

Delaware-Chenango- Madison-Otsego BOCES



District-Wide School Safety Plan 2026-2027

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DELAWARE-CHENANGO-MADISON-OTSEGO BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN

PROJECT SAVE

(Safe Schools Against Violence in Education)

Commissioner's Regulation 155.17

INTRODUCTION

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

The Delaware-Chenango-Madison-Otsego BOCES herein referred to as “BOCES”, supports the SAVE Legislation. The District Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

This BOCES District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17.

Upon the recommendation of the District Superintendent, the Board of Education appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

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

Position	Name
President	Vanessa Warren
Vice President	David Cruikshank
Student Member	Zeke Hart
Teacher	Kevin Powell
Administrator	Mike Rullo Patti Gallaher Bob Avery
Parent	Thomas Revoir
School Safety Personnel	Jason Lawrence
Other School Personnel	Tom Fargo Sara Stafford Jennifer Lawrence Ryan DeMars Roula Ragusa
SRO	Gard Turner Dan Vaughan

Concept of Operations

- The District-Wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Post-incident Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before August 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e), (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans must be formally adopted by the Board of Education after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- 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.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

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

Appendix 4 lists BOCES sites and the potential emergencies at each site.

B. Actions in response to an emergency

Multi-Hazard Response

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

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosion/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Medical Emergencies	Fire
Structural Damage	Building System Failure

Others as determined by the Building-Level School Safety Team

Specific response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 6.

C. District resources and personnel available for use during an emergency

BOCES has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in Appendix 5 of the Building-Level Emergency Response Plans.

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

BOCES uses the Incident Command System model for emergency actions. For district-wide and building-level emergencies the Incident Commander will be the Deputy Superintendent or his/her designee.

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

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

BOCES will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the Health & Safety Office and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills or other appropriate actions to increase the awareness and preparedness of staff and students. Appendix 3 will include specific training modules at the various BOCES sites.

DCMO BOCES has adopted a Cardiac Emergency Response Plan at the Building Level and training for students and staff shall include training in recognizing the signs of cardiac arrest and how to respond appropriately.

Building-Level training will be coordinated by the Building-Level Emergency Response Teams.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans may be revised as a result of these drills.

F. Hall Monitors and other school safety personnel

BOCES will employ School Resource Officers through cooperation with Akshar Consulting, LLC. These School Resource Officers will be available on campus during the school day.

School safety personnel within the BOCES include students and staff involved in the Security and Law Enforcement program at both of our campuses. These people function as school safety officers as a part of their coursework and are closely supervised and trained as per the Security and Law curriculum prior to being allowed to function in a security capacity.

G. Implementation of School Security

The following building security measures are taken at BOCES;

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in

- Staff are trained to challenge suspicious persons encountered in buildings
- Building Entrance security is maintained throughout the day
- Two-way radios are used by key personnel as needed.
- The services of canines to randomly search for drugs and/or weapons is available as needed

H. Extreme Heat Condition Days

BOCES has Policy #5009 in place to ensure the health and safety of students, faculty, and other employees on extreme heat condition days, including a plan outlined in the Building Level Emergency Response Plan to remove students and staff from educational and support services spaces when practicable when the room temperature reaches eighty-eight (88°) degrees Fahrenheit.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

BOCES has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document and further detailed in the BOCES Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero-tolerance policy toward acts of school violence and decided that such a policy was not appropriate at this time.

B. Response Protocols

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Response Plans detail the appropriate response to such emergencies. These plans were developed with, but not restricted to the following protocols:

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

C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

BOCES recognizes the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of the Incident Commander in line with the Building-Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as timely as possible. Law enforcement agencies are contacted by dialing 911.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

BOCES will contact appropriate districts, parents, guardians or persons in parental relation to the students' 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 Plans.

E. Protective Action Options

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation and sheltering are the protective action options that the Building-Level School Safety Teams, in cooperation with local emergency responders, have included in the Building-Level Emergency Response Plans. Appendix 6 describes the Protective Action Options.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

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

B. Procedures for Obtaining Advice and Assistance from Local Government Officials

The Incident Commander will contact the Chenango or Delaware County Emergency Services Department in accordance with Article 2-B of the Executive Law- Disaster Preparedness for advice and assistance as required during an emergency.

C. A system for informing all educational agencies within a school district of a disaster

BOCES will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone. Appendix 7 lists names and contact numbers of the 16 component districts within the Delaware Chenango Madison Otsego BOCES.

D. BOCES will maintain certain information about each educational agency located in the school district

At a minimum, each Building-level Emergency Response Plan will include the following information:

- School population
- Number of staff,
- Transportation needs, and
- Telephone numbers of key officials of each such educational agency

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures for the dissemination of informative materials

BOCES is committed to the use of the interpersonal violence prevention education package for grades kindergarten through twelve, when available and where applicable.

Pamphlets and violence prevention information is distributed to staff members through email and payroll stuffers at various times during the year. Violence prevention brochures are made available to parents during open houses. Students are offered materials in interpersonal violence prevention via their home school districts as well as annual discussions during one period or more of class time in some subject areas.

B. Prevention and intervention strategies

BOCES continues to develop and investigate various strategies regarding violence prevention and intervention as addressed in the Professional Development Plan. Such strategies include annual training in violence prevention, intervention and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members and other topics as may be defined during the year.

C. Strategies for improving communication among students, between students and staff and reporting of potentially violent incidents

BOCES recognizes that communication is a vital key in the prevention and intervention of violence in schools. As such, BOCES continues to develop and investigate various strategies regarding violence prevention and intervention. To that end, BOCES maintains or is exploring programs in the following areas:

- Non-violent conflict resolution training programs
- Peer mediation and youth courts
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Youth run programs

- Establishing anonymous reporting mechanisms for school violence
- Others based on identified need

Additionally, BOCES will cooperate and support the initiatives of communication enacted by its component districts in an effort to provide consistent programs and initiatives to students attending BOCES-run courses.

SECTION VI- RECOVERY

A. District Support for Buildings

All the district's manpower and resources will be available to any of our sites that have endured an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a District goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident crisis response critique, the notes from the Incident Command Team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

B. Disaster Mental Health Services

The DCMO BOCES understands how an emergency can have a major effect on the well-being of students, staff and the community at large. The district will coordinate resources with Chenango or Delaware County Mental Health Services and the Post-incident Crisis Response Team to provide appropriate mental health services to our population should the need arise.

SECTION VII- TRAUMA

A. Trauma-Information

The DCMO BOCES understands how trauma can impact students and staff. The District-Wide Safety team will be providing training to staff and students about the emergency procedures as an essential part of school safety. The goal is to provide training and conduct drills to prepare and practice, not to scare. DCMO BOCES will utilize the district-wide school safety team and their expertise on this subject to help develop training and drills that are trauma-informed, age, and developmentally appropriate.

B. Trauma-Informed Drills

When conducting a lockdown drill, it must ALWAYS be announced that it is a DRILL and NOT AN EMERGENCY. Use of consistent language shall be used to ensure students and staff know you are conducting a drill, such as, “This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown. This is a drill.” In accordance with New York State Fire Code, evacuation drills do not have to be announced as drills at the time of the drill. Drills and training shall be conducted in a trauma-informed, developmentally and age-appropriate manner. Drills and training shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. If students opt to participate in full-scale exercises in conjunction with county and/or local emergency responders or preparedness officials, written consent must be obtained from the student’s parent or guardian, and any such drill must be conducted on non-school days when there are no school-related activities occurring on school grounds.

Drill procedures must include time for teachers to debrief with their students.

C. Notification of Drills

Drills must be conducted on different dates, as well as different days of the week, and different times of day. When a drill is conducted notification will be sent to the parent or guardian via the approved methods such as the School Messenger service or the DCMO BOCES app within one week of it happening. This will have all the necessary information on how to prepare the student for the drill.

Announcing Drills means to inform students and staff at the time a drill occurs that it is a drill. For example, for a lockdown drill, a school may announce: “This is a drill. Lockdown, lockdown, lockdown. This is a drill.” Please note: Announcing drills is not required for evacuation drills. This is because during evacuation drills the fire alarm is sounding and announcing evacuation drills is not aligned with NYS Fire Code.

Parental Drill Notification means to inform parents in advance of drill(s) that they will occur. Parental notification is required for all drills, including evacuation drills. It is also required that notice to parents/parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill.

During the annual open house, DCMO BOCES will provide communications for parents or guardians and also have staff available to answer any questions or concerns.

D. Prevention and Intervention Strategies

DCMO BOCES employs a Behavioral Intervention Team and participates in county threat assessment teams. Individuals who have made threatening or otherwise concerning comments or displayed significant changes in behavior should be reported to the team using a referral form. Anyone who makes a report will do so confidentially. Information collected in the report includes the individual’s name, the specific statement or concerning behavior, date and time when the statement or behavior was identified, and other pertinent details.

Once a report has been made, safety concerns are immediately investigated by a member of the Behavioral Intervention Team using the district approved tools and methods such as the Squad9 app who will interview the individual in question and deploy more team members and resources as needed.

Students and staff are trained in “if you see something say something (report suspicious behavior)”. The BOCES and the county-led teams are available to provide community supports to those in need of them.

SECTION VIII- STANDARDIZED EMERGENCY TERMINOLOGY FOR OUR SCHOOLS

DCMO BOCES has adopted the following New York State accepted definitions of required emergency terms to standardize terminology in all schools throughout the region and to eliminate confusion created from misuse of terms that sound similar:

A. Shelter-in-Place/Shelter

Shelter-in-Place/Shelter means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

B. Hold-in-Place/Hold

Hold-in-Place/Hold means the restriction of movement of students and staff within the building while dealing with short term emergencies.

C. Evacuate

Evacuate means to move students for their protection from a school building to a predetermined location in response to an emergency.

