

VESTAL CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN 2023-2024



First Board Meeting Reading: June 20, 2023
Vestal School Board Adoption: August 22, 2023

VESTAL CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN 2023-2024

The Vestal Central School District, in support of Safe Schools Against Violence in Education legislation and Commissioner's Regulation 155.17(c)(1), submits the following District-Wide School Safety Plan. Specific district and building-level emergency response plans, including evacuation plans, are confidential and not subject to disclosure under Article 6 of the Public Law, Freedom of Information Law, or any other provision of law in accordance with Education Law Section 2801-a.

SECTION I: GENERAL CONSIDERATIONS/PLANNING GUIDELINES

A. Purpose

At the direction of the Vestal Central School District's Board of Education, the Superintendent appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan. The District-Wide School Safety Team consists of representatives from the Board of Education, a teacher, administrators, a parent, school nurses, the BOCES Health and Safety Specialist, fire and police department representatives and a school counselor.

B. Concept of Operations

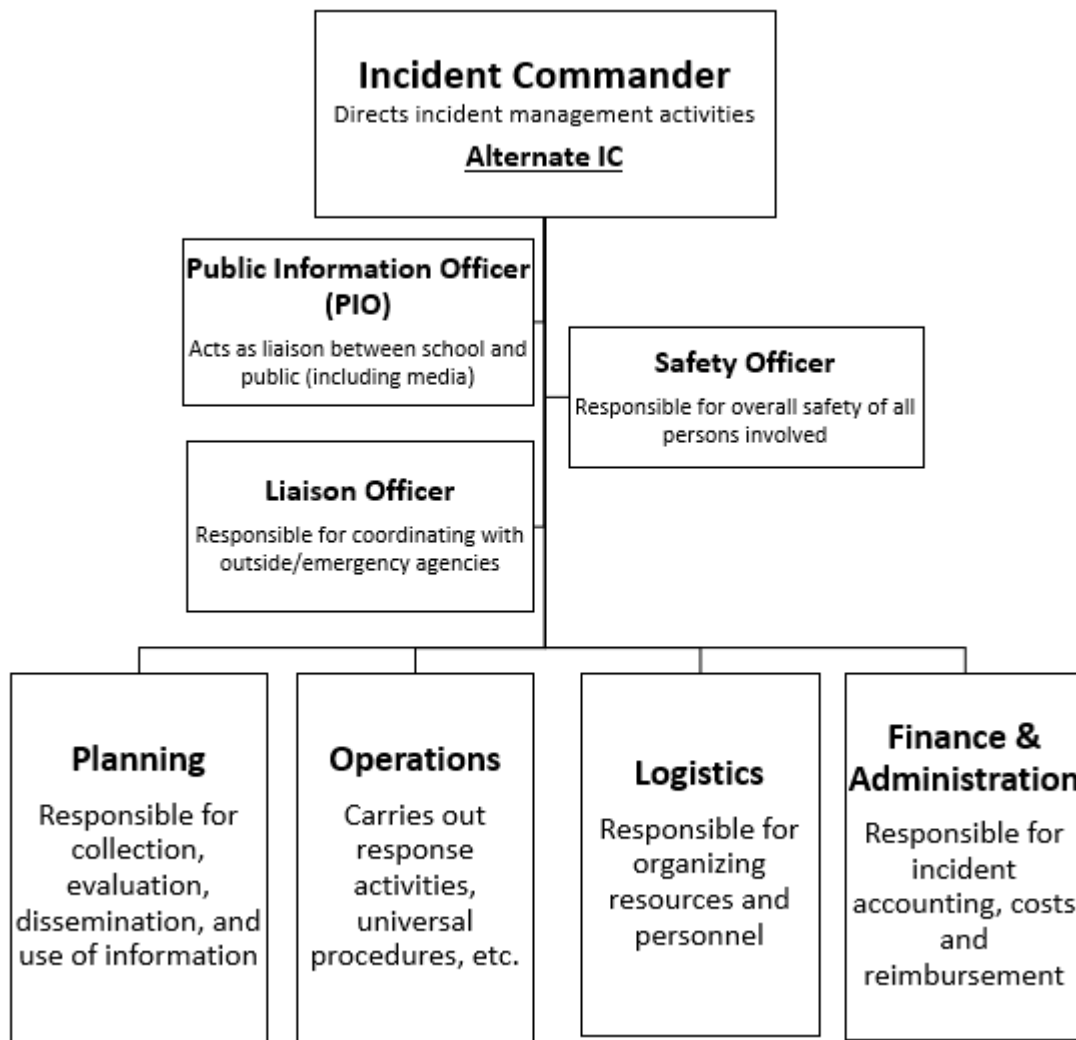
The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in this District-Wide School Safety Plan guide the development and implementation of individual Building-Level Emergency Response Plans.

The Chief Emergency Officer is Jeffrey Ahearn, Superintendent. The Chief Emergency Officer's duties include, but are not limited to:

- coordination of the communication between school staff, law enforcement, and other first responders;
- lead the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans;
- ensure staff understanding of the District-Wide School Safety Plan;
- ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building;
- assist in the selection of security related technology and development of policies for the use of such technology;
- coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the Emergency Response Plan;
- ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- ensure the completion and yearly update of Building-Level Emergency Response Plans by the dates designated by the commissioner.

Incident Command

	Name/Title
Incident Commander	Clifford Kasson, Deputy Superintendent Heather Pufky, Director of Personnel and Administrative Services James Gana, Director of Facilities & Operations Kenneth Starr, Transportation Supervisor
Alternate Incident Commander	Patrick Clarke, Assistant Superintendent for Instruction James Gana, Director of Facilities & Operations TBD, Assistant Director of Facilities & Operations Kenneth Starr, Transportation Supervisor
Planning	Heather Pufky, Director of Personnel and Administrative Services James Gana, Director of Facilities & Operations Kenneth Starr, Transportation Supervisor TBD, Assistant Director of Facilities & Operations
Operations	James Gana, Director of Facilities & Operations Kenneth Starr, Transportation Supervisor Annie Hudock, Senior School Lunch Director Dawn Young, High School Principal
Logistics	Patrick Clarke, Assistant Superintendent for Instruction James Gana, Director of Facilities & Operations TBD, Assistant Director of Facilities & Operations Travis Robinson, BOCES IT Project Coordinator Michelle Lewis, Superintendent's Secretary
Finance & Administration	Angela Rogers, School Business Executive Clifford Kasson, Deputy Superintendent TBD, Clerical – Business Office
Public Information	Jeffrey Ahearn, Superintendent Regina Felice, BOCES Public Information Coordinator Michelle Lewis, Superintendent's Secretary
Safety Officer	Vestal Police Department Conor Talbut, School Resource Officer Chris Cardarelli, School Resource Officer Michelle Tuetken, School Resource Officer Callie Kavleski, BOCES Health and Safety Specialist
Agency Liaison	Heather Pufky, Director of Personnel and Administrative Services
Log/Scribe	Michelle Schaub, Secretary



Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all significant activities.

Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts, and maintain incident log.
- Document all activities.

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities.

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance & Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

C. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17(c)(3)

- The Chief Emergency Officer and the District Wide School Safety Team members will review the plan periodically during the year and it will be maintained by the District-wide Safety Team. The required annual review will be completed on or before July 1 of each year.
- This plan was made available for public comment 30 days prior to its adoption on August 22, 2023. The District-Wide and Building-Level plans were re-adopted by the Board of Education on August 2023.

