions.

District-Wide Drills/Exercises:

- Tabletop exercise with DistrictWide Safety Team

Instructional Building Drills/Exercises

- Early Dismissal Drill (1)

- Evacuate/Evacuation Drills (8)
- Complete 6 of the 8 required drills between September 1December 31
- Complete the remaining drills by June 1
- Lockdown Drills (4)
- Complete 2 of the 4 required drills between September 1December 31
- Complete the remaining drills by June 1
- Drills must be recorded by the designated staff member
- Evacuate/Evacuation Drills for Summer School (2)
- Complete 2 Evacuate/Evacuation Drills during the summer months when summer school is offered (complete by August 5)

Drills and trainings shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. If students opt to participate in full-scale exercises in conjunction with county and/or local emergency responders or preparedness officials, written consent must be obtained from the student's parent or guardian, and any such drill must be conducted on non-school days when there are no school-related activities occurring on school grounds.

Below is a checklist to support trauma informed drills in instructional buildings:

- Send out the annual Parental Notification about drills
- Provide training to students and staff in safety procedures before a drill occurs
- Make sure that staff and students know the intent is to prepare not scare
- Send out Parental Notification of ALL drills before each drill
- On the day of the drill (except Evacuate/Evacuation drills) announce drill to staff and students
- Ex: "This is a drill. Lockdown. Locks, Lights, Out of Sight. This is a drill. Lockdown. Locks, Lights, Out of Sight."
- Allow time for staff and students to debrief after the drill

Non-Instructional Building Drills/Exercises

- Evacuation Drill (1)
- Complete by June 1

Staff receive annual training on various facets of violence prevention, mental health, and response to emergencies by September 15th of each school year. The District must certify by October via BEDs each year on the annual training.

Staff training for new hires shall receive training within 30 days of hire or as part of the district's new hire training program whichever is sooner.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and Procedures (Response)

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. The District Code of Conduct has developed and implemented a Code of Conduct as required by the Dignity for All Students Act (DASA).

B. Threat Assessment Process

The Deposit Central School District is committed to maintaining a safe and supportive school environment through the early identification, assessment, and intervention of behaviors that may pose a threat to the safety of students, staff, or the school community.

The District utilizes a threat assessment process to evaluate reported threats or concerning behaviors and determine appropriate interventions and responses. The process emphasizes prevention, support, and problem-solving rather than automatic disciplinary action.

The threat assessment process may include:

- Receiving and reviewing reports of potential threats, concerning behaviors, or statements of harm toward self or others.
- Gathering relevant information from available sources to assess the nature and seriousness of the concern.
- Involving appropriate school personnel, administrators, mental health professionals, the School Resource Officer, and/or law enforcement when appropriate.
- Assessing risk factors, protective factors, and the individual circumstances surrounding the concern.
- Developing intervention, supervision, support, or safety strategies based on the level of concern identified.
- Connecting students, staff, or families with appropriate school and community resources when needed.
- Documenting actions taken and monitoring situations until concerns are resolved.

Threat assessment procedures are intended to promote early intervention, maintain school safety, and support individuals who may be experiencing a crisis. Specific response procedures and confidential information are maintained within applicable Building-Level Emergency Response Plans.

C. Post-Incident Recovery and Mental Health Response

The Deposit Central School District recognizes that recovery following an emergency, violent incident, crisis, or traumatic event is a critical component of school safety. The District will provide appropriate supports to promote the physical, emotional, and psychological well-being of students, staff, and the school community following an incident.

Following a crisis or emergency, the District may activate appropriate support personnel and resources to assist with recovery efforts. Recovery actions may include, but are not limited to:

- Assessing the emotional and mental health needs of students and staff impacted by the incident.
- Activating district crisis response personnel, including administrators, school counselors, social workers, psychologists, nurses, and other appropriate support staff.
- Coordinating with community mental health agencies, emergency responders, and other outside resources when additional assistance is needed.
- Providing individual and group counseling supports as appropriate.
- Identifying and monitoring individuals who may require additional follow-up support.
- Providing staff with information and resources to support students following a traumatic event.
- Communicating available supports and resources to students, families, and staff.
- Reviewing the district's response after an incident to identify strengths, areas for improvement, and any needed changes to safety procedures.

The District's recovery efforts will focus on restoring a safe and supportive learning environment while recognizing the ongoing needs of individuals affected by the incident. Specific response procedures and team assignments are maintained within the confidential Building-Level Emergency Response Plans.

D. Policies and Procedures (Parent Contact)

The District will contact parents, guardians, or persons in parental relation to the student via District-sponsored communication app (text/email), the school webpage, social media, or other appropriate means in the event of a violent incident or early dismissal. The Deposit Central School District sends a parental notification form for the annual early dismissal drill and evacuation drill to the parent or those in parental relation. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans.

In the event of an individual or group student suicide or other violent incident at school regarding an individual student, the superintendent or his or her representative or police or police representative would contact the parents, guardians, or persons in parental relation to the student directly either via phone call and/or home visit.

Student and Family Reunification

In the event of an emergency requiring evacuation, relocation, or a controlled release of students, the Deposit Central School District will implement reunification procedures to safely return students to parents, guardians, or persons in parental relation.

The District has established partnerships with local churches and community organizations that may serve as reunification locations during emergency situations. The selection of a reunification site will be determined based on the nature, location, and circumstances of the incident.

During reunification, the District will:

- Communicate reunification instructions to parents and guardians through approved district communication methods.
- Coordinate with law enforcement, emergency responders, and community partners to maintain a safe and orderly reunification process.
- Verify the identity of individuals picking up students and document student release according to district procedures.
- Provide support and assistance to students, families, and staff throughout the reunification process.

Specific reunification locations, procedures, and staff assignments are maintained within confidential Building-Level Emergency Response Plans to ensure safety and security.

E. Zero Tolerance

The district will review cases of implied or direct threats of violence on a case-by-case basis and will not use zero tolerance policies for student disciplines.

SECTION IV: COMMUNICATION WITH OTHERS

A. Cooperation with Outside Agencies

The Incident Commander has authority to contact and obtain the services needed from various emergency agencies. Procedures for contacting police during a violent incident permits any staff member to contact police via school phone system using 9-911 or use phone system 5069 to contact administration for emergencies.

B. Procedures for Consulting with Local Government Officials

The Incident Commander has authority to contact and obtain the services of these agencies.

C. Communicating with Outside Educational Agencies

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.
There are no other educational agencies directly within district boundaries.

D. Building Access During Emergencies by Policy Agencies

Local and State Police have been issued building access using the school fobs which work 24/7 for the police agencies, or if necessary, force will be used to gain access in the event of emergencies.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and Procedures (Security/Security Devices)

The Deposit Central School District utilizes multiple security measures to support a safe and secure learning environment for students, staff, and visitors. District buildings are equipped with secured double-entry vestibules and maintain a single point of entry process during the school day to assist with visitor management and access control. Video surveillance systems are used throughout district facilities and grounds to enhance safety monitoring and assist with emergency response when necessary. The District partners with law enforcement through the use of a School Resource Officer (SRO), who supports school safety efforts, builds positive relationships with students and staff, and assists with prevention, education, and emergency preparedness. The District also maintains an automated announcement and communication system to provide timely information and instructions to students, staff, and visitors during emergency situations. These security measures are regularly reviewed to ensure they continue to support the safety needs of the school community.

B. Policies and Procedures for the Dissemination of Informative Materials

The Deposit Central School District is committed to promoting a safe and supportive learning environment through education, awareness, and early intervention. The District will provide information to students, staff, parents, guardians, and other appropriate members of the school community regarding the identification and early detection of potentially violent behaviors and available resources for support.

Information and resources may be disseminated through:

- Annual staff training related to school safety, violence prevention, mental health awareness, deescalation strategies, and emergency response procedures.
- Student programs and activities that promote positive relationships, conflict resolution, socialemotional learning, responsible decisionmaking, and reporting of safety concerns.
- Parent and community communication, including newsletters, district communications, the district website, meetings, and other available communication platforms.
- Professional development opportunities designed to assist staff in recognizing warning signs, changes in behavior, and factors that may indicate a student is in need of support or intervention.
- Collaboration with school counselors, social workers, mental health professionals, the School Resource Officer, law enforcement, and community agencies to provide resources and support.

Informational materials may include topics such as:

- Recognition of concerning behaviors or warning signs.
- Family, community, or environmental factors that may impact student wellbeing.
- Strategies for accessing school and community-based mental health resources.

- Procedures for reporting concerns through trusted adults, school personnel, or anonymous reporting systems.
- Prevention strategies that support positive school climate, belonging, and student connectedness.

The District will review available resources periodically to ensure materials remain current and support early identification, intervention, and prevention efforts.

C. Prevention and Intervention Strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Case by case basis contact with state and local law enforcement officials designed to ensure that school Safety Committee members and other school personnel are adequately trained including being trained to deescalate potentially violent situations,
- School safety programs for students: on multicultural/diversity situations over a three-year cycle, character education for grades K6, conflict resolution K5, antiviolence workshops periodically at the High School.

