

# Gilboa-Conesville Central School

District-Wide School

Safety Plan

2023-2024



**BOARD OF EDUCATION APPROVED ON SEPTEMBER 20, 2023**

**Table of Contents**

Introduction ..... 3

Forward ..... 3

Authority.....3

Legal Basis for Plan..... 5

Statement of Purpose ..... 5

Key Components of the Regulation ..... 5

Assumptions..... 7

Concepts of Operation ..... 7

Organization and Assignment of Responsibilities..... 7

Chief Emergency Officer.....8

Chain of Command/District-Wide School Safety Team ..... 9

Description of Buildings and Occupants/Location Factor ..... 10

Vital Educational Agency Information.....10

Risk Reduction/Prevention and Intervention Components and Strategies.....11

Reporting Mechanisms ..... 11

Training, Drills and Exercises..... 12

Implementation of School Security..... 13

Early Detection of Potentially Violent Behaviors ..... 15

Hazard Identification.....15

Response Protocols.....16

Threat Assessment.....18

Responses to Acts of Violence: Implied or Direct Threats..... 19

Arrangements for Obtaining Emergency Assistance & Advice from Local Government.....51

District Resources Use & Coordination.....51

Recovery - District Support for Buildings/Disaster Mental Health Services.....51

Communicable Disease-Pandemic Plan.....52

Emergency Remote Instruction Plan.....65

**GILBOA-CONESVILLE CENTRAL SCHOOL**  
**DISTRICT-WIDE SCHOOL SAFETY PLAN**  
**PROJECT SAVE**  
**(Safe Schools against Violence in Education)**  
**Commissioner’s Regulation 155.17**

**INTRODUCTION**

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

The Gilboa-Conesville Central School 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.

**FORWARD**

This DWS Plan has been developed by the Gilboa-Conesville Central School Emergency Response Team, the Gilboa-Conesville Central School District Superintendent, School Principal, and the ONC BOCES Health & Safety Coordinator.

**AUTHORITY**

The Board of Education of the Gilboa-Conesville Central School District recognizes that natural disasters such as earthquakes, floods, tornadoes and winter storms, man-made disasters such as fires, chemical accidents, toxic spills, and civil disorders such as bomb threats and hostage situations are potential threats to the school and the community.

The Gilboa-Conesville CSD, District-wide Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Gilboa-Conesville District Board of Education, the Superintendent appointed a District-Wide Safety Team and charged it with the development and maintenance of the District-Wide Safety Plan.

The plan shall include but is not limited to:

1. Identification of sites of potential emergency.
2. Identification of appropriate responses to emergencies.
3. A description of arrangements for obtaining assistance from emergency services organizations and local government agencies.
4. A description of procedures to coordinate the use of school district resources and manpower during

emergencies.

5. Identification of district resources which may be available for use during an emergency.

6. A description of plans for:

- a. school cancellation
- b. early dismissal
- c. sheltering

A test of the emergency plans for sheltering and early dismissal will be held at least once per year.

Gilboa-Conesville CSD has created a District-Wide Safety Team including the following persons:

School Board Member	Michael Fleischman
Administrative Representative	Bonnie Johnson
Teacher Representative	Lindsey Timm
Student Representative	Student Council President
School Safety Representative	Lester Chase
Other School Personnel	Shawn Davis, Jackie Frederick, Allie Cox, Abigail Tompkins, Carl Fancher, Mandy VanValkenburgh, Dan McGlynn, Marianne Romito, Tara Cammer, Janice Merwin

Gilboa-Conesville CSD has also created an Emergency Response Team which includes the following persons:

Emergency Responder	Bonnie Johnson
Deputy Emergency Responder	Lester Chase
Safety Officer	Lester Chase
Public Information Officer	Shawn Davis
Operations	Lester Chase
Planning & Intelligence	Jackie Frederick
Scribe	Mandy VanValkenburgh
Agency Liaison	Bonnie Johnson/Lester Chase
Logistics	Carl Fancher
Administration & Finance	Marianne Romito
Local Law Enforcement Officials	State Troopers, Troop G 911

The Gilboa-Conesville Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages, advocates, and facilitates on-going district-wide cooperation and support of Project SAVE.

The District-Wide Safety Plan was adopted September 20, 2023.

## **LEGAL BASIS FOR PLAN**

This plan is developed in accordance with the Regulations of the Commissioner of Education, Section 155.17, a copy of which is attached as an Appendix, and in recognition of the legal responsibilities for actions during emergencies set forth in Article 2-B of the New York State Education Law, appended. This law requires the adoption of a District-Wide Safety Plan and a Building Level Safety Plan.

## **STATEMENT OF PURPOSE**

The DWS Plan is intended to set forth the information required by Gilboa-Conesville Central School District staff involved in a school or regional emergency due to the occurrence of a natural or man-made disaster. This information includes use of warning and communication systems, operating procedures, individual responsibilities, authority structure, resources available, and specific guidelines for the various actions open to Gilboa-Conesville Central School District administrators to protect life and property during and after an emergency.

## **KEY COMPONENTS OF THE REGULATION**

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

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days before 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.

All changes other than those in names of personnel and phone numbers shall be listed on the Modifications Sheet, and shall be forwarded to all team members and any other employees who hold copies of the Plan. A member of the Safety Team shall be designated to provide this service.

While linked to the District-Wide School Safety Plan, the Building-Level Emergency Response Plan 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.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

The plan must include:

1. Vital Educational Agency Information (pg. 11)
2. Risk Reduction/Prevention and Intervention Components and Strategies (pg. 12)
3. Training, Drills and Exercises (pg. 15)
4. Implementation of School Security (pg. 16)
5. Early Detection of Potentially Violent Behaviors (pg. 18)

6. Hazard Identification (pg. 18)
7. Response - Notification and Activation (pg. 19)  
(Internal and External Communications)
8. Response Protocols (pg. 21)
9. Responses to Acts of Violence: Implied or Direct Threats Acts of Violence (pg. 24)
10. Arrangements for Obtaining Emergency Assistance from Local Government (pg. 35)
11. Procedures for Obtaining Advice and Assistance from Local Government Officials (pg. 35)
12. District Resources Use and Coordination (pg. 35)
13. Recovery - District Support for Building (pg. 36)
14. Disaster Mental Health Services (pg. 36)
15. Communicable Disease-Pandemic Plan (pg. 37)

## **ASSUMPTIONS**

While it is likely that outside assistance would be available in most serious emergency situations affecting the Gilboa-Conesville Central School District, it is necessary for the district to plan for and be able to carry out immediate responses during the first stage of an emergency, and to be prepared to effectively coordinate resources with the larger community in the event of a more widespread emergency.

In keeping with the nationwide, state, and county strategy of developing an integrated incident management system, this plan is concerned with all types of emergency situations that may develop it also accounts for activities before, during, and after emergency operations.

## **CONCEPTS OF OPERATIONS**

This plan is based on the concept that emergency activities for Gilboa-Conesville Central School District personnel will generally parallel their normal day-to-day functions. It is generally true, however, that a disaster is a situation in which the usual way of doing things no longer suffices. It is necessary to maintain organizational continuity and assign familiar tasks to personnel. However, it may also be necessary to draw on people's special skills and ask them to assist in the areas of greatest need.

## **ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

In an emergency, it is vital that a command structure be adhered to. The chain of command for school emergencies is as follows:

- District Superintendent
- Building and Grounds Supervisor
- PK-12 Principal
- Business Supervisor

The primary Emergency Command Center is the Superintendent's Office and the alternate Command Center is the 1929 Conference Room. The person in charge will be designated as the Emergency Responder.

The Emergency Responder or his/her designee will remain in charge until the conclusion of the emergency or until civil or local emergency authorities take control of the situation.

The Emergency Responder is responsible to:

1. Take full control upon being notified of an emergency.
2. Make immediate decisions regarding emergency response.
3. Order activation of response.
4. Notify appropriate representatives of local, regional and state emergency response agencies and local law enforcement offices.
5. Be prepared to turn over control to appropriate outside agencies as required by law.
6. Submit post-emergency reports to the District Superintendent.
7. Perform testing of the District-Wide Safety Plan on an annual basis.
8. Meet with local government and emergency service officials to develop procedures for advice and assistance to situations that exceed the expertise and/or resources of the district.
9. Determine when and which educational agencies within the school district shall be notified of an emergency and the action to be taken.

10. Develop and annually update the DWS Plan. The plan will include procedures to be followed for in-house and outside occurrences. The plan will be reviewed by July 1st of each year.
11. Carry out any other activities deemed necessary by the District Superintendent.

### **School District Chief Emergency Officer**

The Superintendent of Schools is the Chief Emergency Officer and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building Level Emergency Response Plans are completed, reviewed annually and updated as needed.



## CHAIN OF COMMAND DURING EMERGENCY RESPONSE

### DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team shall consist of a representative from each of the areas listed below. Their duties will be to continuously review and develop the Disaster Preparedness Plan.