- Members of the District-Wide School Safety Team reviewed the 2023-2024 District-Wide Safety Plan on June 15, 2023.
- The 30-day public comment period on the updated plan will be from June 20, 2023 to August 22, 2023. A public hearing will be held on 8/22/2023 during a duly convened Board of Education meeting. The Board of Education plans to adopt the District Wide School Safety Plan on 8/22/2023, after a review of any comments.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the following organizations within 30 days of adoption.

Vestal Police Department –
 Chief Stace Kintner
 SRO Conor Talbut
 SRO Chris Cardarelli
 SRO Michelle Tuetken
 605 Vestal Parkway W.
 Vestal, NY 13850

Town of Vestal Fire Department –
 Tom McCartney, Emergency
 Management Director
 605 Vestal Parkway West
 Vestal, NY 13850
 Email: eme32@vestalny.gov

Broome Co. Sheriff's Department
 Under Sammy Davis
 155 Lt. VanWinkle Drive
 Binghamton, NY 13905-1555
 email: sdavis@co.broome.ny.us

Tioga Co. Sheriff's Department
 Sheriff Gary Howard
 103 Corporate Drive
 Owego, NY 13827
 email: howardg@co.tioga.ny.us

New York State Police, Troop C
 Shannon Hartz, School and Community
 Outreach Coordinator
 13849 State Route 7, Box 300
 Sidney, NY 13838
 email: shannon.hartz@troopers.ny.gov

Broome County Emergency Services
 Director Patrick Dewing
 153 Lt. VanWinkle Drive
 Binghamton, NY 13905-1555
 email: pdewing@co.broome.ny.us

Tioga County Emergency Services
 Director Michael Simmons
 103 Corporate Drive
 Owego, NY 13827
 email: simmonsm@co.tioga.ny.us

Apalachin Fire Department
 Chief Mike George
 230 Pennsylvania Avenue
 Apalachin, NY 13732
 email: chief@apalachinfd.com

- This plan will be reviewed and maintained on an annual basis. The Board of Education shall update and adopt this plan on or before September 1st of each year by the District-Wide School Safety Team. A copy of the District-Wide Plan will be available at the Vestal Central School District Administration Office, 201 Main Street, Vestal, NY 13850 and on the website at <https://www.vestal.k12.ny.us/>.

DISTRICT-WIDE SCHOOL SAFETY TEAM 2023-2024

Heather Pufky	Director of Personnel and Administrative Services
Clifford Kasson	Deputy Superintendent
Patrick Clarke	Assistant Superintendent for Instruction
Angela Rogers	School Business Executive
Dinno Nistico	Board of Education member
Kathryn Egan	Board of Education alternate member
Callie Kavleski	BOCES, Health and Safety Specialist
Deborah Maerz	School Nurse, Primary
TBD	School Nurse, Secondary
Karen Carr	Alternate School Nurse
James Gana	Director of Facilities & Operations
TBD	Assistant Director of Facilities & Operations
Josh Gannon	Director of Athletics and Physical Education
Annie Hudock	Director of Food Services
Kenneth Starr	Supervisor of Transportation
Conor Talbut	School Resource Officer*
Chris Cardarelli	School Resource Officer*
Michelle Tuetken	School Resource Officer*
Tom McCartney	Vestal Fire Department
TBD	Pupil Services Specialist
Roxanna Fitzgerald	Paraprofessional
TBD	Student Representative(s)
TBD	Parent Representative(s)
TBD	Teacher Representative(s)
Brad Bruce	Elementary Building Administrator
Hayley Crimmins	Elementary Building Administrator
Hannah Elwyn	Elementary Building Administrator
Meghan Stenta	Elementary Building Administrator
Catherine Willis	Elementary Building Administrator
Sarah Wiggins	Middle School Building Administrator
Dawn Young	High School Building Administrator
Michelle Schaub	Secretary
Travis Robinson	BOCES, IT Project Coordinator

* School Safety Personnel

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

Staff continues to develop strategies for improving communication among students and between students and staff and reporting of potentially violent incidents. The program initiatives for prevention/intervention strategies are located in Appendix 1.

The District's procedures for reporting school violence are located in the Code of Conduct.

The District has policies and procedures for dissemination of informative materials regarding the early detection of potentially violent behaviors located in the Board of Education policies and Code of Conduct. The District will conduct annual training for both staff and students. The District will provide annual training by September 15 on the Building-Level Emergency Response Plan, which includes components on violence prevention and mental health. Newly hired staff shall receive such trainings within 30 days of hire. The annual multi-hazard school safety drills and exercises are planned in coordination with local and county emergency responders and preparedness officials. They are located in Appendix 2.

The District conducts the required as well as additional drills and exercises noted in Appendix 2. After drills, a debriefing takes place by the Building-Level Emergency Response Team and/or the District-Wide School Safety Team and changes are implemented, if needed.

By October 1 of each school year, the superintendent provides written information to all students and staff about emergency procedures.

The District School Resource Officer program's mission is the reduction and prevention of school-related violence and crime committed by juveniles and young adults as noted in the Vestal Police Department Agreement in Appendix 3.

The Vestal Police Chief identifies officers and provides resumes of officers who have a desire to be a School Resource Officer. A District Committee comprised of the Superintendent, Chief of Police, Captain of Police, Assistant Superintendent and Principal interviews all recommended officers and selects the candidate to be an SRO.

The SROs receive appropriate training arranged by the Vestal Police Department in compliance with Commissioner's Regulation 155.17.

- Implementation of School Security

All staff are expected to immediately report to their respective principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

The following building security measures are taken in the Vestal Central School District:

- Single point of entry.
- Signs are posted indicating all visitors must report to the main office to sign in and receive a badge.
- All staff have badges or uniform name tags.
- Contractors have photo badges with an effective date and expiration date.
- Substitutes receive badges when they sign in.
- All building entrances except the main entrance are locked after the beginning of the school day.
- In areas such as the loading dock, surveillance devices are monitored by main office clerical staff to allow entry.
- Knox Lock Boxes are located in every building.
- Security cameras are used on school buses and various locations in and outside of buildings.
- Search dogs are used as needed.
- Regents exams security follows the New York State guidelines.

- Vestal Police Department personnel are engaged as security for after school activities and when necessary during the school day.
- School Resource Officers.
- Vestal Staff “Badge Entry.”
- Code of Conduct.
- Cyber Security Plan

SECTION III: RESPONSE

A. Notification and Activation (Internal and External Communications)

Incident Commanders, the Chief Emergency Officer, and Administration are authorized to and will initiate contact with the appropriate law enforcement officials and/or other first responders, state, and local law enforcement in the event of a violent or other incident.

In the event of an emergency incident, after calling 911, the Incident Commander and the Superintendent or designee will be notified. When 911 is called, the county dispatcher will notify the appropriate emergency response organizations. The District's Incident Command Emergency Response shall be implemented. District transportation will also be notified.

The Incident Commander or designee will contact the following educational agencies:

- Public and nonpublic elementary and secondary schools,
- Public and private nursery schools,
- Approved private schools for the education of students with disabilities,
- and public and private schools for the education of preschool children with disabilities.