D. Communication Strategies

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District is exploring programs in the following areas:

- Creating a forum or designating a mentor for students concerned with bullying or violence,
- Others based on district need

E. Safety Training for all Personnel

All staff will monitor visitors or others in the building, directing anyone without a visitor or staff badge to the main office for sign in or reporting such persons to the main office.

Main Office staff at each building have access to a secure entry way and camera that the visitor can be viewed and talked to and questioned about their reason for visiting. All doors to the building are locked. The main office personnel can allow the door to open if the purpose for the visit is legitimately verified with the person being visited or if a student needs to be picked up for an appointment, etc. Visitors are then signed in and given a badge and then the badge is returned, and the visitor signed out at the end of the visit.

F. Anonymous Reporting

Deposit Central Schools uses the Quick Tip app as the anonymous reporting mechanism for the district The app can direct the “tip” to a specific building in order to have quicker resolution.

G. School Resource Officer (SRO)

The training of the School Resource Officer will be fairly recruited and provided adequate training. Currently the school district contracts with the Broome County Sheriff’s office to provide the services of the SRO. The SRO regularly attends trainings at the local and state levels.

Appendix 1:

Strategies for student intervention: Elementary School

- After-school Enrichment Programs
- Character Education Assemblies
- Community Schools

- Crisis Response Team
- Deescalation Strategies
- Drug Free/Weapon Free/Tobacco Free School Zone
- Family Learning Opportunities; Parent Cafes, Wellness Fairs
- Health and Wellness Seminars
- Incentive Programs (PBIS)
- Individual and Group Counseling
- Jacks – Student Mentoring
- Mediations and Peer Mediations
- Parent Newsletters
- Professional Learning Communities; Teacher Professional Development
- MTSS Teams
- Restorative Practices
- Rock on Café
- Sensory Room
- SocialEmotional Learning Curriculum (grades pk5)
- Special Assemblies/Pep Rallies
- Student Recognition Assemblies
- Student Leadership Teams (Student Council)
- SRO – School Resource Officer
- Leader in Me Training

Appendix 1:

Strategies for student intervention: Deposit Middle/High School

- After-school Enrichment Programs
- Community Schools
- Community Service
- Crisis Response Team
- Deescalation Strategies
- Drug Free/Weapon Free/Tobacco Free School Zone
- Gay Straight Alliance (GSA)
- Healthy Relationship Education & Wellness/Health Education
- Incentive Programs
- Jacks – Student Mentoring Program
- Lunch Groups
- Mediations and Peer Mediations
- New Student Mentors
- Student Recognition Assemblies
- SocialEmotional Learning Activities
- NonViolent Crisis Intervention
- Peer Tutoring
- Positive Postcards/Lumberjack Leader
- MTSS Teams
- Rock on Café

- Special Assemblies/Pep Rallies
- Student Leadership Teams (Student Council)
- Senior Mentors
- Team Building Activities
- Restorative Practices
- Professional Learning Communities; Teacher Professional Development
- SRO – School Resource Officer

Appendix 2: Building Risk Determination

POTENTIAL SITE	ADDRESS	HAZARD
Route 17/86	North of School Building	Transportation Accident/Hazardous Spill or Gas Release
Cannonsville Dam	South of School Buildings	Failure of dam could release catastrophic amount of water
NYSEG Gas Building	On School Campus	
High Tension Lines		Transportation / Fire
Industry	South of School Buildings	Air Pollution/Chemical Release
Chemistry Lab	(Internal Hazard) - 2nd Floor	Chemical Release or Fire
Pool Chemical Liquid Bulk Storage	(Internal Hazard) - NE Corner /Outside Building High School	Chemical Release or Fire
Norfolk Southern Railway Co. (formerly Conrail) rents NY Susquehanna & Western Railway	South of School Building	Train Accident - Release of Chemical or Poisonous Gas
Windmills and Battery Redemption	North of School Buildings	Traffic Issues, Fire from Plastics at Batteries

Appendix 2: Weather Hazards

#	Hazard	Chance for Occurrence
1	Extreme Heat above 95 degrees F – difficulty keeping people cool	Usually, July through September several different times per year
2	Droughts	Rare
3	Earthquakes	Low
4	Brush Fires	Low
5	Thunderstorms	Medium
6	Winter Storms/Blizzards	Medium
7	Hurricane Winds	Low

8	Flooding due Hurricanes	Medium
9	Tornadoes	Low

Appendix 3:

Commissioner's Regulation 155.17

§ 155.17 School safety plans.

(a) 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 for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter, a comprehensive district-wide school safety plan and building-level emergency response 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 emergency response team, as such terms are defined in subdivision (b) 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. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

(b) Definitions.

As used in this section:

(1) Educational agencies means 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.

(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) Lock-down means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lock-down will only end upon physical release from the room or secured area by law enforcement.

(11) Building-level emergency response 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 (c)(2) of this section.

(12) Building-level emergency response 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 emergency response team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response 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, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(13) 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 (c)(1) of this section.

(14) 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, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

(15) Emergency response team means a building-specific team designated by the building-level emergency response team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a 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.

(16) Post-incident response team means a building-specific team designated by the building-level emergency response 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 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.

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

(18) 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 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.

(c) District-wide school safety plans and building-level emergency response plans.

District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of 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) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide.

(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school, including consideration of zero-tolerance policies for school violence;

(iii) 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;

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

(v) 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 and local governmental agencies;

(vi) 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-B of the Executive Law;

(vii) 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;

(viii) 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 provide assistance during emergencies;

(ix) 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;

(x) policies and procedures for contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

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

(xii) 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 of the school district or board, students and other persons deemed appropriate to receive such information;

(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

(xiv) 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;

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

(xvi) 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;

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

(xviii) 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

(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

(a) coordination of the communication between school staff, law enforcement, and other first responders;

(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

(c) ensure staff understanding of the district–wide school safety plan;

(d) ensure the completion and yearly update of building-level emergency response plans for each school building;

(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and

(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

(i) policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, 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) 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 Incident Management System (NIMS)/Incident Command System (ICS);

(vi) coordination of the building-level emergency response 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 of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials;

(viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;

(ix) 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.

(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide 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 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. Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15, 2016 and each subsequent October 15th thereafter. 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.

(d) 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.

(e) 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.

(f) 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.

(g) 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.

(h) Fire and emergency 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 response procedures under each of its building-level emergency response plans, including sheltering, lock-down, 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 175.5(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.

(i) 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 schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(j) 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.

(k) Commissioner of Education.

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

Disclaimer: These Rules of the Regents and Regulations of the Commissioner of Education ("regulations") are unofficial and are presented for general informational purposes as a public service. Although reasonable efforts have been made to ensure that these regulations are current, complete, and accurate, the State Education Department does not warrant or represent that they are current, complete, and accurate. These regulations are subject to change on a regular basis. Readers are advised to consult Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR), published by the Department of State, and the State Register for the official exposition of the text of these regulations, as well as for amendments and any subsequent changes or revisions thereto.

Appendix 3: Education Law 408.b

Education Law 408.b * NB Effective March 19, 2001

*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 the submittal of simplified plans showing access and passageways for older schools where original plans or blueprints may not exist or where the school authorities can justify a claim of hardship in meeting the requirements of this section.

Appendix 4: Cyber Security Incident Response Plan

DEPOSIT CENTRAL SCHOOL DISTRICT

Cyber Security Incident Response Plan

Prepared By:	Tonia Hollen (BT BOCES) and Denise Cook, Deposit CSD
Effective Date:	September 1, 2026
Last Reviewed:	June 30, 2026

Cyber Response Plan: Purpose

The **DEPOSIT CENTRAL SCHOOL DISTRICT** school district is a trusted public education provider to K-12 students in **Deposit Central School District**, NY. **DEPOSIT CENTRAL SCHOOL DISTRICT** stores information related to students, staff, and internal business operations, as well as manages and maintains the technical infrastructure required to house and maintain this information.

Additionally, **DEPOSIT CENTRAL SCHOOL DISTRICT** 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 **DEPOSIT CENTRAL SCHOOL DISTRICT** uses to detect and respond to unauthorized access or disclosure of private information from systems utilized, housed, maintained, or serviced by **DEPOSIT CENTRAL SCHOOL DISTRICT**.

More specifically, this plan defines the roles and responsibilities of various **DEPOSIT CENTRAL SCHOOL DISTRICT** 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.

DEPOSIT CENTRAL SCHOOL DISTRICT 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, **DEPOSIT CENTRAL SCHOOL DISTRICT** staff has been trained to expeditiously deal with the matter. **DEPOSIT CENTRAL SCHOOL DISTRICT** staff is 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 are of paramount importance to our school district and will always be a core value of our organization.

Scope

This plan applies to the physical location, information systems, institutional data, and networks of **DEPOSIT CENTRAL SCHOOL DISTRICT** School District and any person or device that gains access to these systems or data.

Maintaining Currency

It is the responsibility of the **DEPOSIT CENTRAL SCHOOL DISTRICT** Incident Response Team (IRT), policy committee, and Board of Education to maintain and revise this policy to ensure that it is always in a ready state.

Relationship to Other Policies

This plan incorporates processes from the following **DEPOSIT CENTRAL SCHOOL DISTRICT** policies: Policy #s 24, 27, 107 and 108

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. 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, **DEPOSIT CENTRAL SCHOOL DISTRICT** 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.). **DEPOSIT CENTRAL SCHOOL DISTRICT** 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 **DEPOSIT CENTRAL SCHOOL DISTRICT** or other entities.