<u>Title</u>	<u>Name</u>	<u>Business Phone</u>
Superintendent	Bonnie Johnson	607-588-7541 ext. 1031
Board Member	Michael Fleischman	607-588-6024
School Administrators/Treasurer	Marianne Romito	607-588-7541 ext. 1040
PK-6 Principal	Jackie Frederick	607-588-7541
7-12 Principal	Shawn Davis	607-588-7541 ext. 1101
Director of Facilities	Lester Chase	607-588-7541 ext. 1138
Director of Transportation	Carl Fancher	607-588-7541 ext. 1400
Fire/Emergency Dept.	Fire Chief	911 Center
Liaisons	ONC BOCES Health & Safety Office	607-286-7715 ext. 2606
Schoharie County Sheriff's Department		911 Center
State Police	Cobleskill	518-234-3131

### EMERGENCY RESPONSE TEAM

Emergency Responder	Bonnie Johnson > Lester Chase > Shawn Davis > Jackie Frederick
Deputy Emergency Responder	Lester Chase > Carl Fancher > Shawn Davis > Jackie Frederick
Safety Officer	Lester Chase > Scott Snyder/Duty Custodian
Public Information Officer	Bonnie Johnson > Shawn Davis
Operation	Lester Chase > Scott Snyder/Duty Custodian
Planning/Intelligence	Jackie Frederick > Carl Fancher
Scribe	Mandy VanValkenburgh > Janice Merwin
Agency Liaison	Bonnie Johnson/Lester Chase, Mandy Van Valkenburgh
Logistics	Carl Fancher > Brenda Hughes > Tara Cammer
Administration/Finance	Marianne Romito/Lori Standhart/Denise Rose
Local Law Enforcement Official	State Troopers, Troop G, Cobleskill/911

## **DESCRIPTION OF BUILDING AND OCCUPANTS**

### **Location Factor**

The Gilboa-Conesville Central School District is a PK-12 single building located in rural upstate Gilboa, NY, serving Delaware, Greene and Schoharie Counties.

### **Vital Educational Agency Information**

The Building Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs, facilities information, and telephone numbers of key educational officials.

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

The Gilboa-Conesville Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education.

The Gilboa-Conesville Central School shall provide appropriate ongoing training programs to faculty and staff throughout the school year. The following is a list of programs/services that we offer to provide a safe haven for students:

### **District Wide:**

**New Teacher Orientation** - We address instruction and classroom management.

**Right to Know/Hazard Communication** - Provided by ONC BOCES or Vector online training in the fall.

**Blood Borne Pathogens** - Provided by ONC BOCES or Vector online training in the fall.

**DASA Training** – District wide training for all staff to comply with the Dignity for All Students Act state regulations.

**Sexual Harassment Training**-District wide training for all staff to comply with state regulations.

**Annual Student Assembly** - This assembly is conducted by the Superintendent and/or Prek-12 School Principal. On the first day of school the Principal meets with each class by grade level and reviews the following items that are in our Student/Parent Handbook: Code of Conduct, Sexual Harassment, Violence in Schools, Drug/Alcohol Use, Internet Use, etc...

### **Reporting Mechanisms for School Violence**

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, the building principal or his or her designee, or the superintendent. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The superintendent or building principals or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her

designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

### **TRAINING, DRILLS AND EXERCISES**

The purpose of conducting drills is to practice, identify shortcomings and adjust as needed. The Crisis Response Team meet after drills to critique, etc. Parents are notified via letter regarding dates of early dismissal drills.

The Crisis Response Team meets as needed to work through the school's response to various situations. Each team member has one or two jobs they are required to do in the event of a crisis. The team works through several tabletop drills to observe responses to the various crisis conditions. These tabletop drills are coordinated in conjunction with local EMS and Fire Depts, County Emergency Management officials and local and state police. These drills provide an overview of team responses and improves overall coordinated efforts.

- **Yearly evacuation drills:** At least once every school year, Gilboa-Conesville Central School District conducts tests of the Emergency Plan for sheltering and early dismissal. Transportation and communication procedures are included in the test. Parents or guardians shall be notified in writing at least one week prior to such drills. Pupils are released to their assigned buses when such buses are announced as available. Normal bus schedules are advanced fifteen minutes for the early dismissal plan.
- **Shelter in Place Drills:** Certain emergencies in the community may make it advisable for students and staff to remain in school beyond the end of the normal school day. Building floor plans can be found in the Building Level Safety Plans. In case of such emergency, the Emergency Responder gives directions over the public address system. Teachers relocating students from their classrooms must take their class lists and accompany their students to the designated area. This drill is practiced at least once every school year.
- **Evacuation Drills:** Drills are held 12 times a year (8 by 12/31). We hold 8 evacuation (a.k.a. fire) drills, and 4 lockdown drills as required by the NYSED.
- **Lockdown:** In an event of a Civil Disturbance (any individual or group disturbance uncontrollable by the administration) which may present a threat to the students or staff or property of this school, appropriate notification will be made.

### **Training**

Situations/scenarios are continuously covered in faculty meetings and on conference days.

## **IMPLEMENTATION OF SCHOOL SECURITY**

### **Visitor Badge/Sign in Procedures**

Gilboa-Conesville employs the following building security measures:

1. Signs are posted indicating that parents and all visitors must report to the front desk to sign in.
2. Secured vestibule entrance.
3. All visitors to the school must report to the front desk located at the front of the building upon arrival. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on the school grounds.
4. We staff and maintain a highly structured and consistent sign-in procedure.
5. All staff members are trained to challenge suspicious persons encountered in the building.
6. Building entrance security is maintained throughout the day.
7. We employ a feel safe silent security system.
8. Two-way radios are monitored by key personnel during the school day.
9. The services of search canines for drug and/or weapons are available as needed.
10. All doors are locked each day.
11. There are scheduled lock checks throughout the day.

### **Dogs**

The school will be using certified firearm and drug detection canines as a deterrent to violence, firearms and drug abuse. The dogs make unannounced visits to the school and parking lot throughout the year.

### **Video Cameras in School and on School Buses**

The Board of Education recognizes its responsibility to maintain and improve discipline and to ensure the safety and welfare of its staff and students in school and on school transportation vehicles.

After having carefully considered and balanced the rights of privacy with the district's duty to ensure discipline, health, welfare and safety of staff and students in school and on school transportation vehicles, the Board supports the use of video cameras in the school and on its school buses.

Video cameras may be used to monitor student behavior in the hallways and in the parking lots of the school and on school vehicles transporting students to and from school or extracurricular activities.

Students in violation of school and bus conduct rules shall be subject to disciplinary action.

### **Fingerprinting of New Employees**

As a result of SAVE legislation, all employees hired after July 1, 2001 are mandated to have fingerprint supported background checks.

### **Teacher Supervision/Hall Monitors**

We have a front desk monitor who is trained the same as all other staff members as outlined and described in the present document.

Teachers and aides monitor the halls before school, during the passing of classes during the school day, and at dismissal time. They direct students to their classrooms and monitor student movement throughout the building.

Classroom teachers and aides also supervise the playground during recess time. In addition, support and consultations are provided by the New York State Troopers.

**Hiring and Screening Process of School Security Personnel**

The district does not currently employ or utilize school security officers, so there are no policies or procedures to describe here.

## EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The Gilboa-Conesville Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education. The following is a list of programs/services that we offer to provide a safe haven for students:

- **Planner**: An organizational tool used by all 4<sup>th</sup> – 12<sup>th</sup> graders. This will enhance the communication between parents, students and teachers.
- **School Updates and Newsletters**: School updates with information regarding school safety and security information is distributed via bulk mail to all addresses within the district in August of each year. The district publishes a newsletter several times a year which is also distributed to all addresses within the district and contains information about early detection of violet behaviors, bullying, and other information regarding school safety and security.

## HAZARD IDENTIFICATION

### The Site of Potential Emergencies

**Surrounding Woods** -Hazards: trees, wild animals

**Science Lab** -Hazards: chemicals, propane

**Playground** -Hazards: slides, swings, etc.

**PK-12 Building** -Hazards: parking area, hills, dumpsters, fuel oil

**Bus Garage** -Hazards: welding, gasoline, propane

**Community\*** -State Highway 990V, winter storms, animals

\* We are a small, rural Central New York Community. Our “sites of potential emergency” are limited to neighboring farms unless we include airplane/automobile accidents, terrorist attacks, or **extreme** weather emergencies.

## **RESPONSE PROTOCOLS**

Upon receiving notice of an emergency in which the health and safety of students or staff is at risk, the Superintendent or the Principal shall implement the Emergency Plan.

The Incident Commander shall be responsible for contacting the appropriate community emergency service agencies if they have not already been contacted by the "Responsible Person" at the immediate emergency site.

Members of the Emergency Response Team shall report to the Command Post as appropriate.

The Incident Commander and other staff shall follow the procedures outlined in the Building Level Emergency Response Plan for the specific emergency.

Whenever an emergency encompasses a wider area than the Gilboa-Conesville Central School campus, the Emergency Responder shall establish contact with the County Emergency Management Office and shall act in cooperation with the Director of Emergency Services for the appropriate county.

In case of an emergency which involves the use of fire or police resources, Unified Command will be utilized.

The School Superintendent plays a major role in communication and news releases to parents, BOCES, S.E.D. and other emergency services. The School Superintendent will present info to the media and maintain a line of communication with staff members.

A Crisis Team facilitator who is following the events of an emergency condition in order to determine post emergency needs for students, staff and communications should report all updated information to the Superintendent.

