

# Franklin Central School

District-Wide School

Safety Plan

2023-2024



**BOARD OF EDUCATION APPROVED ON: September 12, 2023**

# Table of Contents

Introduction .....	3
Forward .....	3
Authority.....	3
Legal Basis for Plan.....	5
Statement of Purpose .....	5
Key Components of the Regulation .....	5
Assumptions.....	7
Concepts of Operation .....	7
Organization and Assignment of Responsibilities.....	7
Chief Emergency Officer.....	8
Chain of Command/District-Wide School Safety Team .....	9
Description of Buildings and Occupants/Location Factor.....	10
Vital Educational Agency Information.....	10
Risk Reduction/Prevention and Intervention Components and Strategies.....	11
Reporting Mechanisms .....	11
Training, Drills and Exercises.....	12
Implementation of School Security.....	13
Early Detection of Potentially Violent Behaviors .....	15
Hazard Identification.....	15
Response Protocols.....	16
Threat Assessment.....	18
Responses to Acts of Violence: Implied or Direct Threats.....	19
Arrangements for Obtaining Emergency Assistance & Advice from Local Government.....	42
District Resources Use & Coordination.....	42
Recovery - District Support for Buildings/Disaster Mental Health Services.....	42
Communicable Disease-Pandemic Plan.....	43
Appendices.....	56
Forms.....	57
Emergency Remote Learning Plan.....	62

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

## **INTRODUCTION**

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

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

## **FORWARD**

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

## **AUTHORITY**

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

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

The plan shall include but is not limited to:

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

6. A description of plans for:
  - a. school cancellation
  - b. early dismissal
  - c. sheltering

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

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

School Board Member	Board President
Administrative Representative	Superintendent or Interim Superintendent
Teacher Representative	Franklin Teacher's Association President
Student Representative	Student Council President
School Safety Representative	Director of Facilities
Other School Personnel	Principal, School Nurse, District Clerk, Guidance Counselor, Guidance Secretary, Transportation Supervisor, Network Manager, Computer Technician Athletic Coordinator, Business Manager, Special Ed Director, Special Ed Secretary

Franklin CSD has also created an Emergency Response Team which includes the following persons:

Emergency Responder	Superintendent or Interim Superintendent
Deputy Emergency Responder	Director of Facilities
Safety Officer	Director of Facilities
Public Information Officer	Principal
Operations	Director of Facilities
Planning & Intelligence	Network Manager/Computer Technician
Scribe	District Clerk
Agency Liaison	Superintendent or Interim Supt./Director of Facilities
Logistics	Transportation Supervisor
Administration & Finance	Business Manager
Local Law Enforcement Officials	State Troopers, Troop C 911

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

The District-Wide Safety Plan was adopted **September 12, 2023**

### **LEGAL BASIS FOR PLAN**

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

### **STATEMENT OF PURPOSE**

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

### **KEY COMPONENTS OF THE REGULATION**

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

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

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

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

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

The plan must include:

1. Vital Educational Agency Information (pg. 11)
2. Risk Reduction/Prevention and Intervention Components and Strategies (pg. 12)
3. Training, Drills and Exercises (pg. 15)
4. Implementation of School Security (pg. 16)
5. Early Detection of Potentially Violent Behaviors (pg. 18)
6. Hazard Identification (pg. 18)
7. Response - Notification and Activation (pg. 19)  
(Internal and External Communications)
8. Response Protocols (pg. 21)
9. Responses to Acts of Violence: Implied or Direct Threats Acts of Violence (pg. 24)
10. Arrangements for Obtaining Emergency Assistance from Local Government (pg. 35)
11. Procedures for Obtaining Advice and Assistance from Local Government Officials (pg. 35)
12. District Resources Use and Coordination (pg. 35)
13. Recovery - District Support for Building (pg. 36)
14. Disaster Mental Health Services (pg. 36)
15. Communicable Disease-Pandemic Plan (pg. 37)
16. Emergency Remote Learning Plan (pg.62)

## **ASSUMPTIONS**

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

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

## **CONCEPTS OF OPERATIONS**

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

## **ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

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

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

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

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

The Emergency Responder is responsible to:

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

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

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

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

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



## **CHAIN OF COMMAND DURING EMERGENCY RESPONSE**

### **DISTRICT-WIDE SCHOOL SAFETY TEAM**

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

<b><u>Title</u></b>	<b><u>Name</u></b>	<b><u>Business Phone</u></b>
Interim Superintendent	Robert Mackey	829-3551, ext. 1517
Board Member	Joan Cronauer	829-5092
School Administrators/Treasurer	Kellie Renwick	829-3551, ext. 1414
PreK-12 Principal	Teresa Glavin	829-3551, ext. 1517
Director of Facilities	Brett Wood	829-3551, ext. 1207
Director of Transportation	Brian Knapp	829-3551, ext. 1706
Fire/Emergency Dept.	Fire Chief	911 Center
Liaisons	DCMO BOCES Health & Safety Office	335-1324 911 Center
Delaware County Sheriff's Department		
State Police	Oneonta	432-3211
State Police	Sidney	561-7400