D. Secure Lockout

Secure Lockout means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

E. Lockdown

Lockdown means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

APPENDICES

Appendix 1:

School buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff

Alan D Pole Area Campus

Building Name	Address	Contact Name	Telephone Number
Alan D Pole Campus	6678 County Road 32 Norwich, NY 13815	Ryan DeMars - Principal	(607) 335-1397
Support Services Center	142 Whaupanaucan Rd. Norwich, NY 13815	Mike Rullo District Superintendent	(607) 335-1233

Harrold Campus

Building Name	Address	Contact Name	Telephone Number
Building "A"	270 BOCES Drive Sidney Center, NY 13839	Roula Ragusa - Principal	(607) 865-2558
Building "B"	270 BOCES Drive Sidney Center, NY 13839	Roula Ragusa - Principal	(607) 865-2558
White House	270 BOCES Drive Sidney Center, NY 13839	Roula Ragusa - Principal	(607) 865-2558

Appendix 2:

Policies dealing with violence on school property

Policy 5001 – District-Wide Safety Plans and Building Level Emergency Response Plans

Policy 5002 – Emergency Closings

Policy 1005 – Code of Conduct

Policy 5010 – Workplace Violence Prevention Policy

SUPPORT OPERATIONS**5001**DISTRICT-WIDE SAFETY PLANS AND BUILDING-LEVELEMERGENCY RESPONSE PLANS

- I. Policy
 - A. As required by State law, the Board of Cooperative Educational Services has adopted a comprehensive District-Wide School Safety Plan and a Building Level Emergency Response Plan regarding crisis intervention and emergency response and management for each building in the DCMO BOCES, and reviews and updates those plans annually by September 1st of each succeeding year.
 - B. The District Superintendent shall designate a Chief Emergency Officer. The designation shall be in writing and shall be made on an annual basis no later than July 31 of each school year. The Chief Emergency Officer is responsible for coordinating communication between school staff and law enforcement and first responders, ensuring staff understanding of the district level safety plan, and ensuring the annual review and updating of each building level emergency response plan.
- II. District-Wide School Safety Plan
 - A. Safety Team

The Board of Cooperative Educational Services shall appoint a District-Wide School Safety Team, which shall include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, DCMO BOCES safety personnel, and other personnel to develop a comprehensive District-Wide Safety Plan.
 - B. The District-Wide Safety Plan shall include, at a minimum, all the elements required by Commissioner's Regulation 155.17(c)(1).
 - C. Review and Update
 - 1. The District-Wide School Safety Plan is reviewed and updated at least annually by the District-Wide School Safety Team.
 - 2. The District-Wide Safety Plan must be made available for public comment at least thirty (30) days prior to adoption by the Board of Cooperative Educational Services. The Board of Cooperative Educational Services may adopt the District-Wide Safety Plan only after at least one public hearing has been held.

D. File with Commissioner of Education

1. A copy of the District-Wide Safety Plan and any amendments to the Plan shall be filed with the Commissioner of Education no later than thirty (30) days after adoption.

E. Use of Temporary Vision Panel Coverings

1. The installation and use of temporary vision panel coverings is authorized when recommended by the Safety Team as part of the District-Wide School Safety Plan. All installations shall comply with the New York State Fire Prevention and Building Code, and with the NYSED Manual of Planning Standards.
2. The Safety Team shall include in its considerations the important safety function of insuring speedy egress from rooms and buildings in order to escape threats to safety, such as fire.
3. The recommendation of the Safety Team shall include a recommended priority of installation, in the event that complete coverage is not feasible for logistic or financial reasons, and shall be included in the appropriate Building Level Emergency Plans.

III. Building-Level Emergency Response Plan

A. Response Team

1. The Principal of each building shall appoint a Building Level Emergency Response Team, which shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, DCMO BOCES safety personnel, other school personnel, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the Board of Cooperative Educational Services deems appropriate.
2. The Building-Level Emergency Response Team shall develop a DCMO BOCES emergency response plan, which shall be kept confidential and shall not be disclosed except to authorized school staff and law enforcement officers.

B. The Building-Level Emergency Response Plan shall include at a minimum all the elements required by Commissioner's Regulation 155.17(c)(1).

C. Review and Update

The Building-Level Emergency Response Plan is reviewed and updated at least annually by the Building-Level Emergency Response Team.

D. File with Law Enforcement

A copy of each Building-Level Emergency Response Plan and any amendment shall be filed with appropriate local law enforcement officials and with the State Police within thirty (30) days after adoption but no later than October 15th of each year.

IV. Implementation and Training

- A. The District Superintendent shall notify the Commissioner as soon as possible whenever the emergency plan or building level safety plan is activated and results in the closing of a school building in the district.
- B. All DCMO BOCES staff shall receive annual training by September 15th of each school year, or within thirty (30) days of hire, whichever is sooner, on the emergency response plan. This safety training shall include components of violence prevention and mental health. The District Superintendent shall be responsible for making the necessary certification of this training to the State Education Department.
- C. The District Superintendent shall provide written information, by October 1st of each school year, to all students and staff about emergency procedures.
- D. The DCMO BOCES shall, at least once every school year, conduct one test of its emergency procedures.

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services

Legal Ref: NYS Education Law §2801-a; 8 NYCRR 155.17, Safe Schools Against Violence in Education Act (SAVE); NYS Fire Prevention and Building Code; and NYSED Manual of Planning Standards

Adopted: 05/26/94 Readopted: 06/27/01

Revised: 11/09/16, 07/10/19

SUPPORT OPERATIONS**5002**EMERGENCY CLOSINGS**I. Statement of Policy**

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local communication systems designated by the Board of Cooperative Educational Services (the Board).

II. School Closure

When the Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services (the BOCES) is closed, all activities, unless otherwise announced, will ordinarily be suspended for that day and evening.

III. Personnel Attendance During Closure

The attendance of personnel shall be governed by their respective contracts.

IV. Delayed BOCES Plan

When it appears likely that weather or street conditions will improve later in the morning, a “delayed school opening” announcement may be made to the public. Employees shall make an effort to report to their assignment at the regular starting time unless otherwise notified.

V. Early Dismissal BOCES Plan

When a sudden unanticipated emergency condition, including weather alert, arises after school has commenced and it is deemed appropriate to close schools and offices, the following actions will be followed:

- A. The media will be called and the public will be informed of the decision.
- B. BOCES will be dismissed with dismissal time arranged to parallel the arrival of the buses. No staff member may leave their assignment until all students have left the building.

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services District Adopted:

5/26/94, 09/24/98

Revised: 02/01/23

Delaware-Chenango-Madison-Otsego BOCES

Policy Section #1005

COMMUNITY RELATIONS**1005**CODE OF CONDUCT**TABLE OF CONTENTS****PAGE**

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I. INTRODUCTION

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services (DCMO BOCES) strives to sustain and enhance the capacity of component school districts to carry out their roles as the chief instrument in the education of the children, youth and adults in their communities.

The DCMO BOCES is committed to providing a safe and orderly educational environment where students receive and DCMO BOCES personnel deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other DCMO BOCES personnel, parents, volunteers, vendors, contractors and other visitors is essential to achieving this goal.

The DCMO BOCES Board has a long-standing set of expectations for conduct on DCMO BOCES property and at DCMO BOCES functions. These expectations are based on the

principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, and aspire to:

- Foster an environment of mutual trust and respect;
- Raise people's knowledge, skill and opportunity;
- Inspire students, staff and communities to pursue equity and excellence and to lead by example.

The DCMO BOCES Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying/cyberbullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act (DASA), Education Law, Article 2, DCMO BOCES will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with DCMO BOCES educational mission. School employees who witness or receive a report of harassment, bullying/cyberbullying or discrimination must notify the Dignity for All Students Act (DASA) Coordinator within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

DCMO BOCES condemns and prohibits all forms of discrimination and harassment, bullying, cyberbullying, of students based on actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (sex) (including gender identity or expression), sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

The Board recognizes the need to clearly define these expectations for acceptable conduct on DCMO BOCES property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. The DCMO BOCES Code of Conduct has been developed and will be maintained in collaboration with

student, teacher, administrator, parent, DCMO BOCES safety personnel and other representation.

Further, the Code of Conduct has been written to comply with Project SAVE legislation – the Safe Schools Against Violence in Education Act as well as the DASA. These laws seek to improve school safety and ensure a safe and effective learning environment.

Unless otherwise indicated, this Code applies to all students, DCMO BOCES personnel, parents, volunteers, vendors, contractors and other visitors when on DCMO BOCES property or attending a DCMO BOCES function. Adult students enrolled in workforce development programs should consult their individual program handbook and/or student handbook for specific disciplinary procedures. DCMO BOCES programs or services provided in component district/“host building” locations, unless otherwise authorized, shall comply with the Code of Conduct prescribed by that building/district. Students who attend any DCMO BOCES program, regardless of that program's location, should be aware that their conduct will be subject not only to DCMO BOCES Code of Conduct or the applicable component district's/"host building's" Code of Conduct, but may also be governed by additional provisions of the Code of Conduct in place in the students' home district of residence.

II. DEFINITIONS

For purposes of this code, the following definitions apply:

“Behavior Management System” means a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

“BOCES Function” means a BOCES-sponsored extracurricular event or activity, or a BOCES- sponsored work site/internship.

“BOCES Property” means any owned or leased equipment, building, structure, playground, parking lot or land contained within the real property boundary line of the BOCES’ schools or centers or in or on a BOCES supervised school bus.

“Building Administrator” means a certified administrator who is responsible for the supervision and management of a BOCES site.

“Color” the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

“Committee on Special Education (CSE)” means the committee on special education, subcommittee on special education, or other multidisciplinary team of the student’s home school district.

"Dangerous Weapon" means 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, except that such term does not include a pocket knife with a blade of less than two and one-half inches (2 1/2") in length.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Disciplinary Change in Placement” means a long term suspension or removal by the home school district of a student with a disability from his/her current educational placement that is either for more than ten consecutive school days or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removal that constitute a pattern because they accumulate to more than ten 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.