<b>Crisis Response Team Superintendent</b>	Bonnie Johnson
Crisis Team Facilitator	Bonnie Johnson
Principal	Shawn Davis
Buildings and Grounds Supervisor	Lester Chase
Transportation Supervisor	Carl Fancher
School Nurse	Alison Cox
School Counselor	Daniel Ringuette
Teacher Liaisons	Lindsey Timm/Brianne Slater

When there is a disaster/emergency condition that takes place within the district, the BOCES district Superintendent is immediately notified and depending on the type of situation, the district would also contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

### **Notification of persons in parental control**

The District will contact appropriate districts, parents, guardians or persons in parental relation to the student's via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plan.



## **Response Protocols**

Gilboa-Conesville has identified the following general response actions for emergencies. These actions include (a) school cancellation, (b) early dismissal; (c) evacuation; and (d) sheltering. The Building Level Emergency Response Plan includes identification of specific procedures and actions for each emergency.

Emergencies include, but are not limited to:

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

### **General Information**

An announcement will be made on the public address system to alert all building occupants of a pending emergency.

### **Parent Notification**

Parents are notified of Early District dismissals in several ways:

1. Early District dismissal drill dates are published in the district calendar which is mailed to all district residents.
2. Parents of students are notified by letter of an early district dismissal drill.
3. Emergency closings and school cancellations are announced on the local television and radio stations. Parents are notified throughout the year in the school newsletter to listen to local radio and television stations if they feel an emergency closing due to inclement weather may occur. Parents will also receive a phone call through our Global Connect System.

Emergency Information data sheets are sent home in our August mailing in order to update the emergency information the school has on file for each student. The information includes name, address, parents place of work and phone number, emergency contact person if a parent cannot be reached, and where to send student in case of an emergency closing.

Messages regarding school early dismissal, sheltering in place or evacuation of a school will be called in to the media as soon as the decision is made. The superintendent, or his/her designee, shall issue all public communications, prepare news releases, and brief the media as appropriate.

## Threat Assessment

Threats of violence in school, while not a commonplace, have the potential to become catastrophic if not responded to in an appropriate manner. These threats can originate from within the school community (students or staff) or from outside (disgruntled taxpayers, parents, persons from “competing” districts, terrorists). Regardless of the origin of the threat, the Gilboa-Conesville Central School District is committed to respond to all threats of violence using protocol as established by the United States Secret Service in its *Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002)*. Broadly speaking, this document urges schools to develop a multi-pronged approach to threats of violence and to coordinate a patterned response to each threat.

The patterned approach varies depending upon the individual threat, but each threat is subjected to a three-pronged process that; 1) Determines whether the threat is direct or implied; 2) Determines the potential for violence of the threat; and 3) Determines the plan of action to prevent the threat of violence from becoming an act of violence.

- 1) All received threats will be initially treated as direct, meaning that initially the district will treat every threat of violence as serious until it is proven otherwise. For this reason, differentiating between implied and direct threats of violence is somewhat a moot point because further investigation will be conducted on each and every threat received. The person receiving the threat will have the option of convening the threat assessment group for any threat received, or may use available information to determine the potential for violence immediately.
- 2) The threat assessment group, if activated, will utilize threat assessment forms to “quantify” the extent of the threat and categorize it into one of three categories: low, medium or high.
- 3) Based upon the category of threat, the district will implement strategies to deal with the specifics contained in the received threat. These strategies will include the assistance of law enforcement agencies and could result in a myriad of actions, from simple non-intrusive investigations to more complex emergency actions. All actions will be deployed via the Emergency Response Structure and will be implemented with one objective in mind, namely, to safeguard the school population from danger.

## RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT

### Code of Conduct (Adopted by BOE on September 9, 2021)

#### I. Introduction

The Gilboa-Conesville Central School District Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions, either on or off school property. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this code of conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function regardless of location.

#### II. Definitions

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom {on school property or at a school function.}

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

"Gender expression" is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

"Gender identity" is one's self-conception as being male/female, as distinguished from actual biological sex or assigned at birth.

"Parent" means parent, guardian or person in parental relation to a student.

"School property" means in or within any building, structure, athletic playing field, playground, lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law Section 142.

"School function" means any school-sponsored extra-curricular event or activity {regardless of location.}

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"Violent student" means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.

4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee, {student} or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

### III. Student Rights and Responsibilities

The district is committed to safeguarding the rights given to all students under state and federal law and district policy. Each member of the school community should be treated fairly. We also believe that each student should accept and fulfill appropriate responsibilities, and, in so doing individuals will come to value resultant privileges. Responsibility is inherent in the exercise of every right and it must be emphasized that lack of responsibility means a weakening of rights. Under FERPA, student records are protected.

- A. In addition, to promote a safe, healthy, orderly and supportive school environment, all district *students have the right to:*
1. Attend school in the district in which his/her parent or legal guardian resides.
  2. Take part in all district activities on an equal basis regardless of race, weight, age, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation, or disability.
  3. Be respected as an individual.
  4. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
  5. Have the opportunity to formally express and resolve his/her grievances.
  6. Be able to communicate with the Board of Education.
  7. Present their version of the relevant events to school personnel authorized to impose a disciplinary consequence in connection with the imposition of the consequence.
  8. Have a right to reasonable privacy of that person and his/her property in school.
  9. Have student's records available for inspection upon request of authorized parties.
  10. Be represented by an active school government selected by free election.
  11. Have access to information, individuals and agencies providing assistance to students concerning substance abuse and/or severe personal problems.

#### B. *Student Responsibilities*

All district students have the responsibility to:

1. Attend school daily, except for legal absences, and be in class, on time, and prepared to learn.
2. Be aware of graduation requirements and programs in order to use and develop capabilities to the maximum.
3. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property. Accept that school will be an orderly place for all students to gain an education.
4. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.

7. Address all staff members with appropriate titles and last names (e.g., Mr. Smith, Mrs. Jones, and Ms. Carter).
8. Express their opinions and ideas in a respectful manner so as not to offend, slander or restrict the rights of others, and work to develop mechanisms to manage their anger.
9. State concerns/ask questions when they do not understand.
10. Pursue informal discussion to resolve any grievances before moving to a formal stage.
11. Know their legal rights and accept the consequences of his/her behavior.
12. Be aware of actions which constitute serious and dangerous wrongdoing and refrain from such acts (e.g., possession of contraband, drugs, etc.)
13. Take an active part in the student government by running for office, conscientiously voting for the best candidates, making his/her concerns known to the representatives and supporting their decisions.
14. To seek information and advice on those situations where the student feels a need.
15. Seek help in solving problems.
16. Dress appropriately for school and school functions.
17. Accept responsibility for their actions.
18. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
19. Take care of school property and school grounds.
20. Abide by the rules of field trips.
21. Use technology respectfully and appropriately.

#### **IV. Essential Partners**

##### **A. Parents**

All parents are expected to:

1. Recognize that the education of their child (ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules, program mandates, graduation requirements and help their children understand them so that their children can help create a safe, supportive school environment.
8. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
9. Maintain and convey to their children a supportive attitude toward education and the district.
10. Build positive, constructive relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Participate actively in their children's education.
15. All parents are expected to participate in meetings in a constructive, respectful, civil and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
16. All parents are expected to communicate with any and all school personnel through the school either through the offices or through email and not contact school personnel at their homes.

## **B. Teachers**

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate to students and parents:
  - a. Course objectives and requirements
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Expectations for students
  - e. Classroom discipline plan.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Inform parents and guardians of changes in the school situation which may affect student conduct or performance.
9. Know appropriate state standards, curriculum and mandates.
10. All teachers are expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
11. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
12. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
14. Be aware of mandated reporting requirements and how to make a report.

## **C. School Counselors**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students {and parents} their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students {and parents} with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.
12. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.

13. Know and communicate to students and parents state standards, reporting of scores and how to interpret these scores, graduation requirements, state mandated programs and assistance available.
14. The School Counselor is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
15. Be aware of mandated reporting requirements and how to make a report.
16. Be able to interpret student data.
17. Distribute information to parents in a timely manner i.e. information on SAT, ACT, AP exams, Scholarship deadlines, applications for college.

#### **D. Other School Personnel**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the code of conduct.
4. Help children understand the district's expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical Health or safety of any student, school employee, or any person who is lawfully on school Property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.
8. Be aware of mandated reporting requirements and how to make a report.

#### **E. Principals /Administrators**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff and parents have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators {approach the principal} for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
12. Know and communicate to students and parents state standards, graduation requirements, state mandated programs and assistance available.
13. The Principal is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
14. Be aware of mandated reporting requirements and how to make a report.

#### **F. The Dignity Act Coordinator(s) -Principal or their designee**

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the district-wide and building level bullying prevention Committee (Counselor, Principal).
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of the district's bullying Prevention policy.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

### **G. Superintendent**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Maintain confidentiality in accordance with federal and state laws.
5. Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff
10. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
11. Know and communicate to students and parents state standards, graduation requirements, state mandated programs and assistance available.
12. The Superintendent is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
13. Be aware of mandated reporting requirements and how to make a report.

### **H. Board of Education**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
6. Lead by example by conducting board meetings in a professional, respectful, courteous manner.



7. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
8. Board of Education members are expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.

## **V. Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Require clothing cover intimate parts of the body at all times.
2. Be appropriate for the learning environment, including footwear. Subject specific footwear may be required, including, but not limited to: physical education class, technology class(es), and recess.
3. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage/depict other illegal or violent activities.

The building principal(s) and/or their designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

## **VI. Prohibited Student Conduct**

The Board of Education {and the school community} expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disruptive/disorderly. Examples of disorderly conduct include, but are not limited

to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that is profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted to be in any area of our school building without supervision and permission from an administrator or staff member.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the districts acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators, chaperones or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for classes, skipping classes or leaving school without permission.
3. Refusing to serve consequences assigned for disciplinary infractions.
4. Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of district procedures.

C. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.
8. Sexual assault/contact.

D. Engage in any conduct that endangers the safety, physical or mental morals, health or welfare of students, staff or others. Examples of such conduct include, but are not limited to:

1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury, including horseplay.
2. Lying to school personnel.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight, age or disability to deny rights, equitable treatment or access to facilities available to others as a basis for treating another in a negative manner.
6. Harassment, including sexual harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment.

7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily or emotional harm.
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking a cigarette, synthetic cannabinoids, cigar, pipe, e-cigarettes/vaping or using chewing or smokeless tobacco.
12. Loitering, which includes more than one student in a bathroom stall at one time.
13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either {or possessing drug paraphernalia.} “Illegal substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs” Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct. While these products are sold legally as incense, herbal mixtures, or potpourri, they are commonly smoked.
14. Inappropriately using or sharing prescription and over-the-counter drugs.
15. Gambling.
16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner. This includes by electronic means, i.e. sexting.
17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
18. Using or possessing laser lights or laser pens.
19. Not listening to adults and following rules on field trips.
20. Writing inappropriate comments about other students.
21. Damaging school property or equipment.

E. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

F. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Destruction or theft of another’s honest work or academic effort.
6. Assisting another student in any of the above actions.

G. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:

1. Cyber bullying (i.e., inflicting willful and repeated harm through the use of electronic text/medium).
2. Threatening or harassing students or school personnel over the phone, cell phone or other electronic medium.

## **VII. Reporting Violations**

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee in order to maintain a safe environment for our school community. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol, illegal substance, synthetic cannabinoids found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

## **VIII. Disciplinary Penalties, Procedures and Referrals**

### Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or other, as appropriate
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Every student and all the employees of the District have the right to a peaceful and safe environment. If the conduct of a student reported to an administrator is related to bullying, cyber bullying, harassment, sexual harassment, texting or disorderly conduct that causes a disruption of school or the learning process related to these offenses, or threatens the maintenance of a safe and peaceful environment, the conduct may be reported to Law Enforcement with the District's cooperation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

## A. Consequences

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning - any member of the district staff
2. Written warning and notification to parent - bus drivers, teacher aides, teacher assistants, coaches, teachers, guidance counselor, principal, superintendent
3. Detention - teacher assistants, teachers, principal, superintendent
4. Suspension from transportation - director of transportation, principal, superintendent
5. Suspension from athletic participation - coaches, principal, superintendent
6. Suspension from social or extracurricular activities - principal, superintendent
7. Suspension from other privileges, to include but are not limited to field trips, prom, ability to use computer, senior trip, walking for graduation- principal, superintendent
8. In-school suspension - principal, superintendent
9. Removal from classroom by teacher - teachers, principal
10. Short-term (five days or less) suspension from school - principal, superintendent
11. Long-term (more than five days) suspension from school - superintendent, board of education
12. Permanent suspension from school - superintendent, board of education
13. Law enforcement involvement
14. Disciplinary consequences can carry over from one year to another.

## B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning and notification to parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

### 1. Detention

Teacher assistants, teachers, principals and the superintendent may use after school detention or lunch detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty after the student's parent has been notified and the student has appropriate transportation home following detention.

### 2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the director of transportation's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the director of transportation or building principal or superintendent. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the

conduct and the penalty involved.

### 3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

### 4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the Principal and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension"; The in-school suspension room supervisor will be a staff member or a substitute teacher approved by the Board of Education.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

### 5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "removal" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly (under direct supervision of the teacher); (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to three days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. The teacher must complete the school disciplinary referral form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same

school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the district's code of conduct.
- c. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by a classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. The educational programming and activities should also include an examination of the causes for the disruptive behaviors as well as strategies for controlling those behaviors upon returning to the classroom. Each teacher must keep a complete log for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

## 6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and building principal.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law Section 3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student’s parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the



hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

#### c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

### C. Minimum Periods of Suspension

#### 1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent belief that other forms of discipline may be more effective.
- e. Input from parents, teachers, and/or others.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

#### 2. Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days.

If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all student's subject to a short term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all student's subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by- case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

#### 3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is

substantially disruptive” means engaging in conduct that results in the students being removed from the classroom by teacher(s), pursuant to Education Law Section 3214 and this code on three or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all student’s subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for a hearing given to all student’s subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

4. Students that possess, are consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct.

Any student, other than a student with a disability, who is possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substance, or is under the influence of either, will be suspended from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all student’s subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for a hearing given to all student’s subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

#### D. Referrals

##### 1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

##### 2. PINS Petition

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.

##### 3. PINS Diversion/ Intake Program

This is a voluntary program designed to divert students out of the family court system. It is for sixty days or with permission of the judge it may be extended an additional sixty days. The goal is to correct/ resolve the inappropriate behavior/ problems within the four months.

##### 4. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or

- b. Any student 14 or 15 years' old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42).

The superintendent is required to refer students age 16 or older or any student 14 or 15 years' old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

## **IX. Alternative Instruction**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law Section 3214, the district will take immediate steps to provide alternative means of instruction for the student.

## **X. Discipline of Students with Disabilities**

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law Section 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The board, the district superintendent of schools or the building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
  - i. “Weapon” means the same as “dangerous weapon” under 18 U.S.C. Section 930 (g)(w) which includes a “weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.”
  - ii. “Controlled substance”; means a drug or other substance identified in certain provision of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
  - iii. “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct. While these products are sold legally as incense, herbal mixtures, or potpourri, they are commonly smoked. They can cause significant negative health effects.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

## B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
  - a. for more than 10 consecutive school days; or
  - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- 2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

## C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

- 1. The District’s Committee on Special Education shall:
  - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement,

including a change in placement to an IAES for misconduct involving weapons, illegal drugs, synthetic cannabinoids or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subject to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

b. Conduct a manifestation determination review of the relationship between the students to place a student in an IAES either for misconduct involving weapons, illegal drugs, synthetic cannabinoids or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
  - i. Conducted an individual evaluation and determined that the student is not a student with a disability, or
  - ii. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engages in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a

disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

#### D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency or due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

#### E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
  
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

### **XI. Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school and others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

### **XII. Student Searches and Interrogations**

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent and/or the building principal to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or

they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

The board also authorizes school officials to use a breathalyzer to determine if students are under the influence of alcohol. The breathalyzer may be used at all extra-curricular activities as well as during school hours. If a staff member suspects that a student is under the influence of alcohol but that student refuses to submit to the breathalyzer test, his/her parents shall be called and the student will be sent home.

#### *A. Student Lockers, Desks and other School Storage Places*

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

#### *B. Strip Searches*

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. District employees are prohibited from conducting strip searches of students under any circumstances.

#### *C. Documentation of Searches*

The authorized school official conducting a search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal(s) or the principals' designees shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

#### *D. Police Involvement in Searches and Interrogations of Students*

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or



3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent time to be present during the police questioning or search. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They must request the presence of an attorney.

#### *E. Child Protective Services Investigations*

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the superintendent, building principal or his or her designee. The authorized school official shall set the time and place of the interview. The school official shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any or his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

### **XIII. Visitors to the Schools**

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of student, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the Upper Office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the upper office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. The Board of Education encourages parents and other district citizens to visit the district for school events.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

#### **XIV. Public Conduct on School Property**

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function, including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

##### *A. Prohibited Conduct*

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function. Synthetic Cannabinoids (Marijuana) is considered a prohibited substance.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

##### *B. Consequences*

Persons who violate this code shall be subject to the following consequences:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law Section 3020-and or any other legal rights that they may have.

4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law Section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 (3) and 5 (4). They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

### *C. Enforcement*

The building Principal or his / her designee shall be responsible for enforcing the conduct required by this code.

When the building Principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or his/ her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or his/ her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

## **XV. Dissemination and Review**

### *A. Dissemination of Code of Conduct*

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students in classes or at a class meeting or at an assembly to be held at the beginning of each school year.
2. Providing students with an opportunity to review the information in the code and discuss it in a class or at a class meeting.
3. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
4. Posting the complete Code of Conduct on the school website: [www.gilboa-conesville.k12.ny.us](http://www.gilboa-conesville.k12.ny.us) and making copies available in the Main office.
5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the complete code available for review by students, parents, and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

### *B. Review of Code of Conduct*

The board of education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

### **Alcohol and/or Drugs Possession/Use/Distribution**

The Board of Education of the Gilboa-Conesville Central School District is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of the District and the program elements the District will use to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances injurious to ~~your~~ health. It is the clear intent of the Board of Education and the Gilboa-Conesville community that ours will be a drug free and smoke free school and that violators of this policy shall be punished. The school is a Drug Free Zone. Violations of drug laws in a Drug Free Zone carry an automatic penalty.