### **EMERGENCY RESPONSE TEAM**

Emergency Responder	Robert Mackey > Brett Wood > Teresa Glavin
Deputy Emergency Responder	Brett Wood > Teresa Glavin > Brian Knapp
Safety Officer	Brett Wood > Diane Winfield/Duty Custodian
Public Information Officer	Robert Mackey > Teresa Glavin
Operation	Brett Wood > Diane Winfield/Duty Custodian
Planning/Intelligence	Teresa Glavin > Brian Knapp > Mark Van Kingsley
Scribe	Donna Dean > Amanda Groshans>Holly Gillette
Agency Liaison	Robert Mackey/Brett Wood> Donna Dean
Logistics	Brian Knapp > Mark Feather > Donna Dean
Administration/Finance	Kellie Renwick>Heath Utter>Donna Dean
Local Law Enforcement Official	State Troopers, Troop C, Sidney/911

## **DESCRIPTION OF BUILDING AND OCCUPANTS**

### **Location Factor**

The Franklin Central School District is a PK-12 single building located in rural upstate Franklin, NY, serving Delaware and Otsego Counties.

### **Vital Educational Agency Information**

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

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

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

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

### **District Wide:**

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

**Right to Know/Hazard Communication** - Provided by DCMO BOCES in the fall.

**Blood Borne Pathogens** - Provided by DCMO BOCES in the fall.

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

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

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

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

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

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

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

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

same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

## **TRAINING, DRILLS AND EXERCISES**

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

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

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

### **Training**

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

## **IMPLEMENTATION OF SCHOOL SECURITY**

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

Franklin employs the following building security measures:

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

### **Dogs**

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

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

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

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

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

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

### **Fingerprinting of New Employees**

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

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

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

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

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

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

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

## EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

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

- **Planner**: An organizational tool used by all K-8<sup>th</sup> graders. This will enhance the communication between parents, students and teachers.
- **School Calendar and Newsletters**: A school calendar with information regarding school safety and security information is distributed via bulk mail to all addresses within the district in August of each year. The district publishes a newsletter several times a year which is also distributed to all addresses within the district and contains information about early detection of violent behaviors, bullying, and other information regarding school safety and security.

## HAZARD IDENTIFICATION

### The Site of Potential Emergencies

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

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

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

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

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

**Community\*** -State Highway 357, winter storms, animals

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

## **RESPONSE PROTOCOLS**

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

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

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

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

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

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

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

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

<b>Crisis Response Team</b>	
Crisis Team Facilitator	Robert Mackey
Principal	Teresa Glavin
Buildings and Grounds Supervisor	Brett Wood
Transportation Supervisor	Brian Knapp
School Nurse	Nicole Seymour
School Counselor	Danielle Dennett
Teacher Liaisons	FTA President

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

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

The District will contact appropriate districts, parents, guardians or persons in parental relation to the student's via media release, telephone contact or other appropriate means in the event of a violent incident or early



dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plan.

## **Response Protocols**

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

Emergencies include, but are not limited to:

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

## **General Information**

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

## **Parent Notification**

Parents are notified of Early District dismissals in several ways:

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

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

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

## **Threat Assessment**

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

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

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

## RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT

### Code of Conduct

#### I. INTRODUCTION

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

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this Code of Conduct (“Code”).

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

#### II. DEFINITIONS

For purposes of this code, the following definitions apply.

**“Disruptive student”** means any student who substantially interferes with the educational process or the teacher’s authority over the classroom.

**“Parent”** means parent, guardian or person in parental relation to a student.

**“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 nine-B of article five 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 §§11[4] and 1125[3]).

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

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

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

**“School function”** means any school-sponsored extracurricular event or activity.

**“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 by 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).

**“Bullying” and “Harassment”** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably or substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well being; or 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 safety.

Bullying is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing or habitual put-downs and or badgering of others. Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

**“Cyber-bullying”** refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

**“Sexting”** refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

**“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 §11[4] and Executive Law §292[21]).

**“Emotional Harm”** that takes place in the context of harassment or bullying shall be defined as 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. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

**“Weapon”** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act, knives or any other weapon that can cause physical injury or death when used to cause physical injury or death.

### **III. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **A. Student Rights**

*At Franklin CSD, our Code of Conduct describes specific behaviors that are unacceptable at school and/or school functions, and explains the consequences that will be assigned to you when your conduct*

*does not meet the expected standards of behavior. The Code of Conduct and student's rights and responsibilities extend to the digital classroom.*

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

- *Get a quality education that will make them college, career, workforce, and/or military duty ready.*
- *Have a school environment that is safe, promotes learning, and encourages respect.*
- *Take part in all district activities on an equal basis regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.*
- *Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.*
- *Access school rules and receive an explanation of those rules in an age appropriate manner on at least an annual basis from school personnel.*
- *Have access to information concerning substance abuse, as well as access to individuals or agencies that can help the student and their family.*

#### ***B. Student Responsibilities***

All district students have the responsibility to:

1. Come to school on time and ready and willing to learn.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. *Attend school every day and be in class, on time, and be prepared to learn, unless they are legally excused.*
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Ask questions when they do not understand.
8. *Seek help from a trusted person to solve issues and conflicts that might lead to a negative consequence.*
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

#### **IV. STUDENT BEHAVIOR**

*We anticipate students will adhere to the expected Student Expectations and follow the Classroom Discipline Expectations.*

**A. Classroom Discipline Expectations:**

- *Classroom teachers will foster and support a positive learning environment that promotes appropriate student behaviors.*
- Each Teacher will display *their classroom expectations/rules* and use a discipline plan.
- Each plan will be posted and taught to students.
- Teachers will systematically teach and consistently and fairly enforce the plan.

**B. If a student is assigned a Lunch, After School Detention, or a Partial Loss of Recess/Play Time, the following rules must be adhered to:**

- Students must bring sufficient work, academic study material, or assigned reading.
- *Students may receive assistance as needed to complete their tasks.*
- Students are not allowed to doodle, play games, talk, etc.
- Students must sit in assigned seats.
- *Personal devices are prohibited from use.*
- Students reporting late or failing to report for an assigned detention will face further, more progressive disciplinary action.

**C. In-School Suspension (ISS) Procedures/Expectations**

- Students assigned to in-school suspension must bring all books and materials and report to the room at the appointed time *and come prepared to work.*
- *Students may receive assistance as needed to complete their tasks.*
- *Students are not allowed to doodle, play games, talk, etc.*
- *Students must sit in assigned seats.*
- *Personal devices are prohibited from use.*
- Students reporting late or failing to report for an assigned detention will face further, more progressive disciplinary action.
- Students who have a pending in-school suspension assignment are not to break the Student Code of Conduct and receive another referral prior to serving the suspension.
- If the pupil receives another referral during that period, he/she may receive an out-of-school suspension. Rules for in-school suspension are based on the expectation that the room is designed for students who have to accept responsibility for their actions without falling behind on schoolwork.

**D. Instruction Upon Suspension (OSS)**

- While serving out-of-school suspension, a student may not come on to school grounds either during school hours or for any after school activity that occurs on or off school grounds. The only exception to this would be based on assigned, on-campus tutoring times as determined by the Principal. Students may not participate in any extracurricular activities on the day or days on which they are assigned any out-of-school suspension.

**V. ESSENTIAL PARTNERS**

It is expected that parents or persons in parental relation, Board of Education members, teachers and administrators will work together to educate the children of Franklin Central School as a collaborative responsibility.

All parents or parental relations are expected to:

1. Recognize the importance of their child(ren)'s education and to send them to school regularly, on time and ready to learn.
2. Instill in their children a supportive attitude towards the programs and rules of the school and promote positive relationships with others.
3. Maintain open communication between the home and school.
4. Report to the appropriate school-designated staff member incidents of bullying, cyber-bullying, harassment, and/or intimidation that directly impact the school environment. (*Administration and/or other school staff, and/or DASA Coordinator*)

All district and school personnel are expected to:

1. Create and maintain a climate of mutual respect and dignity which will strengthen a student's self concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Maintain open communication between the school and home.
4. Demonstrate tolerance, respect and dignity toward others and self regardless of real or perceived race, weight, national origin, ethnic groups, religion, religious practice, mental or physical abilities, sexual orientation, gender identity or sex.
5. Participate in training to ensure in creating a school environment that is free of bullying, harassment and intimidation.
6. Address bullying and harassment incidents that occur within the school to help ensure the creation of a positive learning environment for all students.
7. Report occurrences of bullying, cyber-bullying or harassment to the appropriate school staff members; School Counselor, or DASA Coordinator.

All members of the Board of Education are expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
4. Maintain confidentiality in accordance with federal and state law.

## **VI. STUDENT DRESS CODE and PERSONAL ELECTRONIC DEVICES (not including Chromebooks or school issued devices)**

### *Student Dress Code*

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

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

- Students must comply with day to day *staff* direction for safety in regards to attire and footwear.
- Students may not wear clothing that contains inappropriate content, such as alcohol/illegal drug usage including marijuana.

- Students may wear sunglasses in the building, only if necessary or at the discretion of the staff member.
- *Students may wear outerwear in the building at the discretion of staff members.*
- Hats and hoods are permitted in the building but may be prohibited as per staff direction. Students are required to comply with teacher discretion.
- *Students must wear clothing that covers the following areas with non-see-through material: buttock, genitals, nipples, and the area from the nipples to the bottom of the rib cage.*

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Anything not covered in the dress code is at the discretion of a school administrator.

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

*Students are allowed to use personal electronic devices as per staff discretion. They should be stored out of sight with ringers and notifications silenced.*

*All students will have access to their Personal Electronic Device before and after school and during lunch. In order to have additional privileges at transition times and study halls students can take a voluntary Personal Electronic Device etiquette class when offered.*

Personal electronic devices can be used in Study Halls as long as the student is not on the Restricted List or Ineligible List. *Personal Electronic Devices may be used before and after school (including on the bus), lunch and transition times.*

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

- Bullying and Harassment
- Sexting
- Unauthorized use of photos, videos, or *audio recordings* during school hours
- Cheating on tests and assignments

Personal Electronic Devices are not to be used *for photos or videos* in Rest Rooms or Locker Rooms.