In the event, the incident involves information about a non-**DEPOSIT CENTRAL SCHOOL DISTRICT** stakeholder group, such as a neighboring district or vendor partner, **DEPOSIT CENTRAL SCHOOL DISTRICT** will take appropriate steps to notify those entities as efficiently as possible.

In the event the incident is limited to **DEPOSIT CENTRAL SCHOOL DISTRICT** systems not containing sensitive or confidential information, it will be the discretion of **DEPOSIT CENTRAL SCHOOL DISTRICT** 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 **DEPOSIT CENTRAL SCHOOL DISTRICT**'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.

Definitions

Cyber Security Event

A Cyber Security Event is any observable occurrence that is an exception to the normal operation of infrastructure, systems, or services of **DEPOSIT CENTRAL SCHOOL DISTRICT** School District. The standard process of the Incident Response team is used for a response. Not all events become incidents.

Examples of Events

- Potential unauthorized release or access of PII
- Phishing attempt or spam (may contain links to malware)
- Malicious software detection (by endpoint protection)
- Unknown increase in network traffic
- Unexpected configuration change
- Multiple login failures to a software or system

Cyber Security Incident
A Cyber Security Incident is an event that, as assessed by the Incident Response Team, violates the policies of DEPOSIT CENTRAL SCHOOL DISTRICT School District as related to Information Security, Physical Security, or Acceptable Use; other DEPOSIT CENTRAL SCHOOL DISTRICT policy, standard, or code of conduct; or 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.

Examples of Incidents

- Unauthorized attempts to gain access to a computer, system, or the data within
- Data theft, corruption, or unauthorized distribution
- 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 malware
- Non-compliance with security or privacy protocols
- Interference with the intended use of IT resources

Data Breach
A data incident or breach is a term that is determined by the IRT, DPO, and legal counsel when it has been verified that Personally Identifiable Information (PII) has been stolen or corrupted.

If a data incident or breach is verified, the DPO would follow the incident reporting and notification procedure.

Data Classification
In the context of information security, data classification is the classification of data based on its level of sensitivity, and the impact to the organization/district should that data be disclosed, altered, or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All data should be classified into one of three sensitivity levels or classifications:

- High sensitivity data – if compromised or destroyed in an unauthorized transaction, would have a catastrophic impact on the organization/district or individuals. For example, financial records, intellectual property, and authentication data.

- Medium sensitivity data – intended for internal use only, but if compromised or destroyed, would not have a catastrophic impact on the organization/district or individuals. For example, emails and documents with no confidential data.
- Low sensitivity data – intended for public use. For example, public website content.

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.

Data Protection Officer (DPO)
In compliance with NYS Education Law §2-d and Part 121 of the Commissioners Regulations (§121.8), states that each educational agency shall designate a Data Protection Officer (DPO) to be responsible for the implementation of the policies and procedures required in Education Law §2-d, and to serve as the point of contact for data security and privacy for the educational agency.

Cyber Security Incident Log
The Cyber Security Incident Log will capture critical information about a Cyber Security Incident and the organization's 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 B.

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 on 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 C.

Incident Response Key Contacts

Incident Response Team

Incident Response Manager			
Name:	Email:	Work Phone:	Mobile Phone:
Denise Cook	DCook@deposit.stier.org	607-467-5380	

Data Protection Officer			
Name:	Email:	Work Phone:	Mobile Phone:
Denise Cook	DCook@deposit.stier.org	607-467-5380	

Technical Staff			
Name:	Email:	Work Phone:	Mobile Phone:
Kyle Guerin SCRIC PC/LAN Tech	KGuerin@btboces.org		

Communication Specialist			
Name:	Email:	Work Phone:	Mobile Phone:
Denise Cook	DCook@deposit.stier.org	607-467-5380	

*In addition to those individuals listed above, additional experts may be included on the IRT, depending upon the nature and scope of the incident. 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.

Educational Agency Partners

South Central RIC			
Name:	Email:	Work Phone:	Mobile Phone:
Tonia Hollen IT Project Coordinator	THollen@btboces.org	607-768-3321	
Tim Miller SCRIC Assistant Director	TMiller2@btboces.org		
Philip Sage SCRIC Assistant Director	psage@btboces.org		
Tom Guillon SCRIC Director	TGuillon@btboces.org	607-785-1096	
Jalene Allen	Jallen@btboces.org	607-644-5607	

Assistant Manager			

BOCES			
Name:	Email:	Work Phone:	Mobile Phone:
Dr. Rebecca Stone BT BOCES Superintendent	rstone@btboces.org	607-766-3802	

NYSED			
Name:	Email:	Work Phone:	Mobile Phone:
Louise DeCandia NYSED Chief Privacy Officer	privacy@nysed.gov	518-474-0937	

Other Partners

Legal Counsel			
Name:	Email:	Work Phone:	Mobile Phone:
Ferrara Fiorenza/Wendy DeWind	wdewind@ferrarafirm.com	607-7974389	

Law Enforcement			
Name:	Email:	Work Phone:	Mobile Phone:
New York State Intelligence Center (NYSIC)		844-628-2478	

Cyber Security Insurance			
Name:	Email:	Work Phone:	Mobile Phone:
Travelers Smith Brothers (Broker)	nspencer@smithbrothersusa.com	607-754-9876	

Vendor Partners

[Provide list of systems and services used in the district, along with contact information for third-party contractors.]

Name	Phone	Email	System	Role Description
Action Fire and Safety	607-775-0061			Fire Suppression
TDS Telecom	888-225-5837			Analog Phones
NYSEG	911 OR 800-572-1121 Gas 800-572-1131 Electricity			Electric Gas
				Restoration/Cleanup Service (Water, Fire, Mold, etc.)
Loihle, Jamie	607-772-8362	jloihle@airtemphvac.com	AirTemp	HVAC
District Managed – Matco Inspects				Generator
SCRIC	SCRIC			UPS
TDS Telecom	1-888-225-5837			District Fiber
SCRIC	SCRIC		ETrition	Cafeteria System
SCRIC	SCRIC		nVision	Financial System

SCRIC Communication

Upon discovery of a cyber security incident that affects **DEPOSIT CENTRAL SCHOOL DISTRICT** School District's services, systems, or devices that the SCRIC supports, SCRIC personnel will initiate communication as expeditiously as possible. Depending on the severity and origin of the incident, this communication will come from a SCRIC Service Coordinator, the Data Security and Privacy Team Lead or the Incident Response Coordinator.

The **DEPOSIT CENTRAL SCHOOL DISTRICT** School District recognizes that not all systems procured through the SCRIC or BOCES are not directly maintained by them, but by the third-party vendor themselves. If an incident occurs with these systems, the SCRIC will be responsible for preserving communication with that third-party vendor and provide updates to the district as they arise.

It is **DEPOSIT CENTRAL SCHOOL DISTRICT**'s responsibility to maintain of third-party vendor contact list of systems within the district that the SCRIC does not directly support. If an incident originates from one of these district systems, the SCRIC is not responsible for direct mitigation but will provide communication, guidance, or other technical assistance if necessary.

District Communication

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-I 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 require 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 require 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/breach-notification-and-incident-reporting).

Updated communications will come from the *superintendent or the Incident Response Manager*. As staff receives requests from districts for information, they should pass those requests along to the Incident Response Manager.

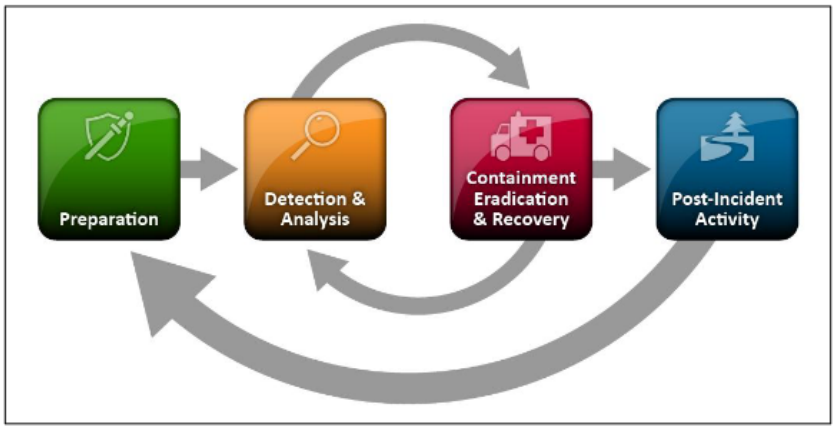
District staff should be clearly informed by administration and the IRT what information is public and what is internal/confidential. However, district leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.

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 the superintendent or designee.

Global messages, if used, should have broad language that offers basic information (1 sentence) and reassurance, and refer to separate detailed communication pieces as a follow-up.

Cyber Security Incident Response Phases

Preparation
Preparation includes those activities that enable **DEPOSIT CENTRAL SCHOOL DISTRICT** to respond to an incident.



These include a variety of policies, procedures, tools, as well as governance and communications plans.

DEPOSIT CENTRAL SCHOOL DISTRICT utilizes several mechanisms to prevent, and prepare to respond to, an incident using SCRIC services and technology.