The prevention of alcohol and drug abuse is the responsibility of our entire school community, students, parents, faculty and community members. We must work together so that drugs and alcohol are not allowed in our school and students who have drug or alcohol problems receive the assistance they need. Information provided by students and parents is encouraged and will be treated in strict confidence.

The District believes

- \* alcohol, tobacco and other drug use/abuse are preventable and treatable.
- \* alcohol and other drug use/abuse inhibit the District from carrying out its central mission of educating students.
- \* School Staff should model the behavior asked of students.
- \* while the District can and must assume a leadership role in alcohol, tobacco, and other drug use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.
- \* the District is committed to support and assist students with drug use/abuse assessment and counseling where students are receptive and want help.

No persons, including students or staff members, may use, possess, sell, or distribute alcohol or other drugs/substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, or trips, foreign and domestic, except drugs as prescribed by a physician. The terms "alcohol and other drugs" shall be construed throughout this policy to refer to the use of all substances including, but not limited to alcohol, inhalants, marijuana, synthetic cannabinoids (marijuana) cocaine, hallucinogens, amphetamines, barbiturates, look-alikes, heroin, steroids, and any of those substances commonly referred to as "designer drugs." The inappropriate use of any prescription and over-the-counter drug shall also be prohibited.

The procedures that will be followed with students who are thought to be under the influence or in possession of alcohol or other drugs are outlined below.

1. The teacher will immediately contact an administrator and request that he come to the classroom.
2. The administrator will escort the student to the office.
3. The nurse will be called to evaluate any possible danger to the student's health. Medical attention will be sought if needed.
4. A breathalyzer test may be administered to the student. Refusal to submit to the test will result in the student being sent home.
5. The student and student's possessions will be searched.
6. The student's parents will be called to apprise them of the situation.
7. The appropriate law enforcement agency may be called to report the problem.
8. If the student is guilty of an infraction, the discipline code will be followed as outlined below.

9. If it cannot be determined that the student is guilty of an infraction, the situation will be discussed with the student and the student's parents to prevent similar situation from occurring in the future.

Students who are found to be guilty of violating the discipline code regarding use and/or possession of drugs (including synthetic cannabinoids) and/or alcohol may be subject to the following consequences:

1. Involvement of the Police Department
2. 5-day out of school suspension
3. Recommendation to substance abuse counseling program; agreement to begin counseling during suspension may reduce length of out of school suspension to 3 days.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other drugs/substances.

### **Behavior at School Activities**

1. The school discipline code is in effect for all school activities, at school or away from school.
2. Possession, use, or distribution of any contraband/prohibited substances is not allowed on school property or at any school sponsored activities.
3. Anyone violating school rules or causing a disturbance will be removed from the activity and sent home.

### **Personal Electronic Devices (not including Chromebooks or school-issued devices)**

Students and their parents must read the personal electronics devices procedures and return a signed form that they have read the procedures at the beginning of the school year. Signing the form acknowledges acceptance of the procedures. Students will not be permitted to have their personal devices at school until the signed form is returned.

The GCCS Board of Education and GCCS school personnel are not responsible for any damage or loss of a student's personal electronics. Students are responsible for securing their own personal devices.

All personal electronic devices should be stored out of sight with ringers silenced during all instructional periods. Students are encouraged to place their devices in their lockers or in classroom locations as directed by the classroom teacher.

Personal electronic devices are not to be used or visible in Rest Rooms, Locker Rooms, or Offices.

Students are allowed to use personal electronic devices at the discretion of staff in lunch and Study Halls as long as the student is not on the Ineligibility List, Network/Technology Access Suspension List, or No Devices List.

Students who need to contact parents are to request to go to the Upper Office or the 1929 Guidance Office to use the office phone.

Students may not use devices inappropriately. Inappropriate usage includes but is not limited to:

- Cyberbullying and Harassment
- Sexting
- Unauthorized photo, video, or audio recording during school hours and at school-sponsored activities
- Unauthorized use of photos, videos, or audio recordings during school hours and at school-sponsored activities
- Academic misconduct as plagiarism, copying, cheating, and assisting others in academic misconduct
- Allowing others to connect to a personal electronic device via "hotspot" function

Students must comply with staff directives regarding Personal Electronic Devices, including surrendering their devices(s) if caught violating these procedures in any way. Violations of any parts of these procedures will result in loss of the privilege (placed on the No Devices List) and/or further disciplinary consequences.

The Principal or their designee shall be responsible for informing all students and their parents of the personal electronic devices procedures at the beginning of the school year and any revision made during the school year.

### **Tobacco/Vaping Products**

The use of tobacco products including e-cigarettes is not permitted on school property. Any student who is caught smoking or chewing tobacco will receive consequences according to the Code of Conduct. Since students do not carry tobacco products with them unless they intend to use them, all tobacco products will be confiscated by school staff to help students stay out of trouble. Loitering in bathrooms is defined as more than one student in a bathroom stall at one time. Students loitering in the bathrooms will also be assigned disciplinary consequences.

### **Transportation & Bus Behavior**

The daily transportation of students is a great responsibility and requires that all of us heed certain rules of safety. Although regular transportation is provided, the student may be denied the privilege of riding the buses for improper conduct. The bus driver's primary responsibility is safe driving of the bus to and from its destination. In order to fulfill this responsibility, the following rules are in effect:

1. Observe safe conduct as in the classroom.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the bus driver at all times.
6. Do not smoke/vape.
7. Do not be destructive. Any damage to the bus is to be reported to the driver at once.
8. Stay in your seat and remain seated until told to leave.
9. Keep head, hands and feet inside the bus.
10. No radios or personal music devices on the bus.
11. The bus driver is authorized to assign seats when necessary.
12. The driver is in full charge. Students must obey the driver or chaperone at all times.

Each bus driver has the same authority as a teacher and is empowered by the Board of Education to so discharge his duties that he may safely carry out his duty of transporting students. Bus drivers' instructions to students shall be obeyed immediately by each student.

**Please be advised that video surveillance (cameras) are installed on buses for monitoring reasons.**

### **Bus Misconduct**

First offense may result in a written notice to parents; second incident may result in a parent and administrator conference; third incident may result in a suspension of up to five days; repeated incidents may result in further suspension of bus privileges.

Any act considered an endangerment to the welfare of the bus or its occupants may result in immediate suspension from riding the bus.

### ***Disciplinary Consequences Guidelines***

*All consequences are considered possible penalties and are imposed at the discretion of GCCS administration.*

<i>Infraction</i>	<i>1<sup>st</sup> Offense</i>	<i>2<sup>nd</sup> Offense</i>	<i>3<sup>rd</sup> Offense</i>
<b>A. Disorderly Conduct/Disruptive Behavior</b>			
Classroom Disruption	D	D+	ISS
Directed Profanity (Staff/Students)	ISS	ISS+	ISS+
Disruption to School Operations	ISS	ISS+	OSS
Driving/Parking without permit	W	Loss of Permit/D	Loss of Permit/D
Hallway Disruption	W	D	D+
Inappropriate Behavior	W	D	D+
Indirect Profanity	W	D	D+
Obstructing Traffic (Vehicle/Pedestrian)	W	D	ISS
Lewd/Vulgar/Abusive Language	D	ISS	ISS+
Trespassing/Loitering	W	D	ISS
Verbal Altercation	LD	D+	ISS
Violation of Acceptable Use Policy (Network)	W/LD	NS + D/ISS	NS + ISS/OSS
<b>B. Insubordination</b>			
Dress Code Violation	W/change dress	D/change dress	D+/change dress
Leaving Class w/o permission	W	D	D+
Leaving School Grounds w/o permission	ISS	ISS/OSS	OSS
Misuse/Abuse of Hall Pass	D	D/Pass Restriction	D+/Pass Restriction
Refusal to Comply with Staff Directive(s)	D	D+	ISS
Refusal to Serve Consequences	2X consequence	ISS	ISS+/OSS
Skipping Class	D	D+	ISS
Tardies to School (unexcused)	One D for each 3 unexcused Tardies		Referral to CPS/ Attendance Hearing
Tardies to Class (unexcused, 3 or more)	D	D+	ISS/Attendance Hearing
Truancy	ISS	ISS+	ISS+Referral to CPS/ Attendance Hearing
Unauthorized use of electronic device	W/device confiscated	D & device confiscated for parent pick up	D+ & device confiscated for parent for parent pick up Placement on 'No Devices' List
<b>C. Violent Behavior</b>			
Arson	OSS/Referral to Law Enforcement		
Criminal Mischief/Vandalism	ISS/Restitution	OSS/Restitution	OSS/Restitution
Physical Assault (w/Physical Injury)	OSS (5 days unless otherwise determined by Superintendent)		
Possession/Use/Distribution of Weapon	OSS (at least one calendar year unless otherwise determined by Superintendent)		
Sexual Assault/Contact	OSS/Referral to Law Enforcement		
Threat to Use a Weapon	OSS	OSS/Law Enforcement	OSS/Law Enforcement