Students must comply with staff directives regarding Personal Electronic Devices including surrendering their device if caught violating this policy in any way.

Violation of any parts of the above policy will result in loss of the privilege (placed on the no Devices List) and/or further disciplinary consequences.

The Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code and personal electronic devices at the beginning of the school year and any revisions to the dress code made during the school year.

## **VII. PROHIBITED STUDENT CONDUCT**

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



their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

The Board of Education is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing, bullying, and cyber-bullying is detrimental to student learning and achievement. It interferes with the mission of the district to educate our students and disrupts the operation of our schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

The Board condemns and strictly prohibits all forms of harassment, hazing, bullying, and cyber-bullying on school grounds, school buses, and at all school-sponsored activities, programs, and events including those that take place at a location outside the district that materially and substantially disrupts the educational process of the school environment or impinge on the rights of others.

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

A. Engage in conduct that is disorderly, disruptive or dishonest. Examples of disorderly conduct include, but are not limited to:

1. Using language or gestures that are profane, lewd, vulgar or abusive.
2. Lying to school personnel.
3. Engaging in any willful act which disrupts the normal operation of the school community.
4. Computer/electronic communications misuse, including any unauthorized use of computer, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
5. Failure to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
6. Engage in cyber-bullying behaviors.

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 school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Wearing inappropriate/offensive clothing in school
4. Skipping detention.

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

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

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

1. Using vulgar or abusive language, cursing or swearing.
2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. 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.
4. Discrimination: students are not allowed to discriminate against, harass, or bully other students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex on school property or at a school function.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing or demanding.
6. Bullying of other students.
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Sexting or cyberbullying
9. Selling, using, distributing or possessing obscene material.
10. The use, possession, sale or gift of tobacco products, any drug or controlled substance, including marijuana or any instruments for the use of such drugs, controlled substance or marijuana such as a pipe (including e-cigarettes and other devices designed for inhalation purposes), syringe or other paraphernalia, while on school property or at a school function or school sponsored function or on a bus going to or from a school function or school sponsored function is strictly prohibited. Exception is any drug taken in accordance with a current prescription signed by a physician which is taken by the particular student at the time question or administered through the Health Office.
11. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
12. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
13. Off-campus misconduct that endangers the health and safety of students and/or staff within the school or can reasonably be forecast to substantially disrupt the educational process. Examples of such misconduct include, but are not limited to:
  - Cyber-bullying (i.e. inflicting willful and repeated harm through the use of electronic text)
  - Threatening or harassing students or school personnel over the phone or other electronic medium.

## **VIII. REPORTING VIOLATIONS**

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, or the Principal, Principal designee or the Superintendent, especially when observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function.

Bullying, discrimination of protected classes, hazing, sexting, cyberbullying, harassment, and/or intimidation violations must be reported to any school personnel member. They will also be reported to the Dignity Act Coordinator so that incidents can be addressed and recorded for the monitoring of school-wide trends.

Students and staff may report violations to the School Counselor or DASA Coordinator.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying and/or discrimination is strictly prohibited.

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.

In addition to any other consequences, the Building Principal or his or her designee may notify the police where the misconduct is suspected to constitute a crime. The District shall notify the police where there is reasonable suspicion of child abuse within the educational setting, as well as where required by law.

## **IX. DISCIPLINARY PENALTIES AND OTHER DISCIPLINARY ACTIONS, PROCEDURES AND REFERRALS**

Discipline is most effective when it deals with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

Depending on the nature of the violation, it is the Board's desire that student discipline be progressive, i.e., a student's first violation may merit a lighter penalty than subsequent violations. It is also the Board's desire that staff take into account all other relevant factors in determining an appropriate penalty. The following penalties may be imposed either alone or in combination. Based upon the circumstances, it is at the discretion of school staff to determine the penalty warranted by a particular violation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a

disability. A student identified as having a disability shall not be disciplined for behavior caused by or had a direct and substantial relationship to the disability or if the conduct was a direct result of the district's failure to implement the IEP.

### **A. Penalties and Other Disciplinary Actions**

Students who are found to have violated the district's Code of Conduct may be subject to the following penalties and other disciplinary actions, either alone or in combination.

1. Oral warning
2. Written warning
3. Time out
4. Oral and written notification to parent
5. *Lunch or After School* Detention
6. Suspension from transportation
7. Suspension from athletic participation
8. Suspension from social or extracurricular activities
9. Suspension of other privileges
10. In-school suspension or exclusion from a particular class
11. Removal from classroom by teacher or principal
12. Short-term (five days or less) suspension from school
13. Long-term (more than five days) suspension from school
14. Permanent suspension from school

*Students will have the ability to participate in mediation where appropriate and possibly make amends to the offended party.*

### **B. Disciplinary and Remedial Consequences**

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education is needed to maintain the desired learning climate. Remedial responses which may be utilized include:

1. Peer support groups; corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;
4. Behavioral management plans, with benchmarks that are closely monitored;
5. Student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment.

Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;

2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
3. Adoption of research-based, systemic harassment prevention programs;
4. Modification of schedules;
5. Adjustment in hallway traffic and other student routes of travel;
6. Targeted use of monitors;
7. Staff professional development;
8. Parent conferences;
9. Involvement of parent-teacher organizations; and
10. Peer support groups.
11. Structured Study Hall

### **C. Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

### **D. Minimum Periods of Suspension**

1. Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:
  - a. The student's age.
  - b. The student's grade in school.
  - c. The student's prior disciplinary record.
  - d. The Superintendent's belief that other forms of discipline may be more effective.
  - e. Input from parents, teachers and/or others.
  - f. Other extenuating circumstances.
2. Students who commit violent acts other than bringing a weapon on school property shall be subject to suspension from school for one to five days. The Superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.
3. Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for one to five days. The Superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

## **X. ALTERNATIVE INSTRUCTION**

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

## **XI. DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

### *Definitions*

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan (BIP)* means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
  - a. For more than 10 consecutive school days; or
  - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An

IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy

7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.

10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.

13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.

#### *Authority of School Personnel to Suspend or Remove Students with Disabilities*

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law 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.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension.

The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines

that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

Carries or possesses a weapon to or at school, on school premises or to a school function, or

1. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
2. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

#### *Procedures for the Suspension or Removal of Students with Disabilities by School Personnel*

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

#### *Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities*

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or



2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

#### *Parental Notification of a Disciplinary Change of Placement*

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

#### *Authority of an Impartial Hearing Officer to Remove a Student with a Disability*

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

#### *Manifestation Review*

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
  2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

#### *Services for Students with Disabilities during Periods of Suspension or Removal*

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide Students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

### *Students Presumed to Have a Disability for Discipline Purposes*

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

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 the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

### *Expedited Due Process Hearings*

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district 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;
2. The district 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;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

#### *Referral to Law Enforcement and Judicial Authorities*

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

## **XII. STUDENT SEARCHES**

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

Lockers (even if the student owns the lock), desks, cubbyholes, etc., are the property of the school and subject to inspection *without cause*, at any time, *without notice or the student's or parent's permission or presence*. Students should take this policy into account when deciding whether to store personal belongings in such places.

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

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

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Searches of student's persons includes any search that involves physical contact with the student's body, including clothing worn by the student, or the requirement that the student remove clothing, with the exception of outer garments such as coats, jackets, sweatshirts, sweaters, vests, etc. Removal of clothing other than outer garments shall be limited to removal of socks and shoes and articles of clothing that will not expose the student's undergarments and private areas. These searches also include, but are not limited to pat-down searches, hand held metal detectors, alcohol sensing equipment, and the sniffing of a student by police search dogs. The District will not perform strip searches of students.

Searches of the student's person should be performed or witnessed by at least one school employee who is the same gender as the student searched.

These searches will only be undertaken if the school superintendent, building principal, assistant/associate principal or other administrator is present and if the administrator has reasonable grounds for suspecting that the search will uncover evidence that the student has violated or is violating the law or the rules of the school.

Before searching a student or the student's belongings, the authorized school official should request the student to admit that he or she possesses physical evidence that they violated the law or the district code, or request the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

#### **A. Documentation of Searches**

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.

6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

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

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.
4. When the search is of a person placed under arrest and the search is incidental to arrest as normal police procedures require.
5. The interview is that of a witness, rather than a suspect.

Under most circumstances, before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent or legal guardian to give the parent or legal guardian of the student the opportunity to be present during the police questioning or search. If the student's parent or legal guardian cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, in most circumstances. It is understood that certain circumstances require immediate action be taken by law enforcement and in such cases, if a parent or legal guardian cannot be contacted, the building principal or designee or superintendent may deem it necessary to proceed with the law enforcement task. The principal or designee or superintendent will also be present during any police questioning or search of a student on school property or at a school function, with the possible exception of a search conducted incidental to arrest. It is further understood that certain events may take place where criminal acts are being committed and there is danger of physical injury to others as a result of these actions and law enforcement must be allowed to act unimpeded to stop the acts being committed. Further, law enforcement officials observing criminal acts taking place shall be able to operate as they normally would in any other location.

When police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. The police will inform them (students) of those rights.

### **C. Child Protective Services Investigations**

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused

or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

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

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

## **XII. VISITORS TO THE SCHOOL**

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the main entrance and sign in at the front desk upon arrival. Visitors will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. Visitors must return the identification badge to the front desk and sign out at the time of their departure.
3. Visitors attending school functions that are open to the public, such as musical performances or other large public gatherings, are not required to register.
4. Visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building principal so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

## **XIII. PUBLIC CONDUCT ON SCHOOL PROPERTY**

For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

#### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, distribute or exchange or be under the influence of alcoholic beverages, controlled or illegal substances on school property or at a school function including synthetic cannabinoid products such as but not limited to incense herbal mixture potpourri as well as a device designed for inhalation purposes (i.e. e-cigarette).
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.