- *Security Awareness Training:* All personnel are required to take annual Security Awareness Training. **DEPOSIT CENTRAL SCHOOL DISTRICT** requires annual Ed Law 2-D training, provided through Vector Solutions, which encompasses an overview of related laws and regulations to NYS. In addition, staff are trained in general data security and privacy best practices, and ongoing threats to systems such as phishing and social engineering.
- *Malware/Antivirus/Spyware Protections*: All information system terminals, as well as key information flow points on the district network, are protected by the continuous defense against malware/antivirus/spyware and other known malicious attacks. These defense mechanisms are kept up to date without the need for end-user intervention, and end-users are restricted from accessing, modifying, disabling, or making other changes to the defense mechanisms.
- *Regional Network Protection:* Includes Wide Area Network (WAN) and district edge firewalls, redundant Internet Service Providers (ISP), Intrusion Prevention System (IPS), Vulnerability Scanning, and Distributed Denial of Service (DDoS) Protection System. For more information, please see the following link: https://drive.google.com/file/d/1HIjmxHx93m0VAS1cOzMNRZauoAbmc5Rh/view?usp=sharing
- *Physical Security Measures*: All locations within **DEPOSIT CENTRAL SCHOOL DISTRICT** that house information systems are secured. Access to these secured areas and information systems is on a need-to-know/need-to-share basis and required district-authorized access.
- *Patching/Updating:* The SCRIC performs monthly patches and updates as new security patches and hotfixes are released for the systems they support. Any software or hardware product that reaches the end of the manufacturer's service and support life for patching will be deemed out-of-compliance and replaced.
- *Contact information:* For team members and others within and outside the organization, such as law enforcement and other incident response teams; information may include phone numbers, email addresses, and instructions for verifying the contact's identity.

Incident Response Training

No incident response capability can be effectively maintained over time without proper and ongoing training. The continuous improvement of incident handling processes implies that those processes are periodically reviewed, tested, and translated into recommendations for enhancements. **DEPOSIT CENTRAL SCHOOL DISTRICT** staff will be trained on a periodic basis in procedures for reporting and handling incidents to ensure a consistent and appropriate response to an incident, and those post-incident findings are incorporated into policy and procedure.

Detection

Detection is the discovery of an event with security tools or through notification by an inside or outside party about a suspected cyber security event. The detection of an event being defined as an incident requires the immediate activation of the IRT. The determination of a cyber security incident can arise from one or several circumstances simultaneously.

Means by which detection can occur include:

- Trained personnel reviewing collected event data for evidence of compromise.
- Software applications analyzing events, trends, and patterns of behavior.
- Intrusion Protection/Intrusion Detection devices alerting to unusual network or port traffic (SCRIC).
- The observation of suspicious or anomalous activity within an **DEPOSIT CENTRAL SCHOOL DISTRICT** facility or on a computer system.
- Report of possible unauthorized release of student or staff data.

It is critical in this phase:

- To detect whether a cyber security incident has occurred.
- To determine the method of attack.
- To determine the impact of the incident on **DEPOSIT CENTRAL SCHOOL DISTRICT** mission, systems, and stakeholders involved in the incident.

Cyber Security Event Reporting

All **DEPOSIT CENTRAL SCHOOL DISTRICT** 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).

Potential cyber security events that may occur with **DEPOSIT CENTRAL SCHOOL DISTRICT** staff and district-issued devices that could lead to an incident are:

- Abnormal response time or non-responsiveness
- Potential unauthorized release or access of PII – Ex: Accidentally sending a document with PII to an unintended recipient that is unencrypted.
- Unexplained secure lockouts, content, or activity
- Locally hosted websites will not 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 **DEPOSIT CENTRAL SCHOOL DISTRICT** staff, partners, or other actors

Analysis

Once anomalous activity has been reported, it is incumbent upon the IRT to determine the level of intervention required. Analysis of the incident indicators will be performed in a manner consistent with the type of incident. Other members of the IRT may be required to provide input during this phase to help determine if an actual security threat exists.

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?
- What kind of data might be compromised?

Documentation

The IRT will accurately document all incidents 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 was 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?

Incident Response Categories

An incident will be categorized as one of three severity levels. These severity levels are based on the impact to **DEPOSIT CENTRAL SCHOOL DISTRICT** and can be expressed in terms of financial impact, impact to services and/or performance of our mission functions, impact to data or impact to key stakeholders. The below table provides a listing of the severity levels, their definitions, and examples of each level:

Level	Definition	Examples
Low	Incidents that have a minimal impact with the potential for significant or severe impact on operations	- Isolated virus infections - Acceptable use violations - Public-facing data compromise (press releases, district websites, district social media)
Medium	Incidents that have a significant impact, or the potential to have a severe impact, on operations	- Small-scale DDoS attack - Website compromises - Potential unauthorized access - Data that is not explicitly classified as confidential or public data such as emails and documents with no confidential data.
High	Incidents that have a severe impact on operations	- Potential compromise of sensitive data - Widespread malware attack - Unauthorized access to critical systems - DDoS affecting the entire enterprise - Confidential data (data protected by state or federal privacy regulations or protected by confidentiality agreements). For example, PII, financial records,

		intellectual property, and authentication data.

Response

Briefing of Administration
Upon determining that a significant cyber security 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 D - F.

Initial Response
The 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 to define the entire scope of the incident.

Throughout this process, it will be critical to preserving 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.

Containment
The Incident Response Team (IRT) is responsible for containment and will document all containment activities during an incident. Containment activities for security incidents involve decision-making and the application of strategies to help control attacks and damage, cease attack activities, or reduce the impact or damage caused by the incident. This requires intelligence gathered by the detection and analysis phases of the incident – for example, identification of affected hosts, identification of attacking hosts or attackers, identification of malware and its capabilities, and identification and monitoring of attacker communication channels. In most cases, it is important to introduce containment solutions all at once, as attackers may escalate their attack activity if deployment of the strategy is delayed.

Eradication
The Incident Response Team (IRT) is responsible for eradication and will document all eradication activities during an incident. Eradication efforts for a security incident involve the removal of latent threats from systems (such as malware on the system and user accounts that may have been created), identifying and mitigating potential vulnerabilities or misconfigurations that may have been exploited, and identification of other hosts that may have been affected within the organization.

Recovery
The Incident Response Team (IRT) is responsible for recovery and will document all recovery activities during an incident. Recovery efforts for incidents will involve the restoration of affected systems to normal operation.

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 of 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

Reporting

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 B. 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 login Appendix H.

Report Contents

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

Post-Incident Review

The Incident Response Team (IRT) is responsible for documenting and communicating post-incident activity.

Post-incident activities will occur after the detection, analysis, containment, eradication, and recovery from a cyber security incident. One of the most important phases of incident response, post-incident activities involve the reflection, compilation, and analysis of the activities that occurred leading to the security incident, and the actions taken by those involved in the cyber security incident, including the incident response team.

After the conclusion of the incident, the IRM and IRT will meet with the administration 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 the findings discussed. The IRM will share the full scope of the incident (as comprehensively as possible), the causes of the incident, how it was discovered, potential vulnerabilities that still exist, communication gaps, technical and procedural recommendations, and the overall effectiveness of the response plan.

Some important questions to be reviewed during this meeting are:

- Exactly what happened, and at what times?
- How well did staff and administration perform in dealing with the incident?
- What information was needed sooner?
- Were any steps or actions taken that might have inhibited the recovery?
- What should be done differently the next time a similar incident occurs?
- How could information sharing with other organizations have been improved?
- What corrective actions can prevent similar actions in the future?
- What precursors or indicators should be watched for in the future to detect similar incidents?
- What additional tools or resources are needed to detect, analyze, and mitigate future incidents?

The group will review the information and will determine any weaknesses 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.

Incident Response Plan Procedure Resources

Appendix A: Cyber Security Incident Log

Incident Title:

Incident Opened Date:

Incident Description:

Action/Event	Details	Performed/ Reported by	Date/Time

Appendix B: Incident Summary Report (ISR)

Categories	Information
Type of Incident	
Incident Category (High/Medium/Low)	
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:

Communication Date	Communication Type	Recipient(s)	Purpose

Appendix C: Process Improvement Plan (PIP)

Areas of Success Summary:

Areas in Need of Improvement Summary:

Recommended Improvements to Avoid Future Incidents:

Recommended Improvements to the Cyber Security Incident Response Plan:

Improvement	Timeframe	Cost

Appendix D: Sample Parent Letter

DATE

Dear Parents/Guardians,

This letter is to inform you of an incident that occurred within the **DEPOSIT CENTRAL SCHOOL DISTRICT** School District. 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 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]

Please know that **DEPOSIT CENTRAL SCHOOL DISTRICT** 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 _____ with any questions you may have regarding this incident and our response.

Sincerely,

Appendix E: Sample Staff Memo

DATE

Dear Staff,

This letter is to inform you of an incident that occurred on DATE within **DEPOSIT CENTRAL SCHOOL DISTRICT**'s _____ 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 **DEPOSIT CENTRAL SCHOOL DISTRICT** administration is handling communication with the community and affected parties. Should you receive any related inquiries, please direct them to _____.