The Educational Agencies within the district shall provide information about their school population, number of staff, transportation needs and key official contact information. See Appendix 5.

- The procedure to contact parents, guardians or persons in a parental relation to the students in the event of a violent incident or early dismissal is:
 1. The Superintendent or designee shall notify each building principal.
 2. Immediately following the notification of all building principals affected, the Superintendent's office contacts a list of local media used to broadcast this information.
 3. It shall be the responsibility of each building principal to distribute the list of local media to the parents of resident students attending public and non-public schools in a publication to be issued no later than September of each school year.
 4. For an emergency closing when school is in session for other than inclement weather, all administrative, teaching and non-teaching personnel shall remain on duty at their assigned stations until the principals have been informed by the Superintendent (or designee) that the release of staff may occur. Parents need to be made aware that during such an emergency closing, children are being supervised by school district staff. Local media is used to alert parents to emergency closing situations.
 5. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.
 6. The Vestal Central School District has SchoolMessenger, for parents, students, staff and community members.
- The following forms of communication are used:
 - telephone/cell phone
 - fax
 - local media
 - district radio system
 - Red Banner on the District's website masthead
 - electronic text program
 - VCSD Public Safety Radio System- VTAC 11

B. Procedures for obtaining the advice and assistance from local government officials

- The Incident Commander has the authority to contact and obtain services of local government agencies, including the county or city officials responsible for implementation of Article 2-B of Executive Law.
- VCSD's Building-Level Emergency Plans define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Procedures to coordinate the school district resources and manpower during emergencies

- The District Incident Commander (or designee), Superintendent, Chief Emergency Officer and Administrators will contact other resources for assistance that includes but is not limited to: American Red Cross, local private industry, religious institutions, hospitals and private individuals (such as school physicians).
- A District-Wide School Safety Team and District-Wide Crisis Response Team are available to assist all school buildings in their response efforts.
- Specific personnel and their phone numbers are identified in the individual Building Level Emergency Response Plans. District resources are located in Appendix 4.
- Resources/manpower coordination is the responsibility of the Superintendent, Chief Emergency Officer and District-Wide Incident Commander. The District-Wide Incident Command Team (and Building-Level Incident Command teams) will assist.
- Efforts may be supplemented by County and State resources through existing protocols.

C. Procedures to contact those in parental relation to students in the event of a threat against themselves.

The District will contact parents, guardians or other persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide. The District has a protocol, the school counselor and/or school psychologist in consultation with the principal and district office contacts the parents if a student is thinking about, considering, or planning suicide.

D. District-Wide Crisis Response Team

A District-Wide Crisis Response Team is available to respond to any building(s) that is experiencing distressing trauma as a result of a student or staff member in crisis. This District-Wide Team supports the Building-Level Post Incident Response Team to address emotional and psychological issues. The Team consists of experienced psychologists and counselors who have experience at high school, middle school and elementary levels.

E. Situational Response

The Incident Commander takes full control upon notification of an emergency. The Building-Level Emergency Response Plans include specific procedures for emergencies which include, but are not limited to:

- | | |
|--|--|
| - Aircraft Crash | - Gas Leak (External/Internal) |
| - Automated External Defibrillator (AED) | - Hazardous Materials (Toxic) |
| - Biological Hazard/Epidemic/Pandemic | - Lockdown: Hostage/Kidnap/Unauthorized Intruder |
| - Cybersecurity incident | - School Bus Accident |
| - Earthquake | - Severe Weather/Thunderstorm/Tornadoes |
| - Explosion/Fire | - Structural Failure |
| - Explosive/Bomb Threat | |
| - Floods/Floods In-House | |

Response Protocols

- Procedures are in place to handle implied or direct threats of violence by students, teachers, other school personnel and visitors to the school (Policy 7310, 3412 & 8242). This includes threats by students against themselves, which for the purposes of this subdivision shall include suicide (Policy 7550). Such threats of violence are reported to the building administrator, who reports them to the Administration Office, as noted in the Code of Conduct Appendix 6.
- The District has policies and procedures dealing with and responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence (Policy 3412 & 7310). Procedures are located in the Code of Conduct, as noted in Appendices 3 and 6.
- District Administration is responsible for discipline. School Resource Officers shall not act as school disciplinarians.
- Policies and procedures have been developed for the safe evacuation and sheltering of students, teachers, other school personnel and visitors to the school in the event of an emergency as addressed in the Building-Level Plan. All staff and students have been trained in appropriate responses to emergencies including, but not limited to sheltering, evacuation, lockdown and lockout. In addition, the District may respond with school cancellation or early dismissal.

SECTION IV: RECOVERY

A. District Support for Buildings

- The Incident Commander or designee is at the scene of an emergency to support the Building-Level Emergency Response Teams. The District supports the buildings with emergency equipment, personnel, transportation and other necessities as noted in Appendix 4.

B. Disaster Mental Health Services

- The District's school counselors and school psychologists work with the mental health crisis management teams in each building. The District will contact local, county and state level mental health agencies, as needed.

C. Dates

- The District-Wide School Safety Team will be approved by the Board of Education: June 20, 2023.
- The District-Wide Safety Team conducted annual review and updates to the District-Wide Safety Plan on: April 27, 2023
- The District-Wide Emergency Plan will be posted on District Website: June 20, 2023
- URL will be verified/checked to be sure the link is working: August 22, 2023
- Training will be provided to staff on Building-level Emergency Response Plan, school violence prevention and mental health: September 5, 2023 or September 6, 2023:
- The District Chief School Safety Officer is Jeffrey Ahearn - Superintendent, who was originally appointed September 13, 2016 and annually thereafter.

Appendices to the District-Wide School Safety Plan:

- Appendix 1 Risk Reduction/Prevention and Intervention
- Appendix 2 Training Drills/Exercises
- Appendix 3 School Safety Personnel Duties and Responsibilities
- Appendix 4 District Resources
- Appendix 5 Educational Agencies
- Appendix 6 Code of Conduct
- Appendix 7 Pandemic Plan
- Appendix 8: Cybersecurity Incident Response Plan
- Appendix 9: Emergency Remote Instruction Plan

DW School Safety Plan w appendices 2023-24 – 5 10 2023

Appendix 1

RISK REDUCTION/PREVENTION AND INTERVENTION

Prevention/Intervention Strategies

The District-Wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

Program Initiatives:

The District continues to develop and investigate effective programs and strategies with all stakeholders. Existing strategies include:

- At Risk Counseling
- Banana Splits
- Building Planning Teams
- Character Education
- Club Council (VHS)
- Dignity for All Students Act (DASA) Task Force
- Drug Free/Weapon Free/Tobacco Free School Zone
- Fire Safety Programs
- Freshman Leadership Seminar
- Kelso's Choices
- Morning Programs
- New Student Breakfasts
- Student Recognition Breakfasts
- Non-Violent Crisis Intervention
- OLWEUS Bullying Prevention Program
- Peer Tutoring (VHS)
- Positive Postcards – Bucket Filling
- Prom/Graduation Assembly/Parent Committee
- Response to Intervention (RTI) Teams
- Responsive Classroom
- Red Ribbon Program
- Rock On Café
- School Resource Officers
- Special Assemblies/Pep Rallies/First Friday
- Students Against Destructive Decisions (SADD)
- Student Leadership Teams
- Suicide Prevention Education
- Technology Curriculum w/ Digital Citizenship
- Vestal High School Police Academy
- Vestal Peer Mentoring Program
- Yellow Ribbon Program
- YES Leads!
- Zones of Regulation