#### **B. Penalties**

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

Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

**If necessary, local law enforcement authorities will be contacted to assist in removing the person.**

#### **XIV. CORPORAL PUNISHMENT**

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



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

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

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

First Reading: 8/5/2021

Second Read & Adoption: 9/9/2021

Amended: 11/10/2022

*Amended: 7/6/2023*

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

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

Franklin Fire/Ambulance Department Delaware County Public Health New York State Department of Environmental Conservation Delaware County Hazardous Materials Team Delaware County Emergency Office New York State Police Local Police Sheriff's Department DCMO BOCES Superintendent State Education Department in Albany DCMO BOCES Health & Safety Services

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

## **DISTRICT RESOURCES USE AND COORDINATION**

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

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

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

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

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

### **Delaware County Mental Health: 607-832-5888**

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

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

## COMMUNICABLE DISEASE - PANDEMIC PLAN

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

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

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

### **Prevention/Mitigation**

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

### **Protection/Preparedness**

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

### **Response**

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

### **Prevention/Mitigation**

- We will work closely with the Delaware County Public Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
- Delaware County Public Health – <http://delawarecountypublichealth.com/> o *Main Phone - 607-832-5200*  
*Email – Go to: <http://delawarecountypublichealth.com/contact-us/>*  
*Address - 99 Main Street, Delhi, NY 13753*  
*Coronavirus Hotline: 1-888-364-3065*

- The Delaware County Public Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and District Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District technology director will also be an important team member. The Business Manager, Facility Director, Food Service Director, Transportation Coordinator, School Counselor and Curriculum Director will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

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

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

- **Title** – a list of positions/titles considered essential which could NOT work remotely in the event of a state-ordered reduction of in-person workforce.
- **Description** – brief description of job function.
- **Justification** - brief description of critical responsibilities that could not be provided remotely.
- **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered to reduce overcrowding at the worksite.
- **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

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

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

### Ensure Digital Equity for Employees

- Mobile Device Assessments:
  - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services.
  - Conduct a cost analysis of technology device needs.
- Internet Access Assessments:
  - Survey staff to determine the availability of viable existing at-home Internet service.
  - Conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
  - To the extent practicable, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.
  - To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

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

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

## **Mobile Devices Delivery:**

To increase options for continuing learning during extended closures technology will be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Identify students' technology needs to include adaptive technologies
  - Use the internal asset tracking procedures to check out all mobile devices
  - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
  - Support instructional programs as needed in preparation of hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

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

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

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

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

## **Protection (Preparedness)**

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

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

School/Program	Safety Coordinator/Administrator	Contact #
High School	Teresa Glavin	607-829-3551 x. 1517
Middle School	Teresa Glavin	607-829-3551 x. 1517
Elementary School	Nicole Seymour	607-829-3551 x. 1416
Administration	Robert Mackey	607-829-3551 x. 1517

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

Donna Dean	Confidential Secretary	607-829-3551 x. 1517
Mark Van Kingsley	Technology Director	607-829-3551 x. 1412
Robert Mackey	Administration	607-829-3551 x. 1517

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

Kellie Renwick	Business Manager	607-829-3551
Randy Pryor	DCMO BOCES CBO	607-335-1227

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

traditional functions and changes in normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Business Office will help decide if schools need to be closed.

Robert Mackey	Interim Superintendent	607-829-3551 x.1517
Teresa Glavin	Principal	607-829-3551 x.1517

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

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

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

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

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

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

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

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

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

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.



- Use oldest supplies first and check facepiece, straps and seal material for signs of damage or deterioration.