“Disruptive Student” means an elementary or secondary student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (sex), sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior

record of arrest or conviction (except as permitted by law); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog. **“Emotional Harm”** that takes place in the context of “harassment or bullying: means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9- B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section §§11[4] and 1125[3]).

“Ethnic Group” means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

“Firearm” as defined by Gun-Free School Act (18 USC Section 921) means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any “destructive device” (i.e., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).

“Gender” means a person’s actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

“Gender Identity” means a person’s gender related identity, appearance or behavior, whether or not that gender-related identity, appearing or behavior is different from that traditionally associated with the persons’ physiology or assigned sex or both (Education Law §11[6]).

“Harassment/bullying” means the creation of a hostile environment by conduct or threats, intimidation or abuse including cyberbullying as defined in Education Law §11(8), that either:

- a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well- being; or

- b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For the purpose of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7]).

“Cyberbullying” means harassment/bullying, as defined above, through any form of electronic communication.

“Home school district” means the student’s school district of residence.

“Individualized Educational Program (IEP)” means a written statement developed, reviewed and revised in accordance with Section 200.4 of the Regulations of the Commissioner that includes the components specified in Section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

“Individuals with Disabilities Education Act (IDEA)” means the Federal laws related to the education of students with disabilities.

“Itinerant Teacher” means a certified staff member who provides specialized services, such as hearing, vision, or other educationally related services to students and is not assigned to one program or building. These teachers usually travel to various district sites in order to deliver specialized services. Itinerant teachers are expected to adhere to the building and/or program parameters for discipline of each location in working with students attending that school unless otherwise authorized.

“Long Term Suspension” means a suspension of more than five consecutive school days.

“Manifestation Determination” means a review of the relationship between the student’s disability and the behavior subject to disciplinary action that is conducted by the Committee on Special Education (CSE) of the student’s home school district.

“National Origin” means a person's country of birth or ancestor's country of birth.

“Non-violent Crisis Intervention” means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff’s primary responsibility, the care, welfare, safety and security of our students and staff. Physical restraint is only used when all verbal techniques have been exhausted and the individual’s actions are escalating toward physical aggression. Even when physical control is used, it is used in such a way to control and protect students.

“Other Administrative, Managerial, and Technical Staff” means those individuals who are responsible for central office operations and/or specialized instructional or administrative management services who provide support and/or oversight to various BOCES programs and/or to component districts.

"Plagiarism" is the use or close imitation of the language and ideas of another author without appropriate citation, and representation of them as one's own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.

“Race” means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

“Religion” means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

“Religious Practice” means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“Sex” means the biological and physiological characteristics that define men and women, including transgender individuals. (MALE and FEMALE denote "sex".)

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

“School Property” means, unless otherwise designated, the location of a BOCES program or service, within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of BOCES.

“Short Term Suspension” means a suspension of five or less consecutive school days.

“Student Support Service Personnel” means any staff member who provides direct educationally related services and/or assist students in coping with peer pressure and emerging personal, social, emotional and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational or physical therapists.

“Violent Student/Act” means a student under the age of 21 who:

- a. Commits an act of violence upon a school employee, or attempts to do so.
- b. 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.
- c. Possesses/displays, while on school property or at a school function, what appears to be a weapon.
- d. Threatens, while on school property or at a school function, to use a weapon.
- e. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- f. Knowingly and intentionally damages or destroys school district property.

“Weapon” means any item that may inflict harm on another, including but not limited to: BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto,

switchblade knife, army knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, King Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bong, or other device, instrument material or substance that can cause physical injury or death when used to cause physical injury or death. Under this Code, any sharp-edged knife, regardless of size, is considered a weapon.

“**Weight**” means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

III. **STUDENT RIGHTS AND RESPONSIBILITIES**

DCMO BOCES is committed to safeguarding the rights given to all students under state and federal law and to promote a safe, healthy, orderly and civil school environment. With every right comes a responsibility...

RIGHTS

1. To attend BOCES and be granted the opportunity to receive a quality education.
2. To be made aware of the BOCES rules and policies, and to be treated in a manner consistent with these policies when resolving disciplinary matters.
3. To have the opportunity to present your version of the facts and circumstances in all disciplinary matters.
4. To take part in all BOCES activities on an equal basis regardless of race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual

RESPONSIBILITIES

- To attend school, internships and jobsites regularly and on time, perform assignments, and strive to do your highest quality work.
- To understand the DCMO BOCES Code of Conduct, obey the rules it contains and to be accountable for your actions.
- To be truthful and respectful in the resolution of conflicts with all parties involved.
- To be respectful and supportive to all who are participating in BOCES academic and extracurricular activities.

orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog.

- | | |
|--|--|
| <p>5. To feel safe in the school environment and not be intimidated or harassed by others.</p> | <p>To behave in a manner that will not jeopardize the safety and well-being of yourself or others, and respect and treat others in a fair and equitable manner.</p> |
| <p>6. To express your style and dress according to your own individual taste.</p> | <p>To dress in a safe manner that is not educationally distracting to others, is appropriate to the program and is in accordance with the BOCES dress code policy.</p> |
| <p>7. To be protected from intimidation, harassment or discrimination based on actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender, (including gender identity or expression) sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog, by employees or students on school property or at a school sponsored event, function or activity.</p> | <p>To respect one another and treat others fairly in accordance with the BOCES Code of Conduct and the provisions of the DASA. To conduct themselves, in a manner that fosters an environment that is free from intimidation, harassment or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.</p> |

IV. **ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE**

All parents and guardians are expected to:

- 1) Recognize that the education of their children is a joint responsibility of the parents/guardians and the school community;

- 2) Send their children to school, on time, ready to participate and learn as required by NYS Law and in accordance with DCMO BOCES Student Attendance Policy; ensure children attend school regularly and on time; and ensure absences are excused;
- 3) Insist their children be dressed and groomed in a manner consistent with the student dress code, uniform requirements and/or safety requirements for specific programs;
- 4) Know school rules and help their children understand them;
- 5) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
- 6) Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process;
- 7) Project to their children a supportive attitude toward education and BOCES;
- 8) Build positive relationships with teachers, other parents and their children's friends;
- 9) Help their children deal effectively with peer pressure;
- 10) Inform school officials of changes in the home situation that may affect student conduct or performance;
- 11) Inform school officials of any changes in address, phone number and/or medication; and
- 12) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression, sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law)); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog, which will strengthen the child's confidence and promote learning in accordance with the DASA.

All teachers are expected to:

- 1) Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation,

- marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student's self-concept and promote confidence to learn;
- 2) Be prepared to teach;
 - 3) Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student;
 - 4) Be knowledgeable of and be able to apply effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques;
 - 5) Communicate to students and parents that which is important to each student's emotional, social, behavioral and academic progress, including but not limited to:
 - a. Course objectives and requirements;
 - b. Marking/grading procedures,
 - c. Assignment deadlines,
 - d. Expectations for students,
 - e. Classroom discipline plan, and
 - f. Building-wide behavior management plan;
 - 6) Communicate regularly with students, parents and other teachers concerning growth and achievement;
 - 7) Confront issues of discrimination and harassment in 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;
 - 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting;
 - 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report; and
 - 10) Adhere to the Code of Conduct for the BOCES or district based school in which teachers or itinerant staff (see definition) are providing services.

All student support service personnel and teacher aides are expected to:

- 1) Provide educationally related service(s), as appropriate, to support students in their educational program;
- 2) Support educational and academic goals;
- 3) Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems;
- 4) Know school/BOCES policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct;
- 5) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques;
- 6) Communicate regularly, as appropriate, with students, parent and other staff;
- 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn;
- 8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report; and
- 9) Adhere to the Code of Conduct for the BOCES or district based school in which staff are providing services.

All building administrators are expected to:

- 1) Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning;

- 2) Ensure that students and staff have the opportunity to communicate regularly with the building principal/supervisors and approach the building principal/supervisors for redress of grievances;
- 3) Evaluate all instructional programs for which they are responsible on a regular basis;
- 4) Support the development of and student participation in appropriate extracurricular activities;
- 5) Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
- 6) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques, and non-violent crisis intervention philosophy and techniques and assure their utilization in the building/program;
- 7) Ensure that a building-wide behavior management system is created and supported to meet the needs of students enrolled in their building;
- 8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn; and
- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report; and
- 10) Acting as a DASA Coordinator, complete a report of any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one school day later.

All administrative, managerial, and technical staff are expected to:

- 1) Provide specialized instructional and administrative services to BOCES and component districts;

- 2) Assure that the staff under their supervision support the implementation of and conform to the Code of Conduct;
- 3) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn; and
- 4) Report incidents of discrimination and harassment/bullying/cyberbullying that are witnessed or otherwise brought to the staff member's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report.

All other BOCES staff are expected to:

- 1) Perform specialized non-instructional duties that support the operational functioning of the school/BOCES;
- 2) Know school/BOCES policies and rules and support the implementation of the Code of Conduct;
- 3) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn; and
- 4) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report.

The Deputy Superintendents are expected to:

- 1) Promote a safe, orderly, and academically stimulating school environment, supporting active teaching and learning;
- 2) Promote a safe, orderly and productive work environment;
- 3) Review with BOCES and component district administrators the policies of the BOCES Board pertaining to safety-related issues that impact component districts;
- 4) Inform the Board about educational trends relating to student discipline and other safety issues;
- 5) Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and designed to minimize problems of student misconduct;
- 6) Work with BOCES administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
- 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses, or stalking, or use of a recognized guide dog, hearing dog or service dog, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn; and
- 8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the DASA Coordinator not more than one school day later; and file a written report no later than two days after the initial oral report; and
- 9) Acting as a DASA Coordinator, complete a report of any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one school day later.