Appendix 2

TRAINING DRILLS/EXERCISES

Training:

- Right to Know (annual meeting with BOCES Health and Safety Specialist) instruction/information booklet provided
- Hazardous Communication (annual meeting with BOCES Health and Safety Specialist) instruction/information booklet provided
- Lock Out/Tag Out (annual meeting with BOCES Health and Safety Specialist) instruction/information booklet provided
- Exposure Control (annual meeting with BOCES Health and Safety Specialist) instruction/information booklet provided
- Confined Space Entry
- Personal Protective Equipment (PPE)
- AHERA annual recertification
- Evacuation Procedures
- Sheltering Procedures
- Crisis Management Procedures
- Special Response Team Procedures
- Bicycle Safety Training
- Walker Safety Training
- Non-Crisis Intervention - De-escalation (ongoing)
- Substitute Teacher Training (ongoing)
- Suicide Prevention Education
- Training agreement with the Vestal Police Department
- Yellow Ribbon participant training
- On Superintendent Conference Days, the superintendent addresses the entire staff
- Transportation Department Monthly Safety Meetings
- Food Service Staff Training
- Peace Club
- Interact Club

Attendance documentation for training sessions is compiled on a computer database at the Administration Office. Building attendance is kept on file in the main office of each building.

The District continues to test components of the emergency response plan annually:

Drills/Exercises:

School cancellation
Early dismissal drill
Evacuation to another site (including security during evacuation and evacuation routes)
Sheltering sites (internal and external)
Hold in Place – Drill to Retain Students
Lockdown drills
Evacuation drills (Fire)
Bus safety drill
Bicycle safety drill
Walker crossing safety drill
Shelter in Place - Severe weather drill
Tabletop exercises
K-9 Drills with the Vestal Police Department
SWAT Trainings with the Vestal Police Department

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

- Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day. (EL §807.1)
- Eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year. (EL §807.1)
- Four of the required drills must be through use of the identified secondary means of egress. (EL §807.1)
- Drills will be conducted at different times of the school day. (EL §807.1)
- Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. (EL §807.1)
- The school board will ensure that information about drills be provided in the teacher's manual or handbook. (EL §807.2)
- In addition to required lockdown and evacuation drills, at least one early dismissal drill will be conducted each school year that is no more than 15 minutes before the normal dismissal time. Procedures must include
 - notifying parents and guardians at least one week prior to the drill; and
 - testing the usefulness of the communications and transportation system during emergencies. (CR §155.17(h))

Appendix 3

Vestal Police Department

Duties and Responsibilities

Title:	4.	School Resource Officer
Date Issued: October 25, 2006	Number of Pages: 2	

The School Resource Officer will:

GENERAL RESPONSIBILITIES

See responsibilities of uniformed police officer.

MISSION OF THE SCHOOL RESOURCE OFFICER PROGRAM

The mission of the SRO Program is the reduction and prevention of school-related violence and crime committed by juveniles and young adults. This is accomplished by assigning Police Officers to school facilities on a permanent basis. The SRO Program accomplishes this mission by creating and maintaining safe, secure and orderly learning environments for students, teachers, and staff. The SRO will serve as a positive role model to instill in students' good moral standards, good judgment and discretion, respect for other students and a sincere concern for the school community. The SRO will promote citizen awareness of the law to enable students to become better informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law. The SRO will serve as a confidential source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them. {Excerpt of agreement between Vestal School District and Town of Vestal dated 2/15/2006.}

SPECIFIC RESPONSIBILITIES

1. Training and Qualifications; A School Resource Officer must successfully complete the School Resource Officer Training Course as prescribed by the NYS Division of Criminal Justice Services or an equivalent training course. {added 10/25/2006}
2. Develop and implement classes in law related education to support the educational efforts of the faculty. Work closely with teachers in designing and presenting law-related topics and the role of police in our society.
3. Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce Board of Education policies and procedures. When requested, ensure school administrator safety by being present during school searches which may involve weapons, controlled dangerous substances or in such cases that the student's emotional state may present a risk to the administrator. Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations which may arise at the school.
5. Provide law enforcement and police services to the school, school grounds and areas adjacent to the school. Investigate allegations of criminal incidents per police department policies and procedures. Enforce state and local laws and ordinances. Make appropriate referrals to juvenile authorities or other governmental agencies.
6. To respond to crimes that occur on campus and to work cooperatively with school officials in investigation of crimes that occur in school.

7. To be aware at all times of the responsibility to improve the image of the uniformed law enforcement officer in the eyes of the students and the community.
8. To maintain communication regarding duty related activities with the Detective Lieutenant who is the direct supervisor of the SRO Program.
9. Initiate interaction with students in the classroom and general areas of the school building. Promote the profession of police officer and be a positive role model. Increase the visibility and accessibility of police to the school community.
10. As directed by a shift supervisor, respond and assist patrol officers off campus in the event of a major incident requiring assistance.

AGREEMENT

This AGREEMENT is entered into this 1st day of September, 2022 between the Town of Vestal, hereinafter referred to as "Town" and the Vestal Central School District, hereinafter referred to as "District"

Nothing in this agreement should be construed as limiting or impeding the basic spirit of cooperation, which exists between the participating entities, listed above.

PURPOSE

This agreement establishes and delineates the mission of the School Resource Officer Program, herein referred to as the SRO Program, as a joint cooperative effort. Additionally, the agreement formalizes relationships between the participating entities in order to foster an efficient and cohesive program that will build a positive relationship between Police Officers and the youth of our community in addition to reducing crime committed by juveniles and young adults.

MISSION

The mission of the SRO Program is the reduction and prevention of school related violence and crime committed by juveniles and young adults. This is accomplished by assigning Police Officers to school facilities on a permanent basis. The SRO Program accomplishes this mission by creating and maintaining safe, secure and orderly learning environments for students, teachers and staff. The SROs will serve as a positive role model to instill in students good moral standards, good judgment and discretion, respect for other students, and a sincere concern for the school community. The SROs will promote citizen awareness of the law to enable students to become better-informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law. The SROs will serve as a confidential source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them. Goals and objectives will be designed to develop and enhance rapport between youth, police officers, school administrators and parents.

Goals for the SRO Program are:

- To foster educational programs and activities that will increase students' knowledge of and respect for the law and the function of law enforcement agencies;
- To encourage the SROs to attend extra-curricular activities held at schools, when possible, such as PTA meetings, athletic events and concerts;
- To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and riots;
- To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
- To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus; and
- To encourage SROs to provide traffic control at schools when deemed necessary for the safety and protection of students and the general public when regular patrol officers are not available.