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

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

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

## **Response**

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

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

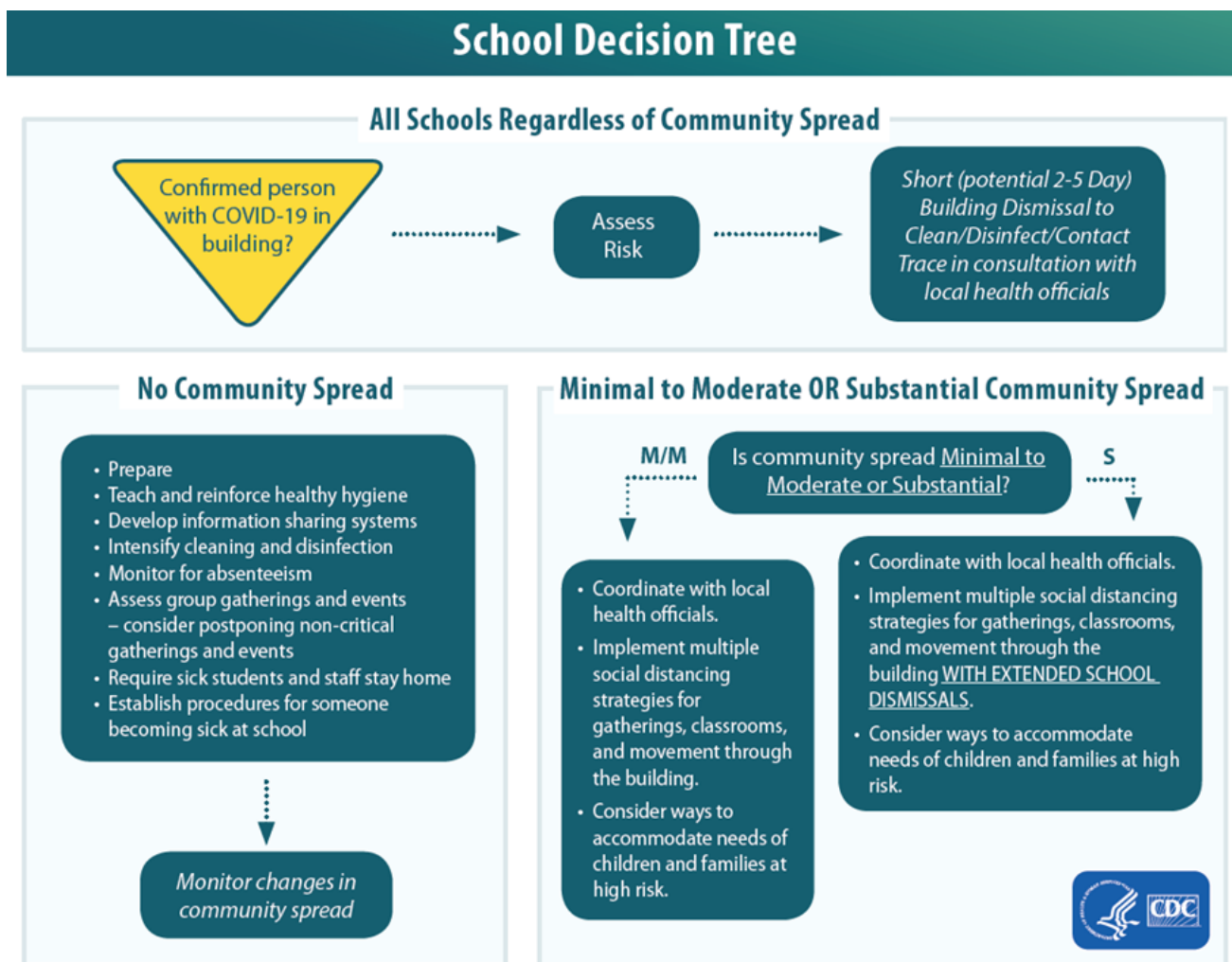
will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.

- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

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

### Confirmed Case Requirements & Protocols

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



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

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.
- If possible, open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.
- Clean and disinfect all areas used by the suspected or confirmed infected person, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.
- If more than seven days have passed since the suspected or confirmed infected person visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

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

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

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

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

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

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

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

### **Staff Absenteeism**

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.

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

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

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

### **Medical Accommodations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Classroom/Therapy Rooms**

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

### **Common Areas**

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

### **Disinfecting**

- Cleaning and disinfection requirements from the CDC and NYSDOH will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to be infected, with such cleaning and disinfection to include, at a minimum, all heavy transit areas, and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by central administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

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

#### **Hand Sanitizing**

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

#### **Trash removal**

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

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

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

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

If necessary, School Districts will work with the County Office of Emergency Management to determine housing options.

### **Recovery**

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

# **APPENDICES**



(INSERT NAME) School District COVID-19 Preliminary On-Site Investigation

School Building [Click or tap here to enter text.](#) Today's Date [Click or tap to enter a date.](#)

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

Name of Person Testing Positive: <a href="#">Click or tap here to enter text.</a> Position: _____				
Last Date Individual was in the School Building: <a href="#">Click or tap here to enter text.</a>				
Date of Birth: <a href="#">Click or tap here to enter text.</a>		County of Residence: <a href="#">Click or tap here to enter text.</a>		
Telephone #: <a href="#">Click or tap here to enter text.</a>		Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC		
Documentation of Lab Confirmed Positive: Yes <input type="checkbox"/> No <input type="checkbox"/> Date of Test: <a href="#">Click or tap to enter a date.</a>				
Laboratory Conducting Test: <a href="#">Click or tap here to enter text.</a> Telephone # <a href="#">Click or tap here to enter text.</a>				
<b>Names of students in close contact (Less than 6 feet for more than 10 minutes)</b> Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
<b>Name of staff in close contact (Less than 6 feet for more than 10 minutes)</b> Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts please write NO CONTACTS across the page				
NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				



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



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

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

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

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



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



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

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

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

### 1. Planning and Coordination:

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

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

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

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# **Franklin Central School**

## **Emergency Remote Instruction Plan**

### **Introduction**

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

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

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

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

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

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

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

Our district is currently 1:1 for all K-12 students, all students have Chromebooks. If a student did not bring home their device, the district would schedule time(s) for the distribution of devices. For families that were unable to pick-up the device, we would schedule a time for device drop off. Paper copies would be provided to students that were not able to use a computing device.