The District Superintendent and the Board are expected to:

- 1) Ensure the collaboration of student, teacher, administrator, and parent organizations, BOCES safety personnel and other BOCES personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, BOCES personnel, volunteers, vendors, contractors and visitors on BOCES property and at BOCES functions;
- 2) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning;
- 3) Review at least annually the BOCES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation, and adopt any appropriate amendments to this Code of Conduct;
- 4) Appoint a DASA Coordinator in each school building, who will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (gender identity or expression), and sex and any other prohibited form of discrimination, and who will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act;
- 5) Review in a timely manner all reports prepared by the Compliance Coordinator or a DASA Coordinator concerning an incident of alleged harassment, bullying and/or discrimination, and ensure that appropriate reports are made to law enforcement and appropriate corrective actions have been taken in school; and
- 6) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

V. STUDENT CIVILITY AND DRESS CODE

All student interaction and communication among themselves, teachers, BOCES administrators, other BOCES personnel, volunteers, vendors, contractors and visitors on BOCES property will be appropriate, civil and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, negative comments based on race, religion, sexual orientation, gender or gender identity or expression, ethnicity, disability or any other discriminatory basis, and obscene comments or gestures or threats toward others will not be tolerated. Appropriate disciplinary action will be taken.

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such

attire is not destructive to BOCES property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or impinge upon the rights of others. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

While the BOCES administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts and tee shirts, they may not prescribe a specific brand which students must buy.

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

1. Be safe, appropriate and not disrupt or interfere with the educational program.
2. Recognize that extremely brief and/or see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. No open toe shoes/flip flops in the shops. Work-boots in shop areas are encouraged.
5. Not include items that are vulgar, obscene, sexually explicit, or libelous or denigrate others on account of race, color, religion, creed, national origin, age, political affiliation, sexual orientation, gender or disability or any other legally prohibited form of discrimination.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal, violent or sexual activities.
7. Not display any signs of gang affiliation.

This statement does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or a BOCES function, or otherwise be discriminated against, so long as his/her dress and appearance meet the above requirements.

Be advised that additional uniform/dress requirements or specific rules regarding jewelry, nails, piercings etc. may be requirements for enrollment/participation in certain CTE programs or internships.

Clothing must be changed in areas designated by the classroom teacher. Students shall not change clothing in hallways, classrooms or in or any public area on campus.

Each building principal/supervisor 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. Additional details about dress code may be addressed in building student handbooks.

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 the acceptable item. 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.

Electronic Devices

Students are prohibited from using or having on or in an operational mode any personally owned technology or electronic device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the BOCES Code of Conduct that may be applicable to the circumstances involved. Any personally owned technology or electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner and we request the item is turned off. **Students may not take photos/videos of persons in BOCES classrooms, hallways, lunchrooms, restrooms or any other BOCES location or at BOCES activities unless they are taken as part of a BOCES sanctioned class assignment with permission from the teacher/instructor.**

Teachers and all other BOCES personnel should exemplify and reinforce acceptable student behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate conduct in the school setting.

VI. PROHIBITED STUDENT CONDUCT

The BOCES Board expects all students to conduct themselves in an appropriate and civil manner per the BOCES Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

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. BOCES personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on BOCES property or engaged in a BOCES function. 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 or 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 or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites. Any violation to the above-mentioned conduct which requires police involvement could lead to a subsequent arrest.

A. Engage in Conduct That is Disorderly

Examples of disorderly conduct include, but are not limited to:

1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others, etc.;
2. Obstructing vehicular or pedestrian traffic;
3. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building;
4. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, tablets, software, cell phones or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Acceptable Use Policy;
5. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, and other personal electronic devices deemed inappropriate by the administration), including but not limited to use of such equipment to take photos/videos of others without specific permission of a teacher or administrator;

6. Unauthorized use of personal computer, laptop and/or other computerized information resources through the DCMO BOCES computer system; and
7. Stealing BOCES property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.

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 or other BOCES employees or otherwise demonstrating disrespect;
2. Missing or leaving school or class without permission; and
3. Committing any act that violates this Code of Conduct.

C. Engage in Conduct That is Violent

Examples of violent conduct include, but are not limited to:

1. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, spitting, biting, or scratching) upon a teacher, administrator or other BOCES employee;
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property;
3. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical wellbeing;
4. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on BOCES property or at a BOCES function;
5. Displaying what appears to be a weapon;

6. Threatening to use any weapon(s);
7. Using weapon(s) or attempting to do so;
8. Intentionally or attempting to damage or destroy BOCES property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other BOCES employee or any person lawfully on BOCES property, or at a BOCES function including but not limited to graffiti or arson; and
9. Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property; or which results in material or substantial disruption to the educational environment.

D. Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct include, but are not limited to:

1. Committing a crime recognized by criminal law as such on campus;
2. Endangering the health and safety of other students or staff or interfering with classes or BOCES activities by means of inappropriate appearance or behavior as per BOCES Code of Conduct;
3. Throwing of snowballs and other items that endanger the safety of staff and students;
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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, internet, YouTube, etc.);
5. Discrimination, which includes the use of race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression), sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law); predisposing genetic characteristics; status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog as a basis for treating another in a negative manner;

6. Harassment, the creation of a hostile environment by conduct or communication (verbal, written, electronic, or graphic) by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, physical attributes, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability sexual orientation, gender, sex or any other prohibited discriminatory basis;
7. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.;
8. Cyberbullying, which may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, text messaging, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others, when such use interferes with the operation of the school or infringes upon the general health, safety and welfare of students or employees;
9. Sexual harassment, which includes sexually degrading comments, unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
10. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior;
11. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any BOCES or school sponsored activity, organization, club or team;
12. Selling, using, possessing or distributing obscene or sexually explicit material;
13. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, nicotine, e-cigarettes, tobacco products or illegal/and or controlled substances, counterfeit and designer drugs, or paraphernalia or use of such drugs or be under the influence of any such substances on school property or at a school function. or being under the influence of any of these. "Illegal substances" include, but are not limited to,

inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs;”

14. Inappropriately possessing, using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs;
15. Possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.;
16. Gambling and gaming;
17. Inappropriate touching and/or indecent exposure;
18. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher; and
19. Violating gender privacy when using school restroom facilities.

E. Engage in Misconduct While on a School Bus

It is crucial for students to behave appropriately while riding on home school district buses and buses under the authority of BOCES 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 the BOCES and/or district Code of Conduct and established standards for classroom behavior. Behaviors such as excessive noise, pushing, shoving and fighting, harassment, and discrimination will not be tolerated. Students misbehaving on school buses under the authority and/or supervision of BOCES will be in violation of the Delaware-Chenango-Madison-Otsego BOCES Code of Conduct. Students who misbehave on school buses under the authority or supervision of the home district going to or from a BOCES program will be immediately referred to their home district for discipline.

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/forgery.
5. Assisting another student in any of the above actions.

VII. Reporting and Responding to Violations

A. Reporting Possible 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. 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 Principal, the Principal's designee or the District Superintendent of Schools.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who 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, which may include permanent suspension and referral for prosecution.

The Principal or his/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/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.

B. Responding to Reports of Possible Harassment or Discrimination

1. In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students

by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.

2. The District has also designated a Dignity Act Coordinator for each school.

Those coordinators are:

Ryan DeMars

Phone: 607-335-1379

Stavroula Ragusa

Phone: 607-865-2558

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

C. No Retaliation for Reporting

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

VIII. DISCIPLINARY CONSEQUENCES AND PROCEDURES

Methods of student discipline vary in style and effectiveness. 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. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations and Delaware-Chenango-Madison-Otsego BOCES policies. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to develop self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent. So as to be the most effective in changing student behavior, there will be a rational relationship between the student's behavior and the consequences of that behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences 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 others, as appropriate; and/or
6. Other extenuating circumstances.

If the conduct of a student is related to a disability or suspected disability, specific procedures outlined within this Code must be followed.

As a general rule, discipline will be progressive. This means that a student's first violation will usually lead to a less serious consequence than subsequent violations. Each student will be disciplined individually taking into account the above listed factors.

For special education students in a BOCES special education program, the Board accepts that students with disabilities often display a range of behaviors which would be deemed disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, and/or violent as defined in Section II. The BOCES special education programs incorporate behavior management systems as part of the overall instructional program that are designed to address this range of student behaviors. However, students with disabilities will be subject to discipline in accordance with this Code of Conduct and with law.

A. Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors

that may impede learning, BOCES uses a variety of appropriate classroom management techniques including:

1. Positive supports, strategies and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
2. Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;
3. Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination prior to imposing more severe disciplinary consequences.

Students who are found to have violated the BOCES Code of Conduct may be subject to the following disciplinary actions whether alone or in combination. The school personnel identified after each consequence listed in the table below are authorized to impose that consequence consistent with the student's right to due process.

CONSEQUENCE	AUTHORIZED PERSONNEL
1. Oral Warning	Any member of BOCES staff
2. Written Warning/Referral	Educational program staff and bus drivers
3. Written notification to parent	Teachers, student, support services personnel, Principal, supervisor and/or designee
4. Detention	Teachers, principal, supervisor and/or designee
5. Suspension of other privileges	Principal, supervisor and/or designee
6. In-School Suspension	Principal, supervisor and/or designee
7. Formal removal from classroom	Teachers, principal/supervisor/designee
8. Short-term (five days or less) suspension	Principal, supervisor
9. Long-term (more than five days) suspension from school	Official of the student's home district
10. BOCES Program exclusion	Officials of the BOCES and the student's home district
11. Permanent suspension from school	Official of the student's home district

Parents/guardians are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. BOCES realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents/guardians must help the school staff by reinforcing positive school behavior and disciplinary consequences. BOCES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent/guardian with regular and early notification by phone and/or writing when a student's behavior is becoming problematic in addition to the required procedural notifications covered below.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the nature of the circumstances. In all cases, regardless of the consequence being imposed, the authorized school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Prior to imposing the disciplinary consequence, the authorized school personnel shall provide the student an opportunity to present his/her version of the facts. Students may be entitled to additional rights before the disciplinary consequence is imposed if that consequence is other than an oral warning, written warning or written notification to their parents. These additional rights are explained below.