**D. Endanger safety, morals, health or welfare of others**

Dignity Act Violation	W	ISS	ISS+
False Alarm	ISS	ISS+	OSS
False Written Statement to School Official	ISS	ISS	ISS+
Forging Legal Documents	ISS	ISS/OSS	OSS
Gambling	W	D	D/ISS
Indecent Exposure/Sexting	OSS	OSS	OSS
Intimidation, Harassment, Menacing, Bullying, Cyberbullying, Discrimination, Hazing, Defamation	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS
Misusing/Sharing OTC/Prescription Medications	D/ISS	ISS/OSS	OSS
Larceny/Theft	ISS/OSS	ISS/OSS	OSS
Lying to School Personnel	W	D	D +
Physical Contact/Minor Altercation	W/D/ISS	D/ISS/OSS	ISS/OSS
Possession/Use/Sale/Distribution of Drugs/ Drug Paraphernalia or Alcohol	OSS (5 days unless otherwise determined by Superintendent)		
Possession/Distribution of Obscene Material	W/D/ISS	D/ISS/OSS	OSS
Possession/Use/Sale/Distribution of Tobacco, Tobacco Paraphernalia/E-cigarettes/Devices	ISS	ISS+	OSS
Reckless Endangerment (including Horseplay)	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS
Reckless Destruction of Property	ISS & Restitution	OSS & Restitution	OSS & Restitution
Threat of/Dangerous Action (including through electronic medium)	D/ISS/OSS	D/ISS/OSS	ISS/OSS
Unauthorized Photography/Video/Audio Recording of Students/Staff	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS

**E. Bus Misconduct**

Violations as listed A-E	consequences as listed in A-E above, plus possible bus suspension		
Eating/Drinking	D	D+	D+
Refusing to Stay Seated	D	D+	Bus Suspension
Failure to Keep Head/Hands/Feet Inside Bus	D	D+	Bus Suspension
Failure to Keep Devices on Mute	D	D+	Bus Suspension
Refusing to Change Seats as Directed by Driver	D	D+	Bus Suspension

**F. Academic Misconduct**

Copying Work	D & no credit	D+ & no credit	ISS & no credit
Cheating	D & no credit	D+ & no credit	ISS & no credit
Destruction of Another’s Work	ISS	ISS+	ISS+
Plagiarism	ISS	ISS+	ISS+
Assisting Another in Any of the Above	Same consequence will be assigned		

---

**W**=Warning                      **D**=Lunch Detention or After School Detention  
**ISS**=In-School Suspension    **OSS**=Out-of- School Suspension    **NS**=Network/Technology Access Suspension



## **Detention Guidelines**

As a result of violations of the behavior code, students may be assigned to a lunch detention or after school detention. The following conditions will apply:

1. Students will serve lunch detention during their regularly scheduled lunch period.
2. Students may be expected to complete satisfactorily a written assignment.
3. No talking, sleeping or recreational activities are allowed during the detention period.
4. A student who does not comply with these rules will be assigned additional detention periods or in-school suspension.
5. Repeated behaviors may require after school detention. The district encourages parents to support the school in this decision. Therefore, it is encouraged that parents provide transportation to pick up their student following an after-school detention.

## **In-School Suspension – Purpose & Guidelines**

The purpose of In-School Suspension is to provide disciplinary measure as an alternative to out-of-school suspension, provide a more positive disciplinary measure aimed at helping the misbehaving student by allowing him/her to atone for improper school behavior while utilizing the suspension time to work on school studies, and to introduce more personal guidance counseling to students with behavioral problems.

### **Guidelines**

When it becomes necessary, as per the district discipline policy, for a student(s) to be placed on in-school suspension, the following guidelines will be in effect:

1. The hours of in-school suspension will be from the beginning of 1<sup>st</sup> period through the end of 9<sup>th</sup> period. Students desiring breakfast will eat before in-school suspension begins. Students will not be allowed to go to their lockers after in-school suspension begins.
2. In-school suspension will focus on school work during the hours of suspension.
3. Students assigned to in-school suspension for the first time for certain offenses may be assigned a modified in-school in the in-school suspension room. These students will be escorted to and from their classes. All other rules and procedures of in-school suspension will be followed.
4. Students assigned to in-school suspension more than twice will be referred to the Guidance Counselor for assistance regarding in-school behavior.
5. Any insubordinate behavior during or related to the in-school suspension program will result in additional in-school suspension or out-of-school suspension. Some examples of insubordinate behavior are:
  - a. Refusing to do school work during in-school suspension
  - b. Sleeping during in-school suspension
  - c. Talking during in-school suspension
  - d. Reporting late to in-school suspension at any time
  - e. Failure to report to in-school suspension when assigned
  - f. Insubordinate behavior during the in-school suspension day
  - g. Any other violations of the discipline policy
6. When possible, in-school suspension will be assigned in advance allowing for planning of school work.
7. Parents will be notified by letter informing them of the specific incident and the duration of the suspension. Further, when possible, parents will be called by the building principal or his designee.
8. Students assigned to in-school suspension will be ineligible for all in-school and after school activities on that day.
9. All in-school suspension assigned to students will be served. If in-school suspension is missed for legal reasons it will be reassigned on the next available day that in-school is scheduled. If it appears that a

student is deliberately avoiding the in-school suspension with absences, then out-of-school suspension of up to five (5) days will be instituted, and a Superintendent's Hearing may be scheduled.

### **Bus Suspension Guidelines**

When it becomes necessary, as per the district discipline policy, for a student to be placed on bus suspension, the following guidelines will be in effect:

1. A student placed on bus suspension will be required to be transported to and from school by a parent/guardian.
2. Parents will be notified by letter of the specific incident and the duration of the bus suspension.
3. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.
4. Parents may have reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.

## **ARRANGEMENTS/PROCEDURES FOR OBTAINING EMERGENCY ASSISTANCE AND ADVICE FROM LOCAL GOVERNMENT OFFICIALS**

Depending on the situation and severity of the crisis, the following agencies are available for emergency assistance and are called according to need.

Gilboa-Conesville Fire/Ambulance Department Schoharie County Public Health New York State Department of Environmental Conservation Schoharie County Hazardous Materials Team Schoharie County Emergency Office New York State Police Local Police Sheriff's Department ONC BOCES Superintendent State Education Department in Albany ONC BOCES Health & Safety Services

When there is a disaster/emergency condition that takes place within the district, the BOCES District Superintendent is immediately notified and depending on the type of situation, would contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

### **DISTRICT RESOURCES USE AND COORDINATION**

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

### **RECOVERY/DISASTER MENTAL HEALTH SERVICES**

After an emergency which has resulted in injury or death to students or staff, or which has been otherwise traumatic, all Gilboa-Conesville Central School District counselors, as well as counselors from neighboring schools, who have appropriate training in post trauma debriefing and any community volunteers with appropriate credentials and training will be assigned to debrief all staff members and students who have been directly involved with or impacted by the emergency.

The setting up of the debriefing sessions shall be the responsibility of the Emergency Management Coordinator.

For critical situations that require the utilization of community mental health resources, the Emergency Management Coordinator will be responsible for contacting the appropriate mental health agency.

#### **Schoharie County Mental Health: 518-295-8336**

The Emergency Response Team shall meet as soon as feasible after an emergency to assess the emergency response and the effectiveness of the plan. The plan shall be modified as necessary based on the evaluation.

The Emergency Responder shall file a post emergency report with his/her District Superintendent within five days after the event.

## COMMUNICABLE DISEASE - PANDEMIC PLAN

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

**Effective April 1, 2021**, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers shall prepare a plan for the continuation of operations if the Governor declares a public health emergency involving a communicable disease. Education Law §2801-a requires School Districts to develop plans consistent with the new Labor Law requirement. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.**

This Plan addresses the required components in the sections as noted below:

### **Prevention/Mitigation**

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

### **Protection/Preparedness**

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

### **Response**

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

### **Prevention/Mitigation**

- We will work closely with the Schoharie County Public Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
- Schoharie County Public Health –<https://www4.schohariecounty-ny.gov/departments/public-health/> *Main Phone – 518-295-8365 Email – Go to: https://www4.schohariecounty-ny.gov/departments/public-health/ Address – 284 Main Street, 3<sup>rd</sup> Floor, Schoharie NY 12157 Coronavirus Hotline: 1-888-364-3065*

- The Schoharie County Public Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and District Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District technology director will also be an important team member. The Business Manager, Facility Director, Food Service Director, Transportation Coordinator, School Counselor and Curriculum Director will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in 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/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

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

In the event of a government ordered shutdown most staff would be able to work remotely. However, some positions may be required to be on-site or in district for us to continue to function. The following information is addressed in the table below:

- **Title** – a list of positions/titles considered essential which could NOT work remotely in the event of a state-ordered reduction of in-person workforce.
- **Description** – brief description of job function.
- **Justification** - brief description of critical responsibilities that could not be provided remotely.
- **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered to reduce overcrowding at the worksite.
- **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 created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Facility director, Custodian(s)	Facilities maintenance	Ensure building security and proper operation of building systems	single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Cafeteria manager, food service staff	Food service	Prepare/package meals for required food service	If multiple staff needed per shift, then alternate days with cohorts	Daily entry/exit logs and work logs
Transportation director, Driver(s)	Transportation	Delivery of meals and/or instructional materials	Staggered shifts not needed - drivers should not interact	Daily entry/exit logs and work logs
Network Manager, Computer Technician	Network administration	Maintain network service, device repair as needed	single staff per shift or work in separate rooms	Daily entry/exit logs and work logs

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

### Ensure Digital Equity for Employees

- Mobile Device Assessments:
  - Survey 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 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, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.
  - To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

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

- Survey 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.
- 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:**

To increase options for continuing learning during extended closures technology will 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 internal asset tracking 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 hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

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

Depending on the exact nature of the communicable disease and its impact, the Gilboa-Conesville Central School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements 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.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The School District will utilize these base strategies and expand upon them as necessary to address any public health emergency.