TERMS OF THE AGREEMENT

For and in consideration of the mutual promises, terms, covenants, and conditions set forth herein, the parties agree as follows:

1. **Assignment of Officers** – The Town of Vestal Police Department agrees to assign three police Officers to provide law enforcement services for five days each week as the Vestal Police schedule permits. One Officer will be primarily assigned to the Vestal High School and the second Officer primarily at the Vestal Middle School and the third will be split between elementary buildings. As needed, one or more Officers may be requested to provide coverage at other District buildings. The police officers will work with school personnel in providing alcohol and other drug education, maintain a safe campus environment, serving as law enforcement, problem solving resource person, and providing the appropriate response regarding on-campus related criminal activity.
2. **Term** – The term of the agreement shall be from September 1, 2022 until June 30, 2023, with SRO coverage based on academic calendar adopted by the District. Coverage will be provided for days in which students are in attendance. The term may be mutually extended by the parties as they deem appropriate. During days that schools are not in session, the officers shall perform regular police duties at a duty station as determined by the Vestal Police Department. The Vestal Central School District is to pay for 37 weeks (based on 184 student attendance days) at a cost of \$179,212 for three resource officers. The Town of Vestal will pay benefits and the balance of the officer's yearly salary. The Officers will be assigned to the Town when he/she is not on duty at the school. The Officers will be available to respond to emergency situations as needed via order of the officer in charge. Said \$179,212 shall be payable by the District to the Town in 4 monthly installments of \$17,597 for September through December 2022 followed by 6 monthly installments of \$18,137 January through June 2023. In the event that an officer's salary changes due to changes in the collective bargaining agreement between the Town and the PBA, said amount payable by the District to the Town shall be adjusted to reflect any increase in the officer's base salary.
3. **Termination** – This agreement may be terminated without cause by either party upon 30 days prior to written notice.
4. **Relationship to Parties** – The police officers assigned to the District shall be considered to be an employee of the Town and shall be subject to its control and supervision. The assigned officers will be subject to current procedures in effect for Vestal Police Officers, including attendance at all mandated training and testing to maintain state law enforcement officer certification. This Agreement is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the parties and the rights and obligations of the parties shall be only those expressly set forth in this agreement. The parties agree that no person supplied by the District to accomplish the goals of this agreement is a Town employee and that no rights under the town Civil Service, retirement, or personnel rules accrue such person.

5. Consideration – The SROs' weekly district schedule will be mutually agreed upon in consultation with the principal of the school the SRO is assigned to. The SROs may be asked to attend afternoon or evening events in lieu of or in addition to regular day duty. The District **understands that any assignments in excess of the Officers' regular weekly hours will be an additional cost to the District.**
6. SROs Responsibilities – The SROs assigned to the District shall:
- 6.1 Provide a program of law and education-related issues to the school community, including parents, on such topics as: tobacco, alcohol and other drug issues in the school community.
 - 6.2 Act as a communication liaison with law enforcement agencies; providing basic information concerning students on campuses served by the officers.
 - 6.3 Provide informational in-services and be a general resource for the staff on issues related to alcohol and other drugs, violence prevention, gangs, safety and security.
 - 6.4 The SROs will gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school and/or students.
 - 6.5 When a crime occurs, the SROs will take the appropriate steps consistent with a New York State law enforcement officer's duties.
 - 6.6 The SROs will present education programs to students and school staff on topics agreed upon by both parties.
 - 6.7 The SROs will refer students and/or their families to the appropriate agencies for assistance when a need is determined.
 - 6.8 Unless in the SROs' opinion circumstances prevent it, the SROs will attempt to advise the school principal prior to taking legal action, subject to the officer's duties under the law.
 - 6.9 The SROs shall not act as a school disciplinarian, nor make recommendations regarding school discipline. Student discipline is the responsibility of the school administration only.
 - 6.10 The SROs will not be used for regularly assigned lunchroom duties, as regular hall monitors, bus duties, or other monitoring duties. If there is an unusual temporary problem in one of these areas, the SROs may assist District employees until the problem is solved.
 - 6.11 The SROs will wear a full police uniform while on duty unless directed otherwise by his or her immediate supervisor.

6.12 The SROs shall be adequately trained to de-escalate potentially violent situations. SRO Training as required by section 155.17 of the regulations of the commissioner or its equivalent shall be the responsibility of the Town of Vestal.

7. Time and Place of Performance – The Town will endeavor to have the SRO available for duty five days per week as the Vestal Police Department schedule permits at the Vestal Senior High School, Vestal Middle School and other District buildings as needed. The Town is not required to furnish substitute officers on days when the SRO is absent due to illness or Police Department requirements. The Police Department will attempt to provide periodic patrol coverage when an SRO is absent. The SROs' activities will be primarily based at his or her assigned school grounds except for :

7.1 Follow up home visits when needed as a result of school related student problems.

7.2 School related off-campus activities when the SROs' participation is requested by the principal.

7.3 In response to off-campus, but school-related activity.

7.4 In response to emergency police activities

7.5 District administrative request for coverage or presence at other District buildings.

8. District Responsibilities – District will provide the SROs offices and such equipment as is necessary at his/her assigned schools. This equipment shall include a telephone and filing space capable of being secured and access to a computer.


Dated: 9/13/2022

VESTAL CENTRAL SCHOOL DISTRICT

By: 
J. Dinno Nistico
President, Board of Education

Dated: 9/16/2022

TOWN OF VESTAL

By: 
John Schaffer, Town Supervisor

Appendix 4

DISTRICT RESOURCES*

Description	Quantity
Pickup Trucks	11
Dump Truck	1
Cube Van	3
Wrecker	1
School Buses	64
Snow Plows	12
Front loader/Backhoe	1
Forks for Loader Bucket	1 set
Chain Saws	4
Genie Lifts	2
Scissors Lift	1
RTV	1
Fire Extinguishers	438

* (Updated with James Gana 6/15/2023)

Appendix 5

AGENCIES

Name	Contact Name/Title	Phone	Student Population	Number of Staff
Campus Pre-School & Early Childhood Center, Inc.	Amanda Minaker, Executive Director	(607) 777-2695	108	30
Jewish Community Center Early Childhood Center	Nichole McMillan, Director	(607) 724-2417	235	75
Tutor Time Child Care Learning Center	Katie M. Hillis, Director	(607) 785-4017	117	31+
Cub Care Children's Center	Amanda Alderfer, Supervisor	(607) 786-9006	85+ Pre-school students	Averages 20
Hillel Academy of Broome County	Joy Yarkoni, School Admin.	(607) 304-4544	23	8

Appendix 6

Code of Conduct (Plain Language Summary)

Student Dress Code

A student's dress, grooming and appearance, including hairstyle and color, jewelry, make-up, body art, and nails, shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process;
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, plunging necklines (front and back), bare midriffs, and see through garments are not appropriate;
3. Ensure that underwear is completely covered with outer clothing;
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed;
5. Not include the wearing of hats in the classroom or testing sites except for a medical or religious purpose;
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, weight or disability;
7. Not promote and/or encourage other illegal or violent activities.

Students who violate the dress code shall be required to change or cover the offending item. Failure to do so may result in discipline.

Prohibited Student Conduct

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

1. Engage in conduct that is disorderly. Examples of disorderly conduct can be found in the full version of the Code of Conduct and include engaging in conduct that endangers the safety, morals, health, or welfare of others;
2. Engage in conduct that is insubordinate. Examples of insubordinate conduct can be found in the full version of the Code of Conduct and include failure to comply with the directions of a teacher, school administrator, school employee, or other school agent in charge of students;
3. Engage in conduct that is disruptive. Examples of disruptive conduct can be found in the full version of the Code of Conduct;
4. Engage in conduct that is violent. Examples of violent conduct can be found in the full version of the Code of Conduct and include possession of a weapon;
5. Engage in conduct that endangers the safety, morals, health, or welfare of others, including bullying, cyberbullying, discrimination, and/or harassment. Examples of such conduct can be found in the full version of the Code of Conduct and include possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances or being under the influence of either;
6. Engage in misconduct while on the school bus;
7. Engage in any form of academic misconduct. Examples of academic misconduct can be found in the full version of the Code of Conduct.