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]

As more details become available, we will disseminate them as appropriate. Please contact _____ should you have any questions or immediate concerns regarding this incident.

Sincerely,

Appendix F: Sample Global Message

DEPOSIT CENTRAL SCHOOL DISTRICT School District experienced a technical issue today with its _____ 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 _____.

Appendix G: Sample Unauthorized Disclosure Complaint Form

DEPOSIT CENTRAL SCHOOL DISTRICT School District Unauthorized Disclosure Complaint Form	
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 **DEPOSIT CENTRAL SCHOOL DISTRICT** School District Data Protection Officer (DPO) at 171 2nd Street, Deposit, NY 13754. After submitting the form, the DPO will promptly acknowledge receipt of the report within 24 hours. When the factfinding process is complete, the DPO will provide the reporting party with the findings made at the conclusion of the factfinding process; this should occur no later than 60 days after the receipt of the initial report, and, if additional time is needed, the reporting party shall be given a written explanation within the 60 days that includes the approximate date when the findings will be available. Please note that the **DEPOSIT CENTRAL SCHOOL DISTRICT** DPO shall maintain a record of each report received of a possible Unauthorized Disclosure or Breach, the steps taken to investigate the report, and the findings resulting from the investigation in accordance with applicable record retention policies.	
First Name:	
Last Name:	
Phone Number:	
Email:	
Role: (Student, Parent, etc.)	
Date Violation Occurred:	
Description of Data Compromised:	
Description of Improper Disclosure or Breach:	
Additional Information:	

Appendix H: Sample Unauthorized Disclosure Complaint Log

Complaint Name	**Date Complaint Submitted**
Description of Complaint	
Findings	
Date of Report made to NYSED Chief Privacy Officer (CPO)	
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.

Educational agencies should report every discovery or report of a breach or unauthorized release of data subject to Ed Law 2-d to the Chief Privacy Officer no more than 10 calendar days after discovery.

Following its investigation, the educational agency shall also 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 released.

Appendix I: Sample District Complaint Report Letter

DATE

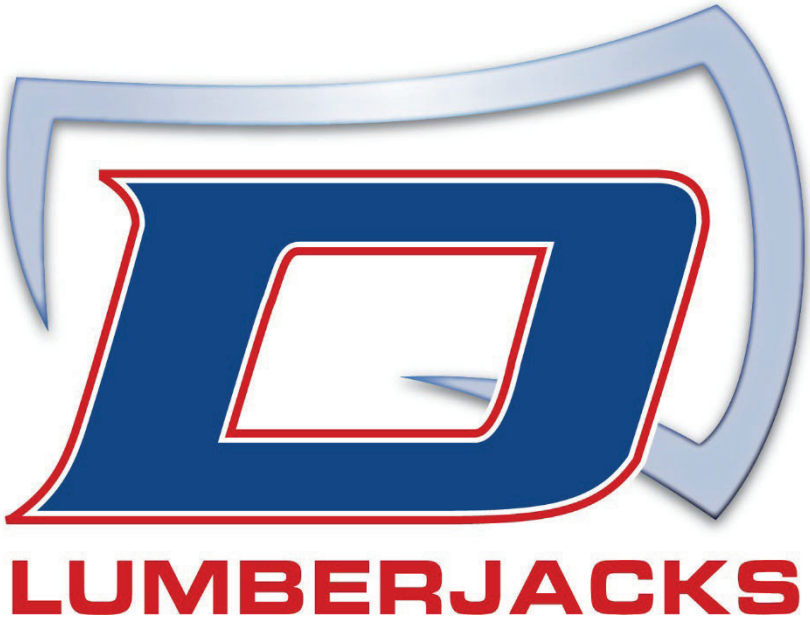
Dear **XXXXXXX**,

On [date complaint was submitted] you notified DEPOSIT CENTRAL SCHOOL DISTRICT School District 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]

DEPOSIT CENTRAL SCHOOL DISTRICT is committed to protecting and securing educational data. Please contact _____ with any questions you may have regarding the investigation and this report.

Sincerely,



Deposit Central School District
Pandemic Response Plan
September 2026

INTRODUCTION

Deposit CSD recognizes that our schools are a critical community institution. The threat of a highly infectious outbreak in our schools could be detrimental to the community. By following this highly infectious disease preparedness plan, we are dedicated to reducing the miscommunications that may encompass the chaotic nature of an outbreak of any highly infectious illness.

This plan outlines Deposit Central Schools' strategy in preparing for, responding to, and recovering from a highly infectious disease outbreak such as Pandemic Flu or COVID in a collective, community approach.

This document includes supplemental information from the New York State Department of Health (NYSDOH), the Broome County and Delaware County Departments of Health, the New York State Education Department (NYSED), the Centers for Disease Control (CDC), and United Health Services (UHS).

PURPOSE

The purpose of this highly infectious disease preparedness plan is to increase the communication to our DCS staff and students in the event of an outbreak. The plan would serve as a resource guide for planning and responding to a sudden pandemic within our organization. Highly infectious illnesses may have a short incubation period, spread easily, and cause severe illness or possible death, and may have no possible existing vaccine or treatment.

The purpose of this plan is to achieve the following goals:

- Maximize the protection of lives while minimizing educational and social disruption while reducing morbidity and mortality.
- Enable Deposit Central Schools to continue to operate and provide services as normally and effectively as possible in the event of a highly infectious disease outbreak with minimal academic and economic losses.
- Continue the essential core operations of Deposit Central Schools in the event of increased staff/student absences due to a highly infectious outbreak.
- Establish and maintain a coordinated command system with Broome County and Delaware County Health Departments to enable effective, timely, and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.
- Develop a communications plan to ensure that students, parents, and staff receive timely and accurate information regarding disease prevention strategies and infection control strategies.
- Coordinate the use of Deposit Central Schools' facilities for the use of vaccination sites, temporary clinics/health areas, or other needs when appropriate.
- Coordinate with other close districts for safety measures related to the outbreak. These districts include the BT and DCMO BOCES schools.
- Prepare and provide for mental health/crisis service needs of staff, students and families.

SCOPE

The scope of this preparedness plan covers the most prevalent highly infectious illnesses such as Pandemic Flu, other airborne respiratory illnesses – COVID19 (coronavirus), MERS and SARS, and all other unknown diseases.

CHARACTERISTICS OF A PANDEMIC

Public Health authorities have identified characteristics and challenges unique to a pandemic such as:

- When the pandemic virus emerges, its global spread is considered inevitable.
- Most people will have little or no immunity to a pandemic virus, and a significant percentage of the population could require medical care.
- Death rates could be unpredictable due to the significant number of people who become infected, the virulence of the virus, and the characteristics and vulnerability of affected populations (elderly, those with chronic disease, and children).
- Past pandemics have spread globally in two, and sometimes three, waves.
- Medical supplies may be inadequate. Vaccine for the virus may not be available for months.
- Hospital beds and other supplies may be limited.
- Pandemics may cause economic and social disruption such as schools and businesses closing, travel bans, and canceling of community events.
- Care of sick family members and fear of exposure can result in significant absenteeism in the workforce. Symptoms of viruses in humans have ranged from typical influenza-like symptoms, such as fever, cough, sore throat, muscle aches and eye infections to more serious conditions such as pneumonia, acute respiratory distress, viral pneumonia, and other severe and life-threatening complications. Pre-existing physical conditions such as asthma may result in serious illness from a pandemic flu virus.

COVID-19 (Coronavirus) – Symptoms of COVID-19 have reportedly had mild to severe respiratory illness accompanied with fever, cough, and shortness of breath. The 2020 outbreak originated in the Wuhan province of China. Symptoms may appear 2-14 days after exposure. The virus is spread person-to-person between people within close contact (about 6 feet), via respiratory droplets produced when an infected person sneezes or coughs, and these droplets can land in the mouths or noses of people who are nearby where the droplets are inhaled into the lungs. Transmission may also be possible through contact with contaminated surfaces, but this is not thought to be the main way of transmission. People at risk are those who have recently traveled to/from China or those in close contact to positively diagnosed individuals.

MERS & SARS – Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome.
MERS – also known as the “camel flu.” A fairly new respiratory virus for humans. Symptoms include fever, cough, diarrhea, and shortness of breath.
Some experience symptoms involving the gastrointestinal tract as well causing nausea, vomiting, and diarrhea. Spread through respiratory droplets is the believed transmission, however this is still being studied. Incubation period is approximately 5-7 days. Mortality hits one-third of diagnosed cases.
Spread is uncommon outside of hospitals, thus the risk to the global community is fairly low. No diagnosed cases in the US since 2014.No vaccine or treatment.
SARS – severe respiratory illness that started in southern China. No cases have been diagnosed since 2004. Initial symptoms are flu like including muscle pain, high fever, sore throat, cough, severe muscle aches, and possible diarrhea. These symptoms may lead shortness of breath and/or pneumonia. Incubation period is 4-6 days, although it has been known to incubate for one day.
Transmission is through respiratory droplets. Although there is some belief that SARS may be spread through airborne transmission – meaning spread by tiny pathogens in the air that are inhaled.