## **Protection (Preparedness)**

We will collaborate with County and local partners to assure complementary efforts.

- The School District Superintendent has been designated the communicable disease safety coordinator (COVID Coordinator for COVID-19), whose responsibilities include compliance with the school's reopening plan, and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal levels. The coordinator shall be the main contact upon identification of positive cases and is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding a public health emergency and plans implemented by the school.

School/Program	Safety Coordinator/Administrator	Contact #
High School	Shawn Davis	607-588-7541
Middle School	Shawn Davis	607-588-7541
Elementary School	Jackie Frederick	607-588-7541
Administration	Bonnie Johnson	607-588-7541

- Communication with parents, students, staff, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. Bonnie Johnson, Interim Superintendent has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by e-mail and district automated phone notification system.

Mandy VanValkenburgh	Confidential Secretary	607-588-7541
Jack Loewenguth	Technology Coordinator	607-588-7541
Bonnie Johnson	Administration	607-588-7541

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we have trained individuals with the following job titles. To maintain these essential functions off-site, business office staff will be provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.

Marianne Romito	Business Manager	607-588-7541
-----------------	------------------	--------------

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by the Business Office. The Business Manager has provided cross-training of the following staff to ensure essential functions; The Business Manager will help



develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Business Office will help decide if schools need to be closed.

Bonnie Johnson	Superintendent	607-588-7541
Shawn Davis	Principal	607-588-7541
Jackie Frederick	Principal	607-588-7541

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented include:
  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.)
  - On-line instruction, on-line textbooks (Kahoot, Booklet, Google forms, YouTube, etc.)

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

##### **PPE & Face Covering Availability**

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

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- 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 basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- 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.

Specialized PPE (N95s, KN95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. N95 respirators are recommended only if staff will be in contact with a suspected positive case of a contagious disease. Those employees required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so.

##### **PPE Supply Management**

As required by Labor Law §27-c, the District will procure appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months.

This PPE will be stored and replaced as follows, unless manufacturer recommendations are different:

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.
- Use oldest supplies first and check face piece, straps and seal material for signs of damage or deterioration.

Using the following charts for staff and students on site, the Facilities Department will work with programs to determine the overall PPE needs of the District:

<i>Disposable Face Coverings</i>					
<i>Initial recommended quantities per 100 individuals</i>					
<i>Group</i>	<i>Quantity needed for 1 week</i>	<i>12 Week Supply 100% Attendance</i>	<i>12 Week Supply 50% Attendance</i>	<i>12 Week Supply 25% Attendance</i>	<i>Assumptions</i>
<i>100 Students</i>	<i>100</i>	<i>1200</i>	<i>600</i>	<i>300</i>	<i>1 Disposable Mask per Week per Student</i>
<i>100 Teachers and other staff</i>	<i>500</i>	<i>6,000</i>	<i>3,000</i>	<i>1,500</i>	<i>5 disposable masks per week per person</i>
<i>4 Nurses/Health Staff</i>	<i>40</i>	<i>480</i>	<i>240</i>	<i>120</i>	<i>10 Disposable masks per Week per School Nurse</i>

<i>PPE for Each Staff Having High Intensity Contact with Students</i>			
<i>Item</i>	<i>1 Week Supply per Staff</i>	<i>12 Week Supply per Staff</i>	<i>Assumptions</i>
<i>Disposable Nitrile Gloves</i>	<i>10</i>	<i>120</i>	<i>10 per Week per Staff</i>
<i>Disposable Gowns</i>	<i>10</i>	<i>120</i>	<i>10 per Week per Staff</i>
<i>Eye Protection</i>	<i>2</i>	<i>n/a</i>	<i>2 Re-usable per Staff</i>
<i>Face Shields</i>	<i>2</i>	<i>n/a</i>	<i>2 Re-usable per Staff</i>
<i>N-95 Respirators*</i>	<i>10</i>	<i>120</i>	<i>10 per Week per Staff</i>

**Response**

*The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.*

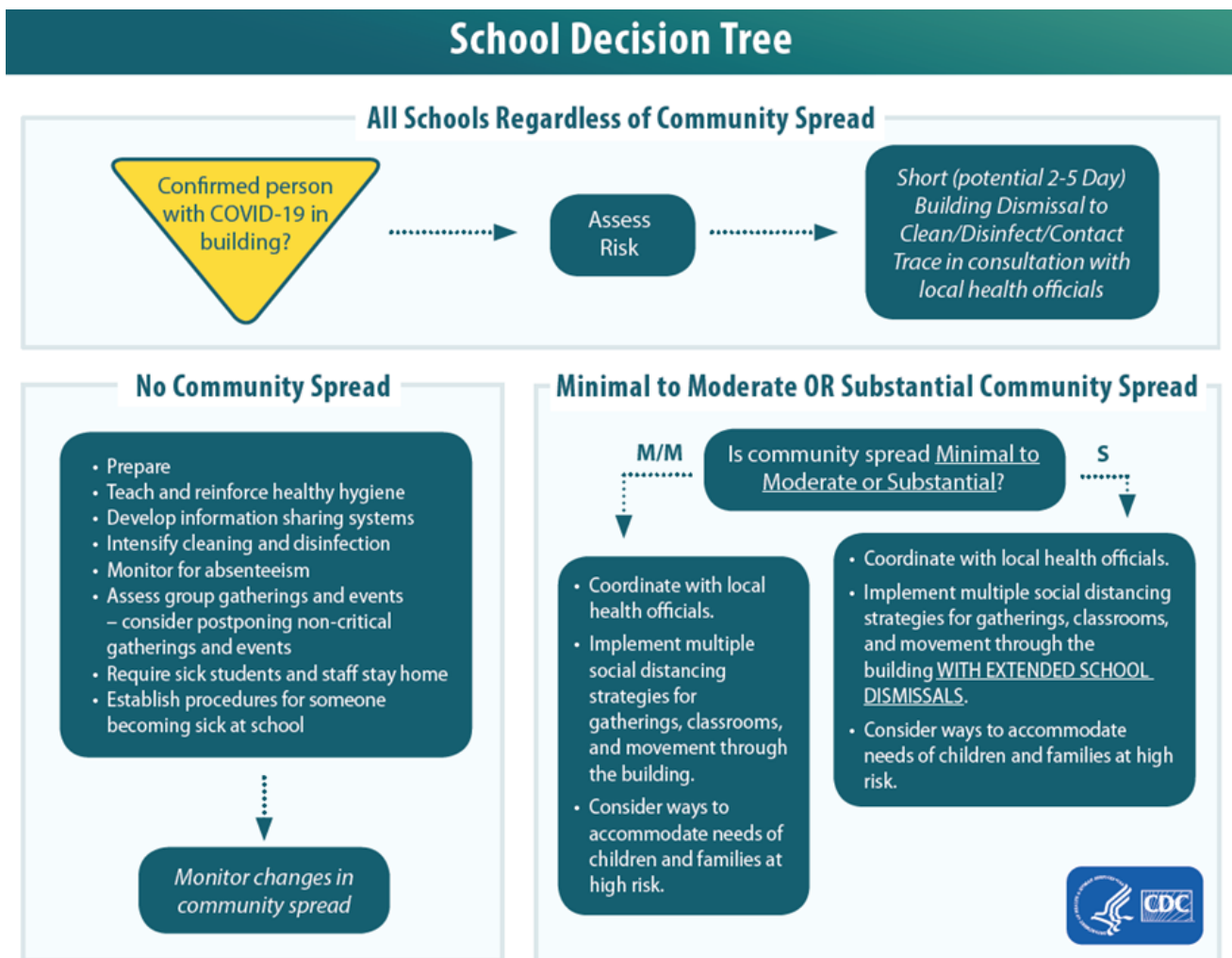
- *The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.*
- *The PIO will work closely with the Technology Director to test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.*
- *Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.*
- *The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.*

- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

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

**Confirmed Case Requirements & Protocols**

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The following example is a COVID-19 decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.