If a student engages in prohibited student conduct which may constitute a crime, the building principal or designee notifies the appropriate local law enforcement agency as soon as practical.

Penalties

In assessing disciplinary penalties, school personnel 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, or others, as appropriate;
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Discipline penalties will be assessed in compliance with IDEA and NYS Law for students with a disability.

Students found to have violated the district's Code of Conduct may be subject to one or more of the following penalties:

1. Verbal warning
2. Written warning
3. Written notification to parents
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extracurricular activities
8. Suspension of other privileges
9. Alternate learning area
10. Removal from classroom
11. Short term suspension from school
12. Long term suspension from school
13. Permanent suspension from school

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.

Minimum Periods of Suspension

1. Students who bring a weapon to school will be subject to suspension from school for at least one calendar year unless otherwise determined by the Superintendent.
2. Students who commit violent acts other than bringing a weapon to school shall be subject to suspension for at least five days unless otherwise determined by the Superintendent.
3. Students who are repeatedly substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom will be suspended from school for at least five days.

For purposes of the Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom pursuant to Education Law 3214(3)(a) and this code on four or more occasions during a semester.

Referrals

1. The School Counseling and Guidance Office shall handle all referrals of students to counseling.
2. A PINS petition may be filed on any student under the age of 18 who demonstrates he/she requires supervision by:
 - a. being habitually truant and not attending school as required;
 - b. engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school;
 - c. knowingly and unlawfully possesses marijuana in violation of the Penal Law.

3. Juvenile Delinquents and Juvenile Offenders:

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

- a. any student under the age of 16 who is found to have brought a weapon to school, or
- b. any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20(42).

Visitors to the School

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

1. All visitors must report to the designated visitor registration office to be issued an identification badge to wear.
2. Visitors attending school functions that are open to the public are not required to sign in.
3. Unauthorized persons on school property will be reported to the principal or designee.

Public Conduct on School Property

No person shall:

1. Willfully cause physical injury to any other person, destroy the property of another person, or threaten to do so;
2. Physically restrain or detain any other person;
3. Enter upon and remain in any facility or area for any purpose other than its authorized use;
4. Refuse to leave any building or facility after being requested to do so by an authorized agent of the School District;
5. Obstruct the free movement of persons and vehicles in any facility;
6. Deliberately disrupt or prevent orderly conduct of classes and meetings;
7. Willfully incite others to commit any of the acts herein prohibited;
8. 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;
9. Intimidate or harass another person, including but not limited to, intimidating or harassing based on race, color, creed, national origin, religion, age, gender, sexual orientation, weight or disability;
10. Discriminate against another person based on race, color, creed, national origin, religion, age, gender, sexual orientation, weight or disability;
11. Obstruct the free movement of any person in any place to which this code applies;
12. Violate the traffic laws, parking regulations, or other restrictions on vehicles;
13. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or as authorized by the school district;

14. Gamble on school property or at school functions;
15. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
16. Willfully incite others to commit any of the acts prohibited by this code;
17. Violate any federal or state statute, local ordinance, or board policy while on school property or at a school function.

Penalties

Persons who engage in prohibited conduct shall be subject to the following penalties:

1. Licensees or invitees will be directed to leave the premises and will be subject to ejection if they fail to comply;
2. Trespassers or visitors in violation are subject to ejection;
3. Removal from the premises of the Vestal Central School District, including a permanent ban from access to the premises of the Vestal Central School District;
4. Students in violation are subject to disciplinary action as stated in this code;
5. Probationary teachers, tenured teachers, non-teaching employees, and other district employees in violation are subject to disciplinary action;
6. All persons violating these rules may also be subject to penalties as provided in New York State Penal Law and other applicable laws.

VESTAL CENTRAL SCHOOL DISTRICT Code of Conduct

SECTION I: INTRODUCTION

The Board of Education of the Vestal Central School District adopted and implemented a written policy on school conduct and discipline and is committed to the purpose of promoting responsible student behavior. This policy was developed locally in consultation with teachers, administrators, other school service professionals, students, and parents/legal guardians.

SECTION II: DEFINITIONS

Disruptive Student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Parent means parent(s), guardian(s), or person(s) in a parental relation to a student.

School Property means on or within any building, structure, athletic playing field, playground, parking lots, or land contained within the real property boundary line of a public, elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law Section 142, or any area supervised by the school district, including areas within the Gun Free School Act zone.

School Function means any school-sponsored event or activity.

Bullying means unwanted aggressive behavior which harms or induces fear with the threat of further aggression. The behavior is repeated or has the potential to be repeated over time. This includes cyberbullying.

Discrimination and harassment means an intentional act against any student, on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact by verbal threats, intimidation or abuse, of such a severe nature that it:

- (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Violent Student means a student under the age of 21 who:

- 1. commits an act of violence upon a school employee, or attempts to do so;
- 2. commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so;
- 3. possesses, while on school property or at a school function, a weapon;
- 4. displays, while on school property or at a school function, what appears to be a weapon;
- 5. threatens, while on school property or at a school function, to use a weapon;
- 6. knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
- 7. or knowingly and intentionally damages or destroys school district property.

Weapon means a firearm as defined in 18 USC Section 921 for purposes of the Gun Free School Act. It also means any other gun, bb gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, knives of any kind, including pocket knife, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, club, nunchakus, electronic stun gun, pepper spray, stink bomb, or other noxious spray, explosive (including fireworks) or incendiary bomb, or other device, instrument, material or substance that inherently is intended to cause physical injury or death or when used in a manner that causes physical injury or death.

SECTION III: STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

Students in this district shall have the rights afforded to students under the provisions of the federal and state constitution and the laws of the State of New York. Although the rights of students are not identical to the rights of adults, it is recognized that a student's private, non-school sponsored, and non-program related conduct cannot be regulated unless the educational community is affected by such conduct.

B. Student Responsibilities

A student shall not act in such a manner which disrupts the rights of others or which causes disorder or invades the rights of others.

A school is a place of learning. Learning involves the expansion of knowledge as well as acting in a manner considerate of the rights and feelings of others. Students learn from each other. Students must be conscious that younger students follow the leadership of older students. Such examples should enhance the school environment.

Students are expected to show respect for faculty and other members of the school community. A relationship based upon respect creates a harmonious environment.

SECTION IV: ESSENTIAL PARTNERS

Administrators, teachers, and other staff, board members, and parents each have a role in the discipline code.

Teachers and other staff members shall report all violations of the code to the teacher's administrator. The teacher should be aware of the provisions of the code and, if in doubt regarding the code, explanations should be sought from the teacher's administrator.

Teachers and other staff members shall endeavor to give a consistent interpretation of the code to students.

Administrators have first-line responsibilities to insure that the code is followed and enforced. Administrators shall conduct the appropriate investigation to determine if the code has been violated and, if violated, shall act in accordance with this policy and the laws applicable to the situation. The administrator shall interpret the code for staff members and, where applicable, request the assistance of the faculty, district employees, students, and parent(s) of the student.