C. In-School Suspension

The Board recognizes the BOCES 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 Building Principal/supervisors/designees to place students who would otherwise be suspended from BOCES as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subject 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

BOCES official imposing the in-school suspension to discuss the conduct and the penalty involved.

D. Formal Removal of Disruptive Students by a Teacher

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 appropriate classroom management techniques as listed under Disciplinary Consequences on page 16.

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 teacher's classroom behavior rules.

E. The procedural requirements for a formal removal by a teacher of a student are:

1. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being formally 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 formally remove a student from class.
2. If the student poses a danger or ongoing threat of disruption, the teacher may formally remove the student 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, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.
3. The teacher must complete a discipline referral for a formal removal and meet with the principal/supervisor as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal. If the principal/supervisor 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/supervisor or designee prior to the beginning of classes on the next school day.

4. Within 24-hours after the student's formal removal by a teacher, the principal/supervisor or another district administrator designated by the principal/supervisor must notify the student's parents, that the student has been formally removed from the class and why. The notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal/supervisor or the principal/supervisor's designee to discuss the reasons for the formal removal.

If such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The 24 hours notification, if by telephone or in person, will be immediately followed by a written notice.

5. The principal/supervisor may require the teacher who ordered the formal removal to attend the informal conference.
6. If at the informal meeting the student denies the charges, the principal/supervisor or the principal/supervisor's designee must explain why the student was formally 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 formal removal by a teacher. If such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal/supervisor.
7. The principal/supervisor or the principal/supervisor's designee may overturn the formal removal of the student from class if any one of the following are found:
 - a) The charges against the student are not supported by substantial evidence.
 - b) The student's formal removal is otherwise in violation of law or the provisions of this Code of Conduct.
 - c) The conduct warrants suspension from school pursuant to Education Law Section §3214 and a suspension will be imposed.
8. The principal/supervisor or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the school day next succeeding the end of the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until

the principal/supervisor makes a final determination, or the period of the formal removal expires, whichever is less.

9. Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom.
10. Each teacher must complete the BOCES Disciplinary Referral for all cases of formal removal of students from his or her class.
11. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. See Section II (Definitions) "Disciplinary Change of Placement" for details. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal/supervisor or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation. For programs that regularly enroll one or more students with a disability, it is recommended that behavior management systems be implemented as a means of anticipating and preventing discipline problems.

F. Suspension from School

Suspension from school is a severe consequence, which may be imposed upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others, or students whose behavior has progressed to the degree that these offences are recurring/habitual.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principal/supervisor or building administrator (hereinafter referred to, for purposes of this subsection, as "principal/supervisor") (short-term suspension) or the home school district (long-term suspension). All students who are under suspension in their home school shall be automatically suspended by BOCES during the time of their home school suspension. Administrators of the home districts shall inform BOCES of student suspensions.

All staff members must immediately report and refer a violent student to the Principal/supervisor for 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 report is to be prepared as soon as possible by the staff member recommending the suspension.

Upon receiving a recommendation or referral for suspension or when processing a case for suspension, the Principal/supervisor shall gather the facts relevant to the matter and record them for subsequent presentation.

- a. Short-term (5 days or less) suspension from school BOCES shall initiate the suspension of a disruptive student from one of its programs when other forms of behavior intervention and disciplinary action have failed unless circumstances otherwise warrant.
 - 1) Suspension may be made by a Principal for a period of time not to exceed five school days. Suspensions may not be approved by any other staff member.
 - 2) The student being suspended must be told of the suspension and the reason for the proposed suspension by the appropriate administrator.
 - 3) The parents/guardians of the student are to be notified in writing by personal delivery, express mail delivery or equivalent means within 24 hours with notification by telephone, where possible.
 - 4) The student and parent(s) or guardians(s) shall, on request, be given an opportunity for an informal conference with the building administrator and complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
 - 5) A copy of the suspension letter shall be placed in the student's file.
 - 6) The home school district shall be notified of the suspension when appropriate.
 - 7) Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents/guardians for a reinstatement interview, if deemed necessary by the Principal/Supervisor.

The Building Principal, Supervisor, or District Superintendent/designee may order the suspension of a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior unless the

particular suspension would result in a disciplinary change of placement. Any student with a disability who has been suspended for any 10 days within a school year for the current or similar incidents must be referred to the Committee on Special Education (see definition) of the home school district for a manifestation determination (see definition) hearing. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions which may warrant a manifestation determination and should request specifics of these legal protections from the Committee on Special Education of their home school district.

Long-term (more than 5 days) suspension from school, permanent suspension, and removals or suspensions that constitute a disciplinary change of placement for students with disabilities (which could include an interim alternative educational setting).

In order to facilitate review and action according to the disciplinary procedures established within the home district's Code of Conduct or, in the case of a student with disabilities, by a manifestation determination as required by state and federal law, the BOCES Principal/Supervisor/designee shall provide appropriate documentation to the appropriate school official of the student's home school district.

IX. MINIMUM PERIODS OF SUSPENSION

As prescribed by law, the following behaviors are serious enough to justify referral of students to the home school district for long-term (more than 5 days) suspension from school, permanent suspension, or a manifestation determination:

1) Bringing or possessing a dangerous weapon to BOCES

Any student found guilty of bringing or possessing a dangerous weapon on BOCES property will be subject to suspension from BOCES by their home school district for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing in the home school district pursuant to Education Law Section 3214. The District Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the suspension period, the District Superintendent of the home school district may consider the student's age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teachers and/or others, other extenuating

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

2) *Committing violent acts*

Any student who is found to have committed a violent act, other than bringing a dangerous weapon, shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents (guardians) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents (guardians) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent/designee of the home school district has the authority to modify the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

3) *Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher's authority over the classroom.*

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teachers' authority over the classroom shall be subjected to a suspension from school for at least five days. For purposes of this Code of Conduct, "being repeatedly and substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law Section 3214(3-A) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If a minimum five-day suspension is proposed, the student and the student's parents (guardians) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents (guardians) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent of the home school district has the authority to modify the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one- year suspension for possessing a firearm.

X. REFERRALS

1) Counseling

BOCES may make recommendations for counseling evaluations to appropriate programs.

2) PINS Petitions

A PINS (person in need of supervision) petition may be filed 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; and/or
- c. Knowingly and unlawfully possessing marijuana, or any prescription or illicit drugs including “look a like” 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) Juvenile Delinquents and Juvenile Offenders

The District Superintendent of the home school district 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 §1.20(42).

The District Superintendent of the home school district is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

XI. ALTERNATIVE INSTRUCTION

When a student of an age is removed from class by a teacher or student of compulsory attendance age is suspended from school pursuant to education Law §3214, immediate steps will be taken to provide alternative means of instruction for the student.

XII. DISCIPLINING 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.

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.
 - a) A “suspension” means a suspension pursuant to Education Law Section 3214.
 - b) A “removal” means a removal for disciplinary reasons from the student’s current educational placement, other than a suspension, and the 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 or by the home school district for behavior involving weapons, illegal drugs or controlled substances.
 - c) 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 (BOCES) Superintendent of schools or a building principal/supervisor 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 nondisabled student would be subject to suspension for the same behavior.
 - b) The District Superintendent of the home school district may order the placement of a student with a disability into an IAES, another setting or suspension for more than 5 and 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 District Superintendent determines following a Section 3214 hearing 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 District Superintendent of the home school district may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of similar misconduct, as long as those removals do not constitute a change of placement.
 - d) The District Superintendent of the home school district 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 dangerous weapon to or at school, on school premises or to or at a school function; the student assaults another person on school property, causing a serious injury; 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.
 - (1) “Serious injury” means bodily injury which involves—
 - a. a substantial risk of death;
 - b. extreme physical pain;
 - c. protracted and obvious disfigurement; or
 - d. protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
 - (2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

- (3) “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.
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.

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 more than 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, except where 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.

Special Rules Regarding the Suspension or Removal of Students with Disabilities Under Part 200 of the Regulations of the Commissioner on Special Education:

1. The home school 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 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 subjected 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 student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs 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 the 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 District Superintendent, Building Principal/supervisor/designee 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:
 - (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) 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 engaged 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 nondisabled 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. District 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 hereby 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 hereby incorporated into this Code.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations hereby 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 of 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, with respect to discipline, including but not limited to any decision to place the student in an IAES.
2. 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.
3. 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.
4. 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.

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 District 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, to the extent permitted by the Family Educational Rights and Privacy Act.

XIII. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of BOCES.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make an immediate written report to his/her supervisor describe in detail the circumstances and nature of action taken.

Emergency Interventions

The Board of Cooperative Educational Services holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on school premises.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- a) To protect oneself from physical injury;
- b) To protect another student or teacher or any other person from physical injury;
- c) To protect the property of the school or of others; or
- d) To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that

alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall **not** be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Physical Restraint

Accordingly, the following actions by a teacher are herewith authorized:

- a) Physical restraint which may be used to prevent threatened assault, self-inflicted harm or physical injury to other students or personnel;
- b) Physical restraint which may be used to prevent damage to school or BOCES property.

The District will maintain documentation on the use of emergency interventions for each student including:

- a) Name and date of birth of student;
- b) Setting, location, date and time of the incident;
- c) Name of staff or other persons involved;
- d) Description of the incident and emergency intervention used, including duration;
- e) A statement as to whether the student has a current behavioral intervention plan; and
- f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by BOCES supervisory personnel and, if necessary, by the school nurse or other medical personnel.

XIV. STUDENT SEARCHES AND INTERROGATIONS

Delaware-Chenango-Madison-Otsego BOCES Board is committed to providing an atmosphere for a positive, safe and orderly school environment.

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a school administrator only when the administrator has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal activity as defined in NYS Penal Law.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) Nature and reliability of the information received regarding the proscribed activity. 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 BOCES 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. BOCES employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.
- b) The existence of observable phenomena, such as direct observation of use and/or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech; disorientation; a pattern of abnormal conduct or erratic behavior; or information provided either by reliable and credible sources or which is independently corroborated.