### **Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) Recommendations:**

- *Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.*
- *If possible, open outside doors and windows to increase air circulation in the area.*
- *Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.*
- *Clean and disinfect all areas used by the suspected or confirmed infected person, 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 suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.*
- *Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.*
- *If more than seven days have passed since the suspected or confirmed infected person visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.*

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

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

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

If a person is diagnosed with a communicable disease by a healthcare provider based on a test or whether they had or currently have symptoms, they should not be at school and should stay at home until:

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

Refer to current CDC and NYSDOH guidance for individuals who are on home isolation regarding when the isolation may end.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

### **Staff Absenteeism**

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

### **Employee Assistance Program (EAP)**

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

### **Medical Accommodations**

- The Human Resources Department will handle medical and contagious disease accommodations; such as telework or shift modification. Requests for accommodations should be sent to Kellie Renwick, [krenwick@Gilboa-Conesvillecsd.org](mailto:krenwick@Gilboa-Conesvillecsd.org)

### **New York State Contact Tracing Program**

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

It is recommended that all District-wide School Safety Team members, administrators, principals, nurses and others take the free Johns Hopkins University COVID-19 Contact Tracing Course at <https://www.coursera.org/learn/covid-19-contact-tracing>.

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19. Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

**If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone.** Answering the phone will keep your loved ones and community safe.

### **A contact tracer will:**

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

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care, or other supplies. The Tracer will work with you to identify and reach out to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way.

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say "NYS Contact Tracing" (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

### **Facilities: Cleaning and Disinfecting**

Soiled surfaces and objects must be cleaned before being disinfected. Cleaning does not kill germs or viruses but rather removes many of them, along with dirt and other impurities, from surfaces or objects. Disinfecting then kills many of the remaining germs and viruses, lowering their number to a safe level, as judged by public health standards.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid contact with the fluid. Remove the spill, and then clean and disinfect the surface.

#### **Routine cleaning of school settings includes:**

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

#### **Classroom/Therapy Rooms**

The District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

#### **Common Areas**

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Face masks, or other identified PPE shall be worn in common areas, unless advised otherwise. Signage shall be posted in common areas to remind staff of health and safety etiquette.

#### **Disinfecting**

- Cleaning and disinfection requirements from the CDC and NYSDOH will be adhered to.

- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to be infected, with such cleaning and disinfection to include, at a minimum, all heavy transit areas, and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by central administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, facilities services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

#### **Hand Sanitizing**

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by central administration.
- The District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

#### **Trash removal**

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

### **(6) 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. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building

and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

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

Emergency housing for essential workers is generally not required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels/motels can be accessed if necessary:

1. Hampton Inn Express, Oneonta (607.433.9000)
2. Courtyard Marriot, Oneonta (607.432.2200)
3. Holiday Inn, Oneonta (607.684.2000)
4. Super 8, Oneonta (607.353.6875)

If necessary, School Districts will work with the 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.



# **Gilboa-Conesville Central School**

## **Emergency Remote Instruction Plan**

### **Introduction**

The district's Emergency Remote Instruction (ERI) Plan is being included in the district wide school safety plan (DWSSP) as required by Commissioner's Regulation §155.17. Beginning with the 2023-24 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These ERI Plans will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

ERI Plans must be informed by the district's Student Digital Resources data collection which is completed annually. Gilboa-Conesville Central School District will attach our ERI Plan yearly to our DWSSP as an appendix.

### **Content Outline-Six Regulatory Components**

- 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 exception that asynchronous instruction is supplementary to synchronous instruction.
- A description of how instruction will occur for those students for whom remote instructions 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.
- 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.

### **Procedures to ensure computing devices will be made available to students**

Our district is currently 1:1 for all PK-12 students, all students have Chromebooks. If a student did not bring home their device, the district would schedule time(s) for the distribution of devices. For families that were unable to pick-up the

device, we would schedule a time for device drop off. Paper copies would be provided to students that were not able to use a computing device.

The district would schedule times for devices to be serviced or replaced on an ongoing (at minimum weekly) basis, at the district. The district would pick-up and drop off a replacement device for families that were unable to get to the district.

The above would be communicated with families using existing internal and external communications channels to notify students, and families/caregivers about remote and hybrid school schedules with as much advance notice as possible. The district's existing communication channels include the district's website, social media (Facebook, Twitter, Instagram) and robo calls (Thillshare).

In addition, the district will make every effort to ensure that communication with parents/legal guardians is in their preferred language and mode of communication. G-Translate is available on our district website and Thrillshare calls are sent in languages other than English. The district continues to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication. Every effort has been made to ensure that communication is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

#### **Procedures to ensure students will access internet connectivity**

For students that do not have reliable access to the internet, the district has a limited number of hot spots available. These devices do require cell phone reception which is not available throughout the district. For students that do not have reliable internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning. The district will provide greater access to reliable internet including providing space on property for students to access the school's Wi-Fi.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

#### **Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction.**

Our district is currently 1:1 for all PK-12 instructional staff. Specifically, all instructional staff have a Chromebook and laptop. If an instruction staff member did not bring home their device, the district would schedule time(s) for the distribution of devices. The district has a limited number of hotspots for instructional staff/students that do not have WiFi in their residence.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Student schedules will remain the same to ensure that staff and students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

The amount of synchronous and asynchronous instruction varies by grade level. For students in grades K-2 there will be whole class check-ins throughout the day (2-4) for 15-20 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. For students in grades 3-6 there will be whole

class check-ins throughout the day (2-4) for 30-39 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. Grades 7-12 will begin each period (9 per day) live with their whole class and teacher. The teacher will then use the 40-minute instructional period to provide the whole class, small group and individual instruction. The use of Zoom and Google Meet permit breakout rooms for small group and individual instruction.

To support the needs of individual students including ELL/ML students, all students will follow their daily schedule therefore ensuring regular access to scheduled ESL services. Teachers would work collaboratively to ensure that instructional resources were available to students.

Annually, all instructional staff are provided training to review, revise and update remote learning plans. The district uses the October staff development day to ensure that all staff are aware of the expectations and have plans for remote teaching.

**Description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate**

We have been able to provide all students with access to digital technology. We would work with the student and the family to provide the best support and resources to access remote learning. If a student could not access digital learning, they would still have daily live contact time with their teacher and classmates. We would work with the family on what resources and support could be provided to supplement this learning.

For students that do not have adequate access to the internet, the district has a limited number of hot spots available. These devices do require cell phone reception which is not available throughout the district. For students that do not have adequate internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning.

**Description of how special education and related services will be provided to students with disabilities and preschool students with disabilities**

Students will be provided with virtual instruction to include related services. The district plan has educational equity for all at the forefront and all IEP accommodations will be met. The district will work with families to provide them with any necessary translations of documents and communications. The district will also continue to use the services of outside organizations to provide assistance to families. The CPSE and CSE committees will continue to meet in person or virtually to address all educational needs for each student. The committees will continue to make recommendations on programs and goals based on data collected. The Gilboa-Conesville Central School District will be in compliance with all Individualized Educational Plans.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. The district will continue to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication.

**Estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction**

The length of a school day during Remote Instruction will be equivalent to regular instruction. This will be a minimum of four (4) hours of instruction, not including lunch and/or recess.

## **Appendix**

**The following forms are attached**

**Contact Tracing Form**

**Screening/Entry Log**

**Daily Work Log**

**School District Pandemic Influenza Planning Checklist**

**Gilboa-Conesville School District COVID-19 Preliminary On-Site Investigation**

**School Building** Click or tap here to enter text.      **Today's Date** Click or tap to enter a date.

**Individual Completing Form** \_\_\_\_\_      **Telephone #** \_\_\_\_\_

<b>Name of Person Testing Positive:</b> Click or tap here to enter text.	<b>Position:</b>
<b>Last Date Individual was in the School Building:</b> Click or tap here to enter text.	
<b>Date of Birth:</b> Click or tap here to enter text.	<b>County of Residence:</b> Click or tap here to enter text.
<b>Telephone #:</b> Click or tap here to enter text.	<b>Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC</b>
<b>Documentation of Lab Confirmed Positive:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Date of Test:</b> Click or tap to enter a date.
<b>Laboratory Conducting Test:</b> Click or tap here to enter text.	<b>Telephone #</b> Click or tap here to enter text.

**Names of students in close contact (Less than 6 feet for more than 10 minutes)**  
**Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.**  
**If no contacts, please write NO CONTACTS across the page)**

STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

**Name of staff in close contact (Less than 6 feet for more than 10 minutes)**  
**Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.**  
**If no contacts please write NO CONTACTS across the page**

NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

## Gilboa-Conesville Central School District



In order to enter the building, you **MUST** complete the following questionnaire:



If you answer "No" to ALL of the questions, please initial your line and proceed.

**If you answer "Yes" to any of the questions, please leave immediately and contact your supervisor via email or phone.**

1. In the past 14 days, have you had direct contact with someone that has tested positive for, or who is suspected of having COVID-19?
2. Do you feel feverish or have a temperature of over 100.0 degrees?
3. Do you have a new (last 72 hours) persistent cough or difficulty breathing?
4. Have you been told to quarantine by the public health department?
5. Have you travelled to any of the states prohibited by the Governor Executive Order?

Print your name	Phone Number	Date and Time	Initial here if you have answered "No" to ALL of the questions



## SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

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



### 1. Planning and Coordination (cont.):

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

### 2. Continuity of Student Learning and Core Operations:

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

### 3. Infection Control Policies and Procedures:

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

### 4. Communications Planning:

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

**4. Communications Planning (cont.):**

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