Parents are requested to give assistance to the staff and administration in implementing the code. Parents should be aware of the code.

Board members shall advise the Superintendent of any suggested changes in the code and community feelings regarding the code. The members of the Board of Education shall be available to provide a hearing of any appeal of suspension under the provisions of Education Law 3214 (3).

SECTION V: STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, body art, and nails, shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process;
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, plunging necklines (front and/or back), bare midriffs, and see-through garments are not appropriate;
3. Ensure that underwear is completely covered with outer clothing;
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom or testing sites except for medical or religious purposes;
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, weight or disability;
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or designee shall be responsible for informing all students and their parents of the student dress code at the beginning of school year and of any revisions to the dress code made during the school year.

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

SECTION VI: PROHIBITED STUDENT CONDUCT

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

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

The Board of Education 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 or who violate these school rules will be required to accept the penalties for their conduct.

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
 - 1. Running in hallways;
 - 2. Making unreasonable noise;
 - 3. Using language or gestures that are profane, lewd, vulgar, or abusive;
 - 4. Obstructing vehicular or pedestrian traffic;
 - 5. Engaging in any willful act which disrupts the normal operation of the school community. This may also include bullying, cyberbullying, discrimination, and/or harassment;
 - 6. Trespassing. Students are not permitted in any school building other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy. This may include, but is not limited to personal hand-held devices such as games, hand-held computers, and organizers.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
 - 1. Failing to comply with the directions of a teacher, school administrator, school employee, or other authorized school agent in charge of students or otherwise demonstrating disrespect;
 - 2. Tardiness, missing, or leaving school without permission;
 - 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
 - 1. Failing to comply with the directions of a teacher, school administrator, school employee, or other authorized school agent in charge of students.
- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
 - 1. Committing or attempting an act of violence, as defined in Section II, upon a teacher, administrator, school employee, or other authorized agent;
 - 2. Committing or attempting an act of violence, as defined in Section II, upon another student or any person lawfully on school property;
 - 3. Possessing a weapon as defined in Section II. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function;
 - 4. Displaying what appears to be a weapon as noted in the definition of weapon in Section II;
 - 5. Threatening to use any weapon as noted in the definition of weapon in Section II;
 - 6. Damaging or destroying the personal property of a student, teacher, administrator, other district employee, or other authorized school agent on school property, including graffiti or arson;
 - 7. Damaging or destroying school district property.

- E. Engage in any conduct that endangers the education, safety, morals, health or welfare of others. This may include bullying, cyberbullying, discrimination and/or harassment as defined in this code. Examples of such conduct include, but are not limited to:
1. Lying to school personnel;
 2. Stealing 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, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, weight or disability as a basis for treating another in a negative manner;
 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 demeaning;
 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm;
 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team;
 8. Bullying and cyberbullying, which include unwanted aggressive behavior which harms or induces fear with the threat of further aggression. The behavior is repeated or has the potential to be repeated over time;
 9. Selling, using, or possessing obscene material;
 10. Using vulgar or abusive language, cursing, or swearing, or words which may incite another person;
 11. The use or possession of a cigarette, cigar, pipe, chewing tobacco, smokeless tobacco, electronic cigarette or similar device;
 12. The use, possession, sale or gift, of any drug or controlled substance, including marijuana or any instruments for the use of such drug, controlled substance or marijuana, such as a pipe, syringe, or other paraphernalia, or being under the influence of any drug or controlled substance including marijuana, while on school premises (including buildings or grounds) or while in attendance at a school function or school-sponsored function. Excepted is any drug taken in accordance with a current prescription signed by a physician which is to be taken by that particular student at the time in question;
 13. The use, possession, sale, or gift, or being under the influence, of an alcoholic beverage while on school premises (including buildings or grounds) or while in attendance at a school function or school-sponsored function;
 14. Inappropriately using or sharing prescription or over-the-counter drugs;
 15. Possession, use, sharing or being under the influence of synthetic cannabinoids (synthetic marijuana);
 16. Gambling;
 17. Indecent exposure, exposing one's private body parts in a lewd or indecent manner;
 18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher;
 19. Extortion;
 20. Any willful act which disrupts the normal operation of the school community.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver.

Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

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

1. Plagiarism;
2. Cheating;
3. Copying;
4. Altering records;
5. Assisting another student in any of the above items.

SECTION VII: REPORTING VIOLATIONS

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

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 if warranted, which may include permanent suspension and referral for prosecution.

The building principal or designee notifies the appropriate local law enforcement agency of conduct that may constitute a crime and substantially affect the order or security of a school as soon as possible. The district will provide law enforcement with required information to complete the investigation.

SECTION VIII: DISCIPLINARY PENALTIES, PROCEDURES, AND REFERRALS

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

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider, but are not limited to, 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. As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

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

A. Penalties

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

1. Verbal warning-any member of the district staff;
2. Written warning-bus drivers, hall, lunch, and playground monitors, coaches, school counselors, teachers, administrators, superintendent;
3. Written notification to parent-bus drivers, hall, lunch, and playground monitors, coaches, school counselors, teachers, administrators, superintendent;
4. Detention-teachers, administrators, superintendent;
5. Suspension from transportation-principal, superintendent;
6. Suspension from athletic participation-coaches, principal, superintendent;
7. Suspension from social or extracurricular activities-principal, superintendent;
8. Suspension of other privileges-principal, superintendent;
9. Alternative learning area-assistant principals, principals, superintendent;
10. Removal from classroom by teacher-teachers, principal;
11. Short-term (five days or less) suspension from school-principal, superintendent, Board of Education;
12. Long-term (more than five days) suspension from school-principal, superintendent, Board of Education;
13. Permanent suspension from school-superintendent, Board of Education.

B. Procedures

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

Students who are to be given penalties other than a verbal warning, written warning, or written notification to their parents, are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention:

Teachers, principals, and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student and parent have been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation:

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

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

3. Suspension from athletic participation, extra-curricular activities, and other privileges:

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

4. Alternate Learning Center:

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building assistant principals, principals, and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in an Alternate Learning Center.

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

5. Teacher disciplinary removal of disruptive students:

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- a. short-term "time out;"
- b. having a student escorted to the principal's office for the remainder of the class time only;
- c. having a student escorted to a school counselor or other district staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

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

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

The principal may require the teacher who ordered the removal to attend the informal conference.

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

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

6. Suspension from school:

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

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

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

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

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

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent(s) of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s). At the conference, the parent(s) shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

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

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

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, and while no stenographic transcript shall be required, this district attempts to provide a stenographic transcript. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only and the superintendent may accept all or any part thereof.

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

c. Permanent suspension:

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school:

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

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, repeatedly substantially disruptive means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law Section 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent(s) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling:

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

2. PINS Petitions:

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

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

3. Juvenile Delinquents and Juvenile Offenders:

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

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42).

SECTION IX: ALTERNATIVE INSTRUCTION

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

SECTION X: DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

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

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

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

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the district (BOCES) superintendent of schools, or building principal may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 school days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or has inflicted serious bodily injury on a person which at school, on school premises, or at a school function.
 1. "Weapon" as defined in Section II of this Code of Conduct.
 2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal and state law and regulations applicable to this policy.
 3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
 4. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.
 5. "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss, or impairment of the function of a bodily member, organ or mental faculty.