Pandemic Flu/Influenza –

Influenza (flu) viruses can cause a severe illness, even death. Younger and older populations as well as populations with certain health conditions (asthma, COPD, heart disease, neurological disorders, blood disorders, endocrine disorders, kidney disorders, and weakened immune systems) are at a high risk of serious flu complications.
Flu viruses are grouped into three types, designated A, B, and C.
Type A – can affect both humans and animals, and are associated with more severe illness. Usually the cause of global pandemics.
Type B – infect only humans and cause seasonal outbreaks and less sever disease than A in the United States (US). Does not cause pandemics
Type C – Very common, usually cause mild respiratory symptoms.
The average incubation period (time between infection and onset of symptoms) for seasonal flu is TWO days. Flu symptoms are only passed human to human by respiratory secretions. People infected with the flu viruses may shed the virus and transmit the infection up to one day before the onset of symptoms. Viral shedding and the risk of transmission will be greatest during the first three-four days after the onset of symptoms.
An influenza pandemic is a global outbreak of a NEW INFLUENZA VIRUS that is very different than current and circulating influenza A viruses. Pandemics happen when new influenza A viruses emerge which are able to infect people easily and move quickly person to person.

Influenza viruses come from different animals including birds and pigs from the past, most recent pandemics. In a pandemic influenza, the influenza A virus in these animals may shift to what's called an "antigenic shift." The antigenic shift represents an abrupt, major change in an influenza A virus. This can result in a direct non-human to human transmission. Once this occurs in one person and is able to move to another person, this is now defined as a pandemic. Pandemics happen quickly and move fast from country to country.

ASSUMPTIONS

New York State Governor may declare a State of Emergency, resulting from a public health emergency – highly infectious illness – i.e., COVID19. Response to this outbreak/pandemic will require swift and coordinated action by all levels of government.

- Effective prevention and therapeutic measures, including vaccine and antiviral medications, could be delayed, in short supply, or not available.
- Substantial public education regarding the need to target priority groups for vaccination and antiviral/antibiotic medication and the allocation of limited supplies, is crucial in averting public panic.
- Non-pharmaceutical interventions, travel restrictions, cancellation of public events, isolation and/or quarantine may be required to slow the spread of an outbreak.
- There may be a need for alternate care sites as a temporary health facility.
- Healthcare workers, firefighters, and police officers may be at higher risk of exposure and illness that the general population, further straining the outbreak response.
- Widespread illness could increase the likelihood of sudden and potentially significant shortages of personnel in other sectors that provide critical public safety and necessary services.

DISTRICT ASSUMPTIONS

- The District will be provided with guidance and/or direction by Federal, State, and local governments regarding current pandemic status in its area.
- The District will have actionable plans and procedures to assist in the ability to remain operational during a pandemic. Plans and procedures may include social distancing protocols, personal protection equipment (PPE), and temporary suspension of some non- essential activities.
- The District will review its continuity communications programs to ensure they are fully capable of supporting pandemic and other related emergencies, and give full consideration to supporting social distancing operations, including telework and other virtual office/classroom options.
- The District -controlled buildings will be accessible, but right of entry may be limited.
- Essential functions, operations, and support requirements will continue to be people dependent. However, human interactions may be remote or virtual, resulting in the employment of appropriate teleworking and other approved social distancing protocols.
- Travel restrictions, such as limitations on mass transit, implemented at the Federal, State, and local levels may affect the ability of some staff to report to work.
- Additional funding will be budgeted for the acquisition of additional equipment required for a possible surge in teleworking capabilities.

COMMUNICATIONS PLAN

The superintendent of schools will serve as the incident commander for the pandemic response team/plan. The superintendent will have the final approval of any communication that is sent to staff, families, state/local officials or the media. The District will use the following methods to communicate important information to stakeholders:

- Social media such as the school Facebook account
- Mass emails, phone calls and text messages utilizing the school messenger system
- Individual phone calls, emails and face-to-face meetings as needed
- Local press & media
- District website pages and alert banners

The District website can be found at: https://www.depositcsd.org
The District Facebook page can be found at: https://www.facebook.com/depositcentralschooldistrict

DCS ADMINISTRATIVE ORGANIZATIONAL CONTACTS

Denise Cook	Superintendent	dcook@deposit.stier.org	607-467-5380
Hal Pettersen	MS Principal	hpetters@deposit.stier.org	607-467-2197 x 1100
Lauriel McCoy	Elementary Principal	lmccoy@deposit.stier.org	607-467-2197 x 2301
Matt Mastropietro	Assistant Principal	mmastrop@deposit.stier.org	607-467-2197 x 1100
Ciara Bouhouris	Director of Special Education	cbouhouris@deposit.stier.org	607-467-2197 x 2304
Jamie Ballard	Business Manager	jballard@deposit.stier.org	607-467-2197 x 3547

DISTRICT EMERGENCY OPERATIONS/COMMAND CENTER

***The Governor of New York, county executives and/or the Department of Health is responsible for declaring a state of emergency.**

Name/Title	Prevention Phase/Preparation Phase	Response/Recovery Phase
Denise Cook/Superintendent Incident Command Officer/Public Information Officer	1. Review existing policies and amend/add. 2. Develop communications plan. 3. Identify essential employees in the event of a state of emergency 4. Establish communications with local health departments and county executives. 5. Advise employees regarding childcare and sick leave; establish return to work practices. 6. Develop plans and protocols required by state and local agencies.	1) Communicate with stakeholders regarding plans for instruction, supplies, food and health protocols (see communication plan). 2) Comply with state/local requirements to track data. 3) Communicate any state/local/federal updates to all stakeholders. 4) Notify the school community of positive cases. Convene Pandemic Response Team (PRT) to activate operations in the event of closure.
Building Principals: Hal Pettersen Lauriel McCoy Matt Mastropietro	1. Develop instructional plan in the event of mass staff absences. 2. Develop continuity of instruction plan including attendance/grading. Communicate to staff (Remote Learning Plan). 3. Recruit substitutes and identify duties and back-up plans for instruction. 4. Identify staffing needs and create assignments/schedules. 5. Identify and provide training needs.	1) Assess instructional plan and adjust as needed. 2) Conduct meetings to update staff as needed. 3) Communicate with parents re: daily operations and changes in plans. 4) Distribute supplies including technology. 5) Ensure proper health/prevention protocols are being followed.
Ciara Bouhouris – Director of Special Education	1. Identify special needs students and how needs would be addressed in the event of a closure. 2. Assess caseload and assign teachers and support staff.	1. Work with teachers to coordinate delivery of services to all students. 2. Implement 504 and CSE committee meetings as required. 3. Maintain communication with families to ensure student needs are being met.

MS/HS Nurse Elem. Nurse	1. Develop materials to be shared with families and staff regarding preventative measures: handwashing, social distancing etc. 2. Develop campaign to share prevention materials with all parties. 3. Plan training for staff, students and families regarding health procedures to mitigate the spread. 4. Connect with local medical providers, the medical director and local health departments to ensure communication lines are established. 5. Identify potentially vulnerable students/staff.	1. Provide training for school staff regarding trauma and possible health problems. 2. Train families, staff and students regarding proper hygiene and PPE. 3. Work with county health departments/medical providers to assist with contact tracing and enforcing of state/local policies. 4. Refer symptomatic students/staff to medical care. Follow up regarding requirements to quarantine/isolate. 5. Track data related to absences.
David Lester – Director of Transportation	1. Review existing supply and plan for additional purchase of PPE/related items. 2. Train staff regarding cleaning procedures for bus and use of equipment such as PPE and thermometers. 3. Order initial supplies.	1. Develop routes and assign staff to meet the needs of students/instructional programs and any delivery of materials or food. 2. Evaluate supply of PPE and replenish as required.
Jamie Ballard – Business Manager	1. Review budget to plan for the additional purchase of PPE/related item. 2. Assist in the creation of codes to track all spending related to the pandemic.	1. Meet with superintendent to review the state of the budget and make fiscal recommendations on a monthly basis.
Board of Education	1. Review existing policies and amend/add policy as needed. 2. Approve emergency motions that allow for the purchase of pandemic related supplies.	1. Attend required meetings. 2. Participate in the review and planning of the budget. 3. Represent District information to community members.
Teacher Reps: Erin Wehrli – MS/HS Melissa Davis - Elem	1. Assist with communications regarding instruction as directed. 2. Communicate with admin. regarding upcoming issues and/or state/regional union concerns.	1. Act as liaison for admin/teaching unit. 2. Serve as members of the PRT to assist with continuity of operations.

Mental Health: Tina DuMond, Social Worker	1. Identify mental health support resources for families. 2. Work with outside agencies to establish SEL support services for staff, students and families.	1. Deliver mental health, trauma, and social emotional information to teachers, students and families. 2. Connect families/students to outside agencies as needed. 3. Offer 1:1 counseling for students as identified. 4. Partner with outside agencies to provide families with needed resources, i.e., clothing, PPE
Director of Facilities	1. Review existing supplies, staffing and cleaning protocol to assess additional need. 2. Secure quotes for needed supplies. 3. Examine facilities requirements and ensure compliance with codes and regulations.	1. Purchase PPE and items required for staff and students and maintenance of facilities. 2. Arrange training for staff in use of disinfectants. 3. Ensure that all classrooms/offices have proper cleaning kits and items are stocked.
Jennifer Gill – HR/ Payroll	1. Review regulations about sick time/absences, compensation and extended leave; identify options for personnel	1. Ensure continuity of payroll in the event of campus closure. 2. Identify/add absence codes to employee leave request to accurately document illness. 3. Inform staff of available services associated with insurances – counseling etc.
Cherry Matthews – Food Services Manager	1. Work with superintendent, building principals and transportation to plan for the feeding and delivery of meals to all students. 2. Plan staffing to meet the needs of all students for both breakfast and lunch. 3. Ensure that the district is prepared with appropriate supplies to deliver meals.	1. Coordinate the timing and delivery of meals to all students/families in the district. 2. Train staff in the proper use of PPE and food safety.