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

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

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

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

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

For students that do not have reliable access to the internet, the district will provide greater access to reliable internet including providing space on property for students to access the school's Wi-Fi.

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

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

Our district is currently 1:1 for all PK-12 instructional staff. Specifically, all instructional staff have a Chromebook and laptop. If an instruction staff member did not bring home their device, the district would schedule time(s) for the distribution of devices. The district has space on property for instructional staff/students to access the districts Wi-Fi that do not have internet in their residence.

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

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

The amount of synchronous and asynchronous instruction varies by grade level (see chart below). For students in grades PK-3 see chart below. For students in grades 4-6 there will be whole class check-ins throughout the day for 15-20 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. Grades 7-12 will begin each period (9 per day) live with their whole class

and teacher. The teacher will then use the block to provide at minimum 20-25 minutes of academic instruction to the whole class, small group and/or individual instruction. The use of Zoom and Google Meet permit breakout rooms for small group and individual instruction.

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

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

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

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

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

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

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

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

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

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





<b>FCS 100% Remote Learning Plan</b>		
*Students in grades 4-12 will meet with their classroom teachers through a zoom link or google meet.		
<b>Monday - Friday</b>		
<b>PK-3</b>	<b>4-6</b>	<b>7-12 (all classes)</b>
Classroom teacher/school district will provide office hours for parents to check in if needed.	Follow regular schedule for Math, ELA, SS, Science.	Follow the regular schedule for the scheduled number day. Day will be posted on our website.
<b>Assignments</b> Students will have a folder with class work that will only be used on remote learning days. Assignments will be shared through google classroom.	<b>Specials</b> Students will not meet for art, pe, music library or computers. They will find their course work in google classroom.	<b>PE, Band &amp; Chorus</b> - will meet with their teacher through a zoom link, unless otherwise directed by the teacher.  <b>*Science labs will not meet</b>
<b>Specials</b> Students will not meet for art, pe, music library or computers. They will find their course work in google classroom.	<b>Band Lessons</b> will continue through zoom, unless otherwise directed by the teacher.	<b>Band Lessons</b> will continue through zoom, unless otherwise directed by the teacher.
	<b>AIS</b> will meet at their regular scheduled time - Writer's workshop/Math workshop.	<b>AIS</b> students will be notified by their AIS teacher when they should be meeting with their teacher by zoom.
<b>Resource Room</b> will meet during the regular scheduled time.	<b>Resource Room</b> will meet during the regular scheduled time.	<b>Resource Room</b> will meet during their regular scheduled time.
<b>Services - OT/PT/Speech/Counseling</b> Will continue through zoom during the regular scheduled time - Providers will send a link.	<b>Services - OT/PT/Speech/Counseling</b> Will continue through zoom during the regular scheduled time - Providers will send a link.	<b>Services - OT/PT/Speech/Counseling</b> Will continue through zoom during the regular scheduled time - Providers will send a link.
	Academic Lessons will be 15-20 minutes	Academic Lessons will be 20-25 minutes
	Students will be able to access lessons live or through a video link in their google classroom for the particular course.	Students will be able to access lessons live or through a video link in their google classroom for the particular course.
<b>Aides/LTA's</b> - will be zooming with their classroom teacher during lessons. If you cover a study hall or ALC you will not have a responsibility on remote days, please be on with your classroom teacher.		
<b>DCT's</b> - please attend the zoom/google meet sessions for classes that you push into grades 4-12. Unless otherwise specified.		
Please record your Zoom/google meet sessions for any students who may have an excused absence from the live virtual class.		

<b>FCS 100% Remote Learning Plan</b>		
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<b>Monday - Friday</b>		
<b>PK-3</b>	<b>4-6</b>	<b>7-12 (all classes)</b>
Classroom teacher/school district will provide office hours for parents to check in if needed.	Follow regular schedule for Math, ELA, SS, Science.	Follow the regular schedule for the scheduled number day. Day will be posted on our website.

<b>FCS 100% Remote Learning Plan</b>							
*Students in grades 4-12 will meet with their classroom teachers through a zoom link or google meet.							
<b>Monday - Friday</b>							
GRADE	Office Hours		RR				
PK	12:30 – 1:00						
K	9:30 – 10:00						
Grade 1	10:30 – 11:00		8:00				
Grade 2	8:30 – 9:00		2:05				
Grade 3	9:00 – 9:30		2:05				
GRADE	ELA	Math	Sci	SS	ELA-AIS	Math AIS	RR
Grade 4	9:00	12:00	1:35	2:05	8:30	11:30	
Grade 5	12:00	9:30	10:50	2:05	1:35	9:00	10:00
Grade 6	9:00	12:00	2:05	10:50	9:30	1:35	10:00

## **Adoption of Plan**

Public Hearing of Plan – August 3, 2023

Adoption of Plan by Board of Education – September 12, 2023