Searches and Seizure of School Property

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school and may be opened and inspected without prior notice to students and without their consent by school employees at any time. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property.

Questioning of Students by School Officials

School officials or designees have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the District Superintendent/designee may also review the circumstances with BOCES legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

XV. VISITORS TO THE SCHOOLS

The Board welcomes parents and other members of the public to visit BOCES schools and classrooms to observe the work of students, teachers and other staff. Since schools are places of work and learning, however, certain limits must be set for such visits. The building principal/supervisor 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 and/or specific classroom will be considered a visitor.
2. All visitors to the school must report to the Main Office and/or Office of the Principal/supervisor upon arrival at the school. There they will be required to sign the visitor's register and will follow the prescribed building procedures.
3. Parents who wish to observe a classroom while school is in session are required to arrange such visits in advance and with permission of the building administrator and the classroom teacher(s), including staff members who are parents.
4. Teachers and student support service personnel shall not take class time or related service sessions to discuss individual matters with visitors.
5. Any unauthorized person on BOCES property will be reported to the principal/supervisor or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from the school personnel.
6. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

XVI. PUBLIC CONDUCT ON BOCES PROPERTY

BOCES is committed to providing an orderly, respectful environment. To create and maintain this kind of an environment, it is necessary to regulate public conduct on BOCES property and at BOCES functions. For purposes of this section of the Code, "public" shall mean all persons when on BOCES property or attending a BOCES function including, but not limited to, students, teachers, volunteers, vendors, contractors, other BOCES staff, and component district personnel.

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

All persons on BOCES property or attending a BOCES function shall conduct themselves in a respectful and orderly manner. In addition, all persons on BOCES property or attending a

BOCES function are expected to be properly attired for the purposes for which they are on BOCES property.

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 BOCES property or the personal property of a student, teacher, administrator, other BOCES employee or any person lawfully on BOCES property.
3. Disrupt the orderly conduct of classes, BOCES programs, other BOCES activities, or other BOCES work sites/internship.
4. Distribute or wear materials on BOCES grounds or at BOCES functions that are obscene, sexually explicit, advocate illegal action, appear libelous, obstruct the rights of others, gang related, or are disruptive to the school program or BOCES workplace.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, disability, political affiliation, gender (including gender identity or expression, sex, sexual orientation, marital status, military status, veteran status, ethnicity, alienage, citizenship status, partnership status; prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics; or status as a victim of domestic violence, sexual offenses, or stalking; or use of a recognized guide dog, hearing dog or service dog.
6. Enter any portion of the BOCES 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, attempt to sell, distribute or exchange alcoholic beverages, illegal substances, controlled substances, drug paraphernalia, synthetic, designer, and/or look alike drugs or be under the influence on BOCES property or at a BOCES function.
10. The possession, use, sale or consumption of any form of tobacco, any substance containing nicotine (except prescribed medications), any e-cigarette or oil or vaping

product intended for use in an e-cigarette, and any associated paraphernalia is prohibited.

11. Possess or use weapons, or what appears to be a weapon in or on BOCES property or at a BOCES function, except in the case of law enforcement officers or except as specifically authorized by BOCES.
12. Loiter on BOCES property.
13. Refuse to comply with any reasonable order from identifiable BOCES 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 BOCES property or while at a BOCES function.

Penalties

Persons who violate this shall be subject to the following penalties:

- 1) Visitors: Their authorization, if any, to remain on school/BOCES grounds or at the school/BOCES function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to removal by appropriate authorities.
- 2) Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct and the due process requirements.
- 3) Teachers and other BOCES staff: They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and/or collective bargaining agreement and the due process requirements.

Enforcement

The building principal/supervisor of an instructional site or in any BOCES facility shall be responsible for enforcing the conduct required by this Code.

When the Building Principal/supervisor/Administrator 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/supervisor/Administrator shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal/supervisor/administrator shall also warn the individual of the consequences for failing to stop. If the person still 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/supervisor/administrator may have the individual removed immediately from BOCES property or the BOCES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

BOCES may initiate disciplinary action against any student or staff member, as appropriate, consistent with the penalties section above. In addition, BOCES reserves its right to pursue a civil or criminal legal action, if applicable, against any person violating the BOCES Code of Conduct.

XVII. DISSEMINATION AND REVIEW Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to the Board approval of the Code of Conduct;
2. Posting the complete Code of Conduct, respectively, on the BOCES' Internet Web site, including any annual updates or amendments thereto.
3. Provide copies of a summary of the Code of Conduct to all students in an age appropriate, written plain language, at the beginning of each school year and upon enrollment during the school year;
4. Provide by mail a plain language summary of the Code of Conduct to all persons in a parental relation to the students before the beginning of each school year and making the summary available thereafter upon request.

5. Providing all current teachers and other staff members access to the Code of Conduct and any amendments to the Code as soon as practicable after adoption;
6. Providing all new employees with access to the current Code of Conduct when they are first hired;
7. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
8. Provide “safe and supportive school climate concepts” in the District curriculum.
9. Making copies of the Code available for review by component school districts, students, parents and other community members in addition to posting on the BOCES website.

The BOCES shall develop and implement a program of instruction in grades Kindergarten through Grade 12 that supports development of a school environment free of harassment, bullying and/or discrimination, that raises student and staff awareness and sensitivity to harassment, bullying and /or discrimination, that instructs in the safe and responsible use of the internet and electronic communications and that includes a component on civility, citizenship and character education in accordance with Education Law. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.

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 District 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.

The Principal/Supervisor will review the Code of Conduct during a faculty meeting in September. The Board 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. Before approving 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 no later than 30 days after adoption.

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services

Adopted: 7/12/01

Readopted: 08/31/06, 01/29/09, 09/27/12, 07/09/15

Revised: 12/07/17, 08/21/19, 08/23/23, 09/04/24

SUPPORT OPERATIONS**5010**WORKPLACE VIOLENCE PREVENTION POLICY**I. Statement of Policy**

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services (the BOCES) is committed to the safety and security of our employees and to the goal of promoting the safety and well-being of all people in the workplace.

II. Definitions

- A. Workplace is defined as any location away from an employee's domicile, permanent or temporary, where an employee performs any work-related duty in the course of their employment by an employer.
- B. Workplace Violence is any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:
 - 1. an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm;
 - 2. intentional and wrongful physical contact with a person without their consent that entails some injury; or
 - 3. stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.
- C. Authorized Employee Representative is an employee authorized by the employees or the designated representative of an employee organization recognized or certified to represent the employees pursuant to Article 14 of the Civil Service Law.

III. Workplace Risk Evaluation

- A. The BOCES and authorized employee representatives must conduct a workplace risk evaluation annually.

B. The evaluation shall be designed to determine the risks of workplace violence that employees could be exposed to and will be conducted to identify potential hazards related to workplace violence. This includes:

1. an analysis of relevant policies;
2. reviewing work practices and procedures that may have an impact on workplace violence;
3. evaluating the physical environment to assess any factors that may place employees at risk of workplace violence;
4. developing the Workplace Violence Prevention Program; and
5. reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

IV. Workplace Violence Prevention Program

A written Workplace Violence Prevention Program shall be developed by the BOCES and will explain how the Workplace Violence Prevention policy will be implemented and include details about the risks that were identified in the basic evaluation and describe how the employer will address those risks. The program will also include a system to report any incidents of workplace violence.

V. Reporting and Investigations

A. All employees are responsible for helping to create an environment of mutual respect and dignity for each other as well as for BOCES students and visitors. All employees must follow all BOCES policies, procedures and practices and assist in maintaining a safe and secure work environment.

B. The Workplace Violence Prevention Program Coordinator is:

Designated Contact Person: Jason Lawrence or Designee Title: Coordinator of Health and Safety

Department: Health and Safety Phone: 607-335-1283

E-mail: lawrencj@dcmoboces.com

C. All incidents of violence or threatening behavior will be responded to immediately upon notification. All staff are responsible for notifying the contact person designated above of any violent incidents, threatening

behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

VI. Remedial Measures When This Policy is Violated

Acts of violence against BOCES employees in the workplace will be thoroughly investigated under this and any other applicable BOCES policy, and appropriate action will be taken. This action may include but is not limited to counseling memorandum,

discipline, termination, and/or involving law enforcement authorities when warranted.

VII. Documentation

All incident reports must be retained for five (5) years following the end of the calendar year that the report was made.

VIII. Training

All employees, and all new hires, will participate in annual Workplace Violence Prevention Training Program. Training will include, but not be limited to, the risk factors identified and what employees can do to protect themselves.

IX. Implementation

The District Superintendent or designee shall be responsible for creating, maintaining, and implementing a Workplace Violence Prevention Program and any Superintendent Regulations, procedures, or forms necessary to comply with New York State Labor Law

§27-b.

X. Notification and Posting

This Policy shall be posted where notices to employees are normally posted.

Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services Legal Ref:

NYS Labor Law §27-g

Cross Ref: BOCES Wide Safety Plan Policy

Adopted: 01/10/24

Appendix 3:

Training modules at BOCES sites- 2026-2027

R W Harrold Campus

New Employee Orientation - September, 2025 - Policy overview

Hazard Communication Training - September, 2025

Recognizing and Responding to Cardiac Arrest -

Evacuation Drills- September 17th 2025, September 18th 2025, September 19th 2025, October 1st 2025, October 21st 2025, March 10th 2026, March 25th 2026

Lockdown Drills – October 27th 2025, October 28th 2025, March 19th 2026, March 27th 2026

Alan D Pole Campus

New Employee Orientation- September, 2025 - Policy overview

Hazard Communication training - September, 2025

Recognizing and Responding to Cardiac Arrest -

Evacuation Drills- October 1st 2025, October 2nd 2025, October 7th 2025, October 8th 2025, October 17th 2025, October 21st 2025, April 29th 2026, June 3rd 2026

Lockdown drills- October 15th 2025, October 16th 2025, March 30th 2026, March 31st 2026

Support Services Center

New Employee Orientation- September, 2025 - Policy overview

Hazard Communication training - September, 2025

Recognizing and Responding to Cardiac Arrest -

Evacuation Drills- October 1st 2025, October 2nd 2025, October 7th 2025, October 8th 2025, October 17th 2025, October 21st 2025, April 29th 2026, June 3rd 2026

Lockout drills- October 15th 2025, October 16th 2025, March 30th 2026, March 31st 2026

Appendix 4: Sites and potential emergencies

Site	Hazards
Alan D Pole Campus 6678 County Road 32 Norwich, NY 13815	Occupational Center, Pole Barns, Building Trades project, Sap House, Old Print Shop, Support Services Center, Day Care Playground, Oil tanks, Underground Propane tanks, Gasoline Dispensing area, Waste Water holding pit, Windmill, Parking areas, County Road 32, Whaupanaucaw Road, Warren Eaton Airport, Railroad, Conservation work areas, Ponds, Woods and fields around campus
Robert W Harrold Campus 270 BOCES Drive Sidney Center, NY 13839	“A” Building, “B” Building, White House, Pole Barns, Sap House, Waste Water Treatment Facility, Day Care Playground, Waste Oil tanks, Above Ground Propane tanks, Gasoline dispensing area, Solar panel, Parking areas, State Route 206, Conservation work areas, Woods and fields on and around campus, Ponds

Appendix 5:

PROTECTIVE ACTION OPTIONS

A. Definitions of Protective Action Options

Early Dismissal meets the need to return students to their home schools, home and family as rapidly as possible.

Evacuation to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that staff and students be transported and housed temporarily in some other building (shelter).

Sheltering may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used. These areas include rooms and halls without glass windows, doors, or skylights. Gymnasiums, cafeterias and other spaces with wide free span roofs are NOT used. When evacuation from one of our buildings is deemed appropriate, but early dismissal is not, sheltering in other buildings on campus is used.

B. Introduction

When a drill is conducted notification will be sent to the parent or guardian via the approved methods such as the School Messenger service or the DCMO BOCES app within one week of it happening. This will have all the necessary information on how to prepare the student for the drill.

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the District Superintendent and/or Director of Facilities
- Activate the Building-level Emergency Response Team

C. Procedures of Protective Action Options

School Cancellation

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- Make Determination –by the District Superintendent/Incident Commander or Designee
- Contact the local media

Early Dismissal

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, close school- by the District Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries as to the situation

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

Evacuations (before, during and after school hours)

- Determine the level of threat-by the District Superintendent/Incident Commander or Designee
- Contact the transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Where appropriate, facilities personnel will sweep the building to insure that staff, students and visitors have been safely evacuated
- Establish a command post
- All non-instructional staff shall report to the command post for direction and duties
- Account for all students and staff population. Report any missing staff or students to the Building/Program Administrator
- Make determination regarding early dismissal- by the District Superintendent/Incident Commander or Designee
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquiries as to the situation
- Student/visitor driver's identification will be taken as the vehicle exits the parking area
- If persons of parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Sheltering sites (internal and external)

- Determine the level of threat- by the District Superintendent/Incident Commander or Designee
- Determine location of sheltering depending on nature of incident
- Contact the transportation Supervisor to arrange transportation to external site- if needed
- Transport by foot or vehicle to external sheltering site- if needed
- Where appropriate, facilities personnel will sweep the building to insure that staff, students, visitors have been safely evacuated
- Establish a command post
- Account for all students and staff. Report any missing staff to or students to the Building/Program Administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- If persons in parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Appendix 6:

Response Protocols to Specific Incidents

BOMB THREAT

Response Action:

1. Upon receipt of a bomb threat by telephone, or a discovered note of a bomb threat.
 - a. Ask the following questions (refer to **Bomb Threat Information Sheet**):
 - * Where, specifically, is the bomb located?
 - * When, exactly, is the bomb set to go off?
 - * What materials are in the bomb?
 - * What does the bomb look like?
 - * Why is the caller doing this?
 - * Who is the caller?
 - b. Write down answers to the above.
 - c. Describe the caller's voice:
 - * Was it male or female?
 - * Was it young or old?
 - * Was the voice disguised or have an accent?
 - * Describe any background noises.
2. Notify the building administrator.
3. Notify police and superintendent, building administrator.
4. Notify staff and students to evacuate the building, building administrator. DO NOT MENTION "BOMB SCARE!"
 - a. Use a public address system, NOT the fire alarm.
 - b. Set a guard at each entrance of the building to prevent people from reentering the building.
5. Upon arrival, advise the police or fire department of the situation and follow their instructions. Advise superintendent of their presence. Turn control of the building over to the building administrator.
 - a. Arrange with police to have medical assistance stand by in the event that a device is found.

Recovery Action:

Administrator involved should have the building reoccupied by staff and students after it has been cleared by fire and police officials.

HOSTAGE**Response Action:**

1. Identify the hostage situation first person on the scene.
2. Notify the building administrator.
3. Immediately notify police of the situation and follow their instructions, building administrator.
4. Inform superintendent of the situation and actions taken by the building administrator.
5. Upon arrival of police officials, implement the following response actions as necessary:
 - * isolate area of building involved
 - * notify parents or spouse
 - * public information statements
6. The police will determine the termination of the emergency.

INTRUDER**Response Action**

1. Identify the intruder first person on the scene.
2. Notify the building administrator.
3. Building administrator will initiate lockdown procedures as per the Building-Level Emergency Response Plan for that building.
4. Advise police of the situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff building administrators.
5. Based on advice of police, confront the intruder building administrator.
6. Escort intruder out of the building, building administrator.
7. If the intruder refuses to leave, maintain surveillance and summon police, building administrators.
8. Police or building administrator to determine the termination of the contingency.

KIDNAPPED PERSON**Response Action:**

1. Identify the kidnapping incident first person on the scene.
2. Notify the building administrator.
3. Building administrator will initiate lockdown procedures as per the Building-Level Emergency Response Plan for that building.
4. Immediately notify the police. Advise them of the situation and follow their instructions building administrators.
5. Notify the superintendent building administrator.
6. In coordination with the police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare an official response in the event of media inquiries.
7. Police to determine the termination of emergency.

Preplan Action:

Develop attendance procedures to account for pupils and for unscheduled releases during school.

Appendix 7:
Names and contacts of component districts

District Name	Address	Town	Superintendent	Telephone
Afton Central School District	29 Academy St	Afton	Annette Hammond	(607) 639-8229
Bainbridge-Guilford Central School District	18 Juliand St	Bainbridge	Timothy Ryan	(607) 967-6321
Delaware Academy School District at Delhi	2 Sheldon Dr	Delhi	Carey Schultz	(607) 746-1305
Downsville Central School District	14784 State Highway 30	Downsville	Rob Rhinehart	(607) 363-2101
Franklin Central School	26 Institute St	Franklin	Bryan Ayres	(607) 829-3551 x 1517
Gilbertsville- Mount Upton Central School District	693 State Highway 51	Gilbertsville	Heather Wilcox	(607) 783-2207 x 140
Greene Central School District	40 South Canal St	Greene	Lisa-Marie Carter	(607) 656-4161 x 3810
Hancock Central School District	67 Education Lane	Hancock	Lori Asquith	(607) 637-1300
Norwich City School District	89 Midland Drive	Norwich	Scott Ryan	(607) 334-1600 x5506
Otselic Valley Central School District	125 County Rd 13A	South Otselic	Brian Collier	(315) 653-7218
Oxford Academy and Central School District	12 Fort Hill Park	Oxford	Nicholas Colosi	(607) 843-2025 x4041
Sherburne-Earlville Central School District	15 School St	Sherburne	Antoinette Halliday (Acting Superintendent)	(607) 674-7300
Sidney Central School District	95 W Main St	Sidney	Eben Bullock	(607) 563-7700
Unadilla Valley Central School District	4238 State Highway 8	New Berlin	Brenton Taylor	(607) 847-7500 x1131
Unatego Central School District	2641 State Highway 7	Otego	Dr. Dave Richards	(607) 988-5038
Walton Central School District	47-49 Stockton Ave	Walton	Teresa Glavin	(607) 865-4116 x6130

Appendix 8:

Adoption of Plan

Date of re-adoption by Board of Education of District-wide School Safety Plan

Minutes of committee meetings, Board of Education meetings and appropriate resolutions are kept by the BOCES Board of Education Clerk.

APPENDIX 9: Communicable Disease - Pandemic Plan

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, the Legislature amended Labor Law §27-c, Labor Law §27-1 and added a new provision to Education Law §2801-a. Labor Law §27-c now requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the 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 in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Chenango County Department of Health and Delaware County Department of Health to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:
 - o Reporting suspected and confirmed cases of the identified disease to: Chenango County Department of Health, Delaware County Department of Health.
 - o Utilizing Public Health Consultation and Immediate Reporting:
 - o *Utilizing an established Hotline: 888-364-3065*
 - o *Fax: 337-1709 (Chenango) - 832-6021 (Delaware)*
 - o *Utilizing Weekend/After-hours Consultation and Reporting:*
- The Chenango County Department of Health and Delaware County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Safety Coordinator will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district technology director will also be an important Team member. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- 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, social media, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. All DCMO BOCES staff are considered to be essential employees for purposes of this Pandemic Plan.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

Mobile Device Assessments:

- Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services

- Conduct a cost analysis of technology device needs

Internet Access Assessments:

- Survey agency departmental staff to determine the availability of viable existing at-home Internet service
- Conduct a cost analysis of Internet access needs

Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent possible, all staff are provided DCMO laptops to ensure internet access.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
 - Delivery locations and pickup times set with all 16 component school districts. Students who are full day at DCMO BOCES provided one to one devices.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "Instructional Packets" heading on the Remote Instruction Schedule page.