Some members of the District Emergency Operations Center will also serve as the **Pandemic Response Team, PRT**. The team will meet on a monthly basis to review progress and discuss operational issues.

PREVENTION/MITIGATION:

- The District will work closely with the Broome and Delaware County Health Departments to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
    - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report.*
    - *Report suspected and confirmed cases of COVID-19 to respective health departments.*
    - Prepare and submit contact tracing template to respective health department.
- The Broome and Delaware County Health Departments will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Pandemic Response Team and School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed in September 2020 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at http://www.cdc.gov/flu/school/.
- The district 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. The district will utilize our website, postings and direct mailings for this purpose.

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.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department which includes Central Administration, Facilities Services, Transportation, Food Service, Technology, Instructional Programs, Athletics, Special Education, and Messenger/Mail Services, **Actual information can be found in Appendix A, Essential Employee Worksheets.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

PROTOCOLS ALLOWING NON-ESSENTIAL EMPLOYEES TO TELECOMMUTE

In the event that employees will need to telecommute, the district will invoke the Remote Work/Telecommuting Agreement with staff. (Appendix B)

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.
    -

STAGGERING WORK SHIFTS OF ESSENTIAL EMPLOYEES – REDUCING OVERCROWDING

Depending on the exact nature of the communicable disease and its impact, Nassau 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 workdays or work weeks.
- 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.

OBTAINING AND STORING PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE & Face Covering Availability:

- The school district will provide employees and students with an acceptable face covering at no-cost to the employee/student 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 will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff/students.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Broome/Tioga Office of Emergency Services to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE SUPPLY MANAGEMENT

The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing through United Health Services will be used as available.

Disposable Face Covering Supplies					
Group	Number (N)	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	500	6000	3000	1500	1 Disposable Mask per Day per Student (supplements parent provided)
Teachers/Staff	130	1560	780	390	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	2	240	120	60	10 Disposable Masks per Week per School Nurse

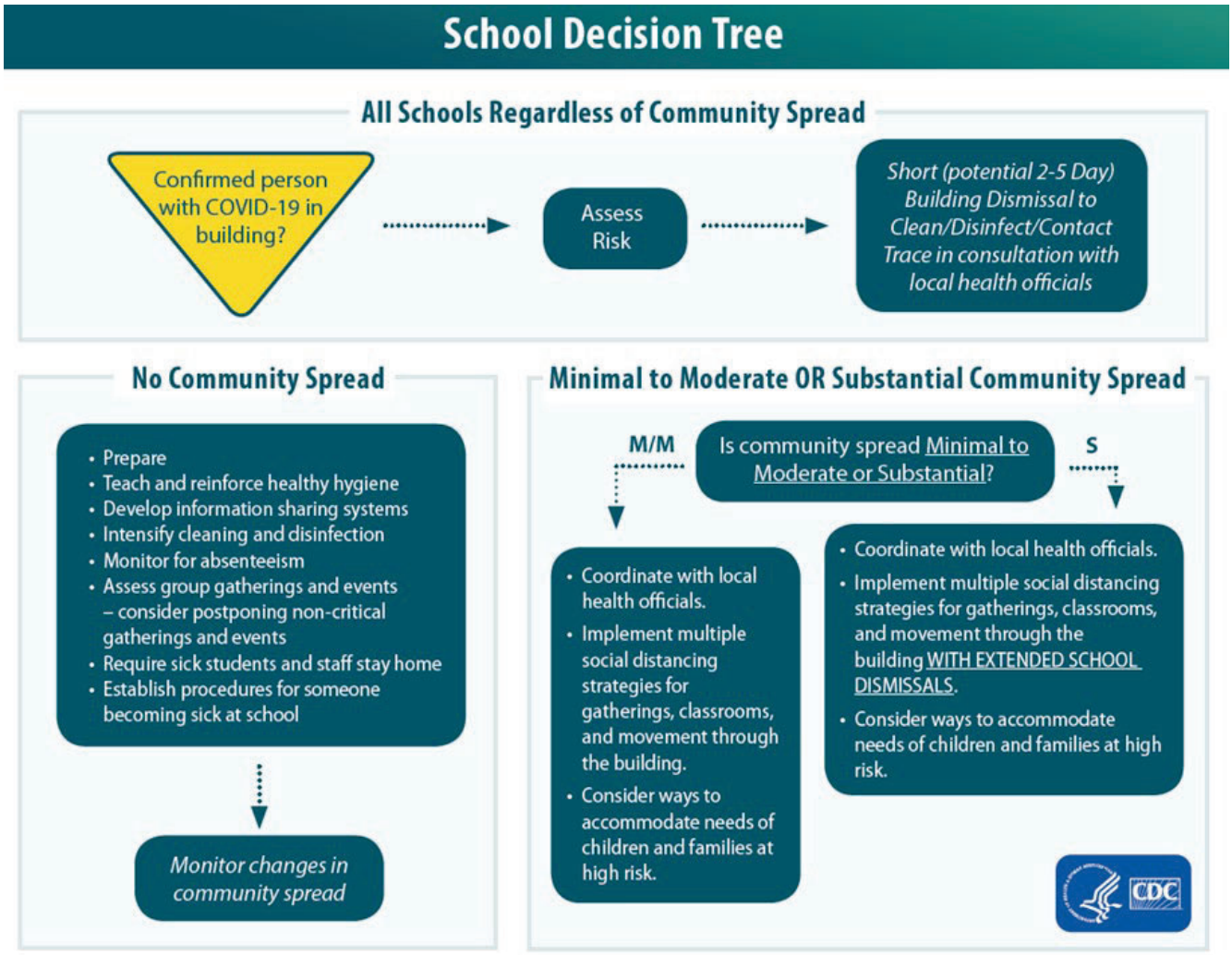
PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal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

***Note**: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

PREVENTING SPREAD 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:



CDC AND NYSDOH RECOMMENDATIONS

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have 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.
- Refer to DOH's Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure➚ for information on "close and proximate" contacts.
- 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.

DEPOSIT CENTRAL SCHOOL DISTRICT COVID-19 CLEANING PROTOCOL

All procedures are to be performed with the approved PPE for the area to be cleaned and the product being used.

Outside Areas

- Any outside area will be cleaned as needed depending on use.

Classrooms

- All rooms will be dust mopped and swept to remove any debris.
- Any frequently touched hard surfaces will be cleaned using Tenacity (an approved green cleaner) and water. Example: desk, tables, door handles, light switches etc.
- Soft surfaces will be cleaned as required following the Mfg. directions. Example: seating areas, rugs
- All rooms will be disinfected using an approved EPA Cleaner/Disinfectant, Vital Oxide EPA NO. 82972-1 using a mister for application.

Bathrooms

- All floors and hard surfaces will be mopped/cleaned using Marauder (an approved green cleaner). Examples: floors, toilets, urinals etc.
- All frequently touched hard surfaces will be cleaned using Tenacity (an approved green cleaner) and water. Examples: sinks, faucets, door handles, light switches etc.
- All bathroom areas will be disinfected using an approved EPA Cleaner/Disinfectant, Vital Oxide EPA NO. 82972-1 using a mister for application.

Corridors and Stairwells

- All floors will be dust mopped/swept to remove debris.
- All frequently touched hard surfaces will be cleaned using Tenacity (an approved green cleaner) and water. Examples: floors, walls light switches, handrail etc.
- Areas such as door frames, lower walls, handrails etc. will be disinfected using an approved EPA Cleaner/Disinfectant, Vital Oxide EPA NO. 82972-1 and a mister for application.

Offices

- All floors will be dust mopped and vacuumed to remove debris.
- All frequently touched hard surfaces will be cleaned using Tenacity (an approved green cleaner) and water.
- Soft surfaces will be cleaned as needed following mfg. recommendations. Examples: rugs, seating areas etc.
- All offices areas will be disinfected using an approved EPA Cleaner /Disinfectant, Vital Oxide EPA NO. 82972-1 and a mister for application.

Kitchens/Cafeterias

- All floors will be dust mopped/ swept to remove debris.
- All floors will be with cleaned with Tenacity (an approved green cleaner) and water.
- All frequently touched hard surfaces will be cleaned using Tenacity (an approved green cleaner) and water. Examples: walls, lights switches etc.
- All preparation, serving surfaces will be cleaned using a food safe Quatenary Cleaner. Examples: cooking tables, counter tops serving line etc.
- All areas will be disinfected using an approved EPA Cleaner/Disinfectant, Vital Oxide EPA NO. 82972-1 and a mister for application.

Buses

- Floors will be swept to remove debris.
- All buses will be sprayed with Vital Oxide, EPA NO. 82972-1 and a mister for application.
- Handrails will be wiped down with disinfecting wipes.
- All hard surfaces will be cleaned with Spray 77 disinfecting spray.
- Windows will be cleaned with Eclipse glass cleaner.
- Floors mopped with Mint disinfectant.
- Seats and seat belts will be wiped down with soap and water.

POSITIVE CASES/CONTACT TRACING PROCEDURES

If a student or staff member tests positive for Coronavirus, the District will notify the persons who are considered close contacts (see appendix C) via our automated email system.

If you test positive, our school nurses will connect you with the support and resources you may need and will provide you with updated guidance regarding quarantines and masking if applicable. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record.

DOCUMENTING PRECISE HOURS/WORK LOCATIONS OF ESSENTIAL WORKERS

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Supervisors will assign and document the work locations of essential employees in order to assist with contact tracing if required. No changes will be allowed to work locations without approval from a supervisor.

EMERGENCY HOUSING FOR ESSENTIAL EMPLOYEES

Broome County School Districts have also established school building shelter sites across the County in cooperation with the Broome County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Broome County Office of Emergency Management to determine housing options.

RECOVERY

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

COUNTY AND LOCAL CONTACTS

Name/Title	County	Contact Information
Jason Garnar/County Executive	Broome	Jason.garnar@broomecounty.us
Matthew Sitek/Investigator Case Integrity Unit	Broome	Matthew.sitek@broomecounty.us P: 607.343.1782
Olivia Catalano Director of DOH	Broome	bchealth@broomecounty.ny.gov p: 607.778.2811
Mandy Walsh/Director of DOH	Delaware	Mandy.walsh@co.delaware.ny.us 607.832.5200
Courtney Ellis-Jamison, FNP	UHS Broome	Courtney.ellis-jamison@nyuhs.org 607-761-8496
Dr. Stanley Hunter, Medical Director	UHS	stanley.hunter@nyuhs.org Mobile: 607-771-2220

ADDITIONAL RESOURCES

Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning | CDC

Schools & Youth | Department of Health (ny.gov)

Appendix 6 – Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that plan, 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. Please provide the information requested below for your department utilizing the following guide:

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
Director of Facilities	Oversees all functions of buildings and safety protocols districtwide	On site management districtwide to facilities/safety protocol
Custodians	Oversight of buildings, cleaning, sanitizing, and maintenance	On site work is required to maintain building safety.
Transportation	Supervisor and drivers to organize routes and deliver food to families, take students to specialized programs and deliver supplies	As needed
Food Service	Supervisor, Director, and workers to prepare food for distribution	As needed
BOCES IT Department	Oversees all technology implementation and maintenance of devices	As needed
Office Personnel	Managing pick up of instructional work, devices, food, general inquiries, deliveries, purchasing etc.	As needed
Superintendent	Serve as Chief Emergency Officer and coordinate communication between, staff, law enforcement, other first responders, and media	As needed
Teachers	Provide instruction to students; coordinate materials and learning platforms.	As needed
Aides	Assist in the support of instruction, food deliveries, and supplies	As needed
Administration	Manage instructional delivery and coordinate district procedures	As needed

Deposit Central School District

Appendix 7 - Emergency Remote Instruction Plan

District-Wide School Safety Plan (DWSSP)

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

INTRODUCTION

The Deposit Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2026-2027 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Comprehensive Attendance Policy #25, Data Security and Privacy #108, Internet Protection Policy #24, Code of Conduct #28

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 Districtwide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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

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

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

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

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the 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)

The Deposit Central School District shall survey families to find out who has a reliable highspeed internet connection. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Schooltool database. 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.

District procedures are followed to ensure computing devices are made available to all students, so they are able to participate in synchronous and asynchronous instruction (Deposit CSD Digital Device Overview/Plan).

DEPOSIT CSD EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: Comprehensive Attendance Policy #25, Data Security and Privacy #108, Internet Protection Policy #24, Code of Conduct #28
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (Chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

PEDAGOGY	All teachers in grades PK-2 will use SeeSaw as their primary instructional platform. All teachers in grades 3-12 will use Google Classroom as their primary instructional platform. Several districts provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using SeeSaw/Google Meet or any other approved platform, 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 via Zoom, SeeSaw, Google Meet, or a similar platform. 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 or recorded lessons with associated expectations for students' participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson. Special area teachers will communicate and collaborate to post an asynchronous special area lesson during a day of remote instruction. **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.

STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous learning times. o Mute yourself on meets as directed by your teacher o **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS, and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Students who engage in synchronous and asynchronous work shall be marked "remote present" in the student management system.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services, and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

	Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. **Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs**, should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility. **Related service providers** are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support. **Documentation Requirements:** Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.
NON- INSTRUCTIONAL SERVICES • **TRANSPORTATION** • **FOOD SERVICE** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED PLAN REQUIREMENTS

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

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. For the 2026-2027 school year, the total hours per day for grades 6-12 are 5 hours 55 minutes (M-Thursday) and 5 hours 02 minutes (Friday). For grades pk-5, the instructional hours per day are 5 hours 20 minutes (M-Thursday) and 4 hours 20 minutes (Friday).

TRANSPORTATION

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

REPORTING

IMMEDIATELY

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

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

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

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

ANNUALLY BY JUNE 30TH

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

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

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

APPROVAL DATES:

Annual public hearing date: 6/26/26
2026-2027 date approved by BOE:

Cardiac Emergency Response Plan (CERP)

In Compliance with Desha's Law (Education Law §917)

I. Purpose

The purpose of this Cardiac Emergency Response Plan (CERP) is to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) that may occur on school property or during school-sponsored events, including athletic practices and competitions. This plan fulfills the requirements of Desha's Law, safeguarding students, staff, and visitors through preparedness and training.

II. Definitions

• Sudden Cardiac Arrest (SCA): An unexpected loss of heart function, breathing, and consciousness, typically caused by an electrical disturbance in the heart.

• Automated External Defibrillator (AED): A portable medical device that analyzes the heart's rhythm and can deliver an electric shock to restore a normal rhythm.

III. Cardiac Emergency Response Team (CERT)

Team Composition

Deposit Central School District designates a Cardiac Emergency Response Team for each school building, including:

• School nurse
• Building principal or designee
• Physical education teachers and athletic coaches
• Other trained personnel

Team Responsibilities

• Respond immediately when a cardiac emergency is identified.
• Initiate CPR and use AED.
• Contact 911 and direct emergency medical services to the scene.
• Coordinate with administrative staff and provide support to EMS upon arrival.
• Participate in regular training and emergency response drills.

IV. AED Locations and Maintenance

AEDs are installed in clearly marked and accessible locations at Deposit CSD facilities:

Deposit Elementary School:

- Nurse's Office
- Gymnasium Hallway
- PE Offices

Deposit MS/High School:

- Nurse's office
- PE Offices
- HS Main Office Hallway
- (portable unit during events)

Maintenance Procedures

• AEDs are inspected monthly by the district's health office staff or designated personnel.
• Supplies (pads, batteries) are replaced prior to expiration or after use.
• Records of inspections and maintenance are documented and stored in the custodial office.

V. Training Requirements

Deposit CSD requires that the following personnel be trained in CPR and AED use:

• All physical education teachers
• All athletic coaches
• All school nurses
• At least one staff member per after-school event or field trip – typically coaches and nurses

Training Guidelines

• Certification provided through American Heart Association, Red Cross, or other approved provider.
• Training is renewed every two years, or more frequently if required by NYSED.
• Opportunities are provided during annual professional development days.

VI. Emergency Response Procedures

Upon recognition of a cardiac emergency:

1. Call 911 immediately.
2. Begin CPR if the person is unresponsive and not breathing normally.
3. Retrieve and use the nearest AED as soon as possible.
4. Assign a team member to:
   - Direct EMS to the exact location.
   - Notify the school nurse and building administrator.

5. Continue care until EMS arrives and takes over.
6. Notify parents/guardians if the person affected is a student.

VII. Post-Incident Actions

• Conduct a team debriefing to review the response.
• Complete a written incident report, submitted to the Superintendent of Schools.
• Restock and inspect the AED used during the event.
• Provide emotional and mental health support to students and staff affected by the incident.

VIII. Drills and Plan Review

• The CERP will be reviewed annually by school administration and the CERT.
• Cardiac response drills will be conducted at least once per school year.
• The plan will be updated as needed to reflect changes in staff, law, or AED placement.

IX. Recordkeeping

The following records will be maintained by the District Health Office and building principals:
• CPR/AED certification records for staff
• AED maintenance and inspection logs
• Emergency incident reports and drill documentation

X. Communication and Accessibility

This plan is:
• Available in the main office and nurse's office of each building.
• Posted on the Deposit Central School District website under Health & Safety.
• Reviewed with all staff at the start of each school year.
• Communicated to athletic personnel and extracurricular supervisors.

XI. Compliance Statement

This protocol is adopted by the Deposit Central School District in full compliance with Desha's Law (Education Law §917) and NYSED regulations regarding AED use and cardiac emergency preparedness.

Adopted:
Reviewed by: Superintendent and Director of Facilities/Director of Athletics
Next Review: June 2027