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

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

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

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

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Chenango County Department of Health, Delaware County Department of Health, Sheriff's Department, Office of Emergency Management, Fire Department, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the Alan D Pole Campus with the alternate at the Harrold Campus and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Name	Position	Telephone Number
Jason Lawrence	Primary Incident Commander	607-335-1283
Jennifer Lawrence	Alternate Incident Commander	607-335-1258
Sara Stafford	Alternate Incident Commander	607-335-1255
Roula Ragusa	Alternate Incident Commander	607-335-2539
Ryan DeMars	Alternate Incident Commander	607-335-1397
Jason Lawrence	Primary Safety Officer	607-335-1283
Alison Bensley	Alternate Safety Officer	607-335-1327

Deputies	Primary Liaison Officer	607-334-2000
NYS Troopers	Alternate Liaison Officer	607-561-7400
Michael Rullo	Primary Public Information Officer	607-335-1233
Patti Gallaher	Alternate Public Information Officer	607-335-1251
Lisa Kastanis	Primary Logistics Officer	607-335-1337
Alison Bensley	Primary Logistics Officer	607-335-1327
Bob Avery	Alternate Logistics Officer	607-335-1320
Tom Fargo	Primary Operations Officer	607-335-1220
Bob Durler	Alternate Operations Officer	607-865-2624
Bob Avery	Primary Planning/Intelligence Officer	607-335-1320
Roula Ragusa	Alternate Planning/Intelligence Officer	607-865-2500
Randy Pryor	Primary Finance Officer	607-335-1227
Taylor Briggs	Alternate Finance Officer	607-335-1214

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command). (Completed by January 22, 2021).

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

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
Afton CSD	Vacant	
B/G CSD	Tim Ryan	tryan@bgcsd.org
Delaware Academy CSD	Carey Shultz	cshultz@delhischools.org
Downsville CSD	Rob Rhinehart	rrhinehart@dcseagles.org
Franklin CSD	Bryan Ayres	bayres@franklincsd.org
GMU CSD	Vacant	
Greene CSD	Lisa-Marie Carter	lcarter@greenecsd.org
Hancock CSD	Lori Asquith	LAsquith@hancock.stier.org
Norwich CSD	Scott Ryan	sryan@norwichcsd.org
OV CSD	Stacie Morse	smorse@ovcs.org
Oxford CSD	Vacant	
S/E CSD	Vacant	
Sidney CSD	Eben Bullock	embullock@sidneycsd.org
Unadilla CSD	Kevin Nial	knial@uvstorm.org
Unatego CSD	Dr. David Richards	drichards@unatego.stier.org
Walton CSD	Rick Robinson	rrobinson@waltoncsd.org
School Specialist Otsego County	Traci DeLore	Traci.delore@health.ny.gov
School Specialist Delaware County	Josh Magiera	Joshua.magiera@health.ny.gov
School Specialist Chenango County	Heather Ditch	Heather.ditch@health.ny.gov

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; social media; school messenger; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A school district Public Information Officer (PIO) Michael Rullo has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely

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. Those that will be utilized are radio, phone, VOIP, zoom, email, and tele-conference. We have tested/exercised our communication systems on 1/1/2021.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authorities for the district Michael Rullo, Patti Gallaher, Bob Avery, Randy Pryor. 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 hand-held radios, cell phones, e-mail, zooms, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in the purchasing and payroll areas: Director of Finance, Randy Pryor, School Business Manager, Taylor Briggs, Principal Account Clerk, Kirstie Hoffman, Sandy Jones, Payroll Coordinator, Gina Partipelo. These individuals have been trained as back-ups for essential business office functions on 6/1/2020. We have also established the ability to maintain these essential functions off-site from remote locations as follows: All staff has been given a laptop for use at home. Limited staff on-site as needed for scanning, with a shift schedule. Able to securely access the VPN lines to DCMO BOCES hard drive. Off-site function was tested on 4/1/2020.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or backup 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, and will update them as necessary. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on September 10, 2020. At no time will products not approved by the school district be utilized.
 - Human Resources will be essential in monitoring absenteeism and managing the workforce. Changes to district policies and procedures concerning management of the workforce to affect a crisis response may become necessary, and will be implemented by Human Resources. Cross-training was provided to staff on 1/1/2021 to ensure essential functions will continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.
- 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 to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Zoom

- Use of mobile media storage devices for lessons (CDs, Jump Drives, I Pads, Chrome books and Laptop PC's)
- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods on December 21, 22, 2020.

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

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people can carry communicable disease but do not exhibit symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work with the Health and Safety office to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Health & Safety/O&M Departments are working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance
Students	25 Masks per Week	300	150	75
Teachers/Staff	25	300	150	75
Nurse/Health Staff	25	300	150	75

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

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 Chenango County Department of Health and Delaware 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 re-test all communication systems to assure proper function. The Districtwide 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 and Health and Safety to implement different phases of the Plan as necessary.
- The Human Resources office will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.

- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at component districts.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Infection Case Requirements & Protocols

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

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance and NYS Department of Health requirements for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease. The district will utilize the resources provided by NYS DOH in a toolkit or other assistance {e.g. Flowcharts for Decision Making}.

Staff Absenteeism

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.

- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

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

Medical Accommodations

- The Human Resources Department will continue to handle medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to humanresources@dcmoboces.com.

New York State Contact Tracing Program

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

New York State has partnered with Bloomberg Philanthropies, and the Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, designed to help slow the spread of the COVID-19 communicable disease and begin to safely return to normal operations.

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 supplies. The Tracer will work with you to identify and reach out via phone and text 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. This is how we stop the spread!

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 operate through the next flu season. It 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 the communicable disease.

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:

DCMO BOCES 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. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- 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 hand washing 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 hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- 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 uses 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
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared equipment.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- o Hand sanitizer bottles will be distributed to staff as approved by Health and Safety.

Trash removal:

- o Trash will be removed daily.
- o Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- o 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. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page

(7) Emergency Housing for Essential Employees

Emergency housing for essential employees is not considered to be generally required for school employees as opposed to healthcare workers and other critical care workers. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Red Roof Inn, Norwich NY (607-334-2200)
2. Super 8, Norwich, NY (607-296-0524)
3. Fred's Inn, Norwich, NY (607-334-9282)
4. On-site Nursing Lab (DCMO ALL)

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 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.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
☐	☐	☐	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
☐	☐	☐	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
☐	☐	☐	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
☐	☐	☐	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
☐	☐	☐	Establish policies for transporting ill students.
☐	☐	☐	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

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

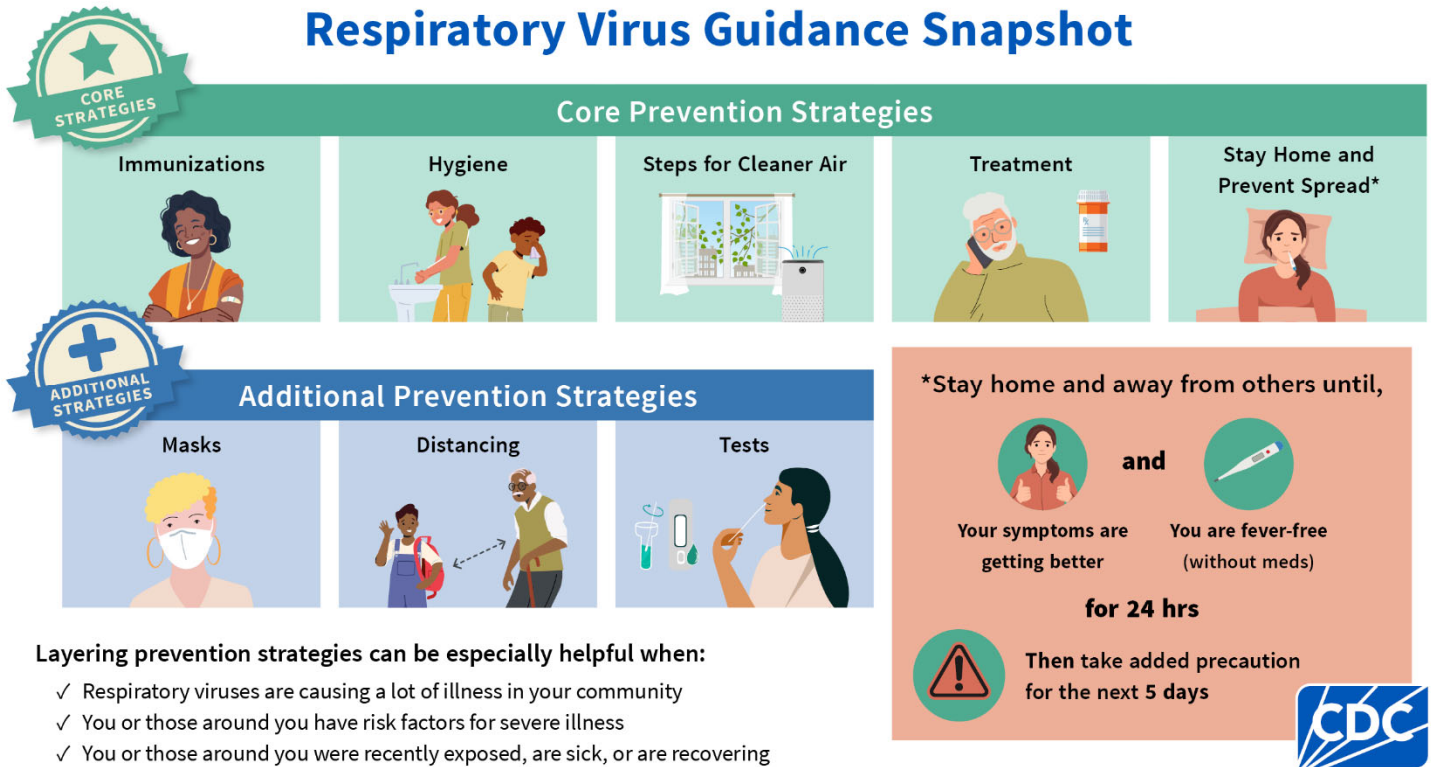
4. Communications Planning (cont.):

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



Flowchart for COVID-19 Decision Making

Respiratory Virus Guidance Snapshot



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