B. Change of Placement Rule

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

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the

behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.

The above may also apply to conduct on the bus and change in such transportation if transportation is included in a disabled student's IEP because of the student's special needs.

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

1. The district's Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances, or serious bodily injury when the behavior is determined to be a manifestation of the student's disability.

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

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made or about to be made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances, or serious bodily injury or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- #### **2. The parent(s) of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.**
- a. The superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) determined that an evaluation was not necessary and provided notice to the parent(s) of such determination, in the manner required by applicable law and regulations.

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

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

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

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

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

4. The parent(s) of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to the parent(s) of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent(s) requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on ground of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parent(s) and the district agree otherwise.
 - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parent(s) within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

SECTION XI: CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any teacher, administrator, officer, employee, or agent of this school district is strictly forbidden. The District prohibits the use of all aversive interventions in accordance with State law.

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.

SECTION XII: VISITORS TO THE SCHOOLS

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the designated visitor registration office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the same office before leaving the building and sign out.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building administrator.
5. Visitors shall not take class time to discuss individual matters with staff unless previously arranged.
6. Any unauthorized person on school property will be reported to the principal or 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.
8. A Building Principal shall have the authority to direct that a particular visitor not be on the building and/or grounds for a period not to exceed ten (10) days. In the event that the Building Principal believes a particular visitor should be prohibited from being on the building and/or grounds for more than ten (10) days, he or she shall refer the matter to the Superintendent of Schools. The

Superintendent of Schools shall have the full authority on written notice to prohibit a visitor from being on the building and/or grounds for such period of time as the Superintendent of Schools may deem appropriate, specifically including a permanent prohibition of access to the property of the Vestal Central School District.

SECTION XIII: PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

1. Prohibited Conduct

No person, either alone or with others, shall:

- a. Willfully cause physical injury to any other person, willfully destroy the property of another person, nor threaten to do so for the purpose of compelling or inducing such person to refrain from any act which he/she has a lawful right to do or to do any act which he/she has a lawful right not to do.
- b. Physically restrain or detain any other person, nor remove such person from any place where he/she is authorized to remain.
- c. Enter upon and remain in any building, facility, classroom, office, service, or utility area for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- d. Refuse to leave any building or facility after being requested to do so by an authorized agent of the School District.
- e. Obstruct the free movement of persons or vehicles in any place to which these rules apply.
- f. Deliberately disrupt or prevent the peaceful and orderly conduct of classes and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers.
- g. Willfully incite other to commit any of the acts herein prohibited with specific intent to procure them to do so.
- h. 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.
- i. Intimidate or harass another person, including but not limited to intimidating or harassing based on race, color, creed, national origin, religion, age, gender, sexual orientation, weight or disability.
- j. Discrimination against another person based on race, color, creed, national origin, religion, age, gender, sexual orientation, weight or disability.
- k. Obstruct the free movement of any person in any place to which this code applies.
- l. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
- m. 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.
- n. Gamble on school property or at school functions.

- o. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- p. Willfully incite others to commit any of the acts prohibited by this code.
- q. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

2. Penalties

Persons who engage in prohibited conduct shall be subject to the following penalties:

- a. Licensees or invitees will have the authorization to remain upon the District property withdrawn and they will be directed to leave the premises. In the event of a failure or refusal to do so, they are subject to ejection.
- b. Trespassers or visitors without specific license or invitation are subject to ejection.
- c. Removal from the premises of the Vestal Central School District, including a permanent ban from access to the premises of the Vestal Central School District. A Building Principal shall have the authority to direct that a person who engages in prohibited conduct be removed from the premises for a period not to exceed ten (10) days. In the event that a building principal believes a particular person should be prohibited access to district property for a period of more than ten (10) days, he or she shall refer the matter to the Superintendent of Schools. The Superintendent of Schools shall have full authority on written notice to prohibit a person from being on the building and/or grounds for such period of time as the Superintendent of Schools may deem appropriate, specifically including a permanent prohibition of access to the property of the Vestal Central School District.
- d. Students, subject to expulsion or such lesser disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand, or warning in accordance with the provisions of Section 3214 of the State Education Law, are subject to disciplinary action in accordance with the due process requirements.
- e. Probationary teachers, guilty of misconduct and subject to dismissal or termination of employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure, are subject to disciplinary action.
- f. Tenured teachers, guilty of misconduct and subject to dismissal or termination of employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure in accordance with the provisions of Section 3020-a of the State Education Law, are subject to disciplinary action.
- g. Non-teaching employees in the classified service of the Civil Service, described in Section 75 of the civil Service Law, guilty of misconduct and subject to penalties prescribed in said section, are subject to disciplinary action.
- h. District employees other than ones described in subdivisions 4, 5, or 6, subject to dismissal, suspension without pay or censure as the facts may warrant, are subject to disciplinary action.
- i. All persons violating these rules may also be subject to penalties as provided in New York State Penal Law and other applicable laws.

3. Enforcement

The building principal or designee shall be responsible for enforcing the conduct required by this code.

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

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

SECTION XIV: DISSEMINATION AND REVIEW

A. Dissemination of the Code of Conduct

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year;
2. Making copies of the code available to all parents at the beginning of the school year;
3. Mailing a summary of the code of conduct in written plain language to all parents of district students before the beginning of the school year and making this summary available later upon request;
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption;
5. Providing all new employees with a copy of the current code of conduct when they are first hired;
6. Making copies of the code available for review by students, parents, and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Adopted 4/16/12
Amended 5/22/12
Amended 8/29/12
Amended 12/4/12
Amended 5/21/13
Amended 4/8/14
Amended 8/13/19
Amended 2020: 8/25/2020
Amended 2021: 8/24/2021
Amended 2022: 8/23/2022

Appendix 7

Communicable Disease/ Pandemic Plan – v2

Vestal School Safety Plan



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Vestal School District District-Wide Communicable Disease/Pandemic Plan School Safety Plan

Public Health Emergencies – Communicable Disease

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. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

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

Appendix A

District-wide School Safety Team Meeting Minutes and Attendance

Vestal Central School District
District-wide School Safety Team Meeting Attendance and Minutes
December 21, 2020

Required Attendance

Representatives	Name	Absent/Present
Director of Food Services	Bordeau, Mark	Absent
School Nurse, Secondary	Bowen, Ashley	Present
School Resource Officer	Cardarelli, Chris	Absent
Director of Special Services	Comerford III, Thomas E.	Present
Interim Director of Facilities & Operations	Gana, Jim	Absent
Asst. Superintendent for Finance, Operations and Personnel	Kasson, Clifford R.	Absent
BOCES, Health and Safety Specialist	Kavleski, Callie	Present
School Nurse, Primary	Maerz, Deb	Present
Elementary Building Administrator	Mastro, Therese A.	Present
Vestal Fire Department	McCartney, Tom	Present
Middle School Building Administrator	McKenna, Ashley D.	Present
BOCES, IT Project Coordinator	Myers, Tim	Present
Board of Education Member	Nistico, Dinno	Absent
Board of Education Alternate Member	Pierce, Christina	Absent
Parent/Teacher Representative	Ruhm, Rhonda I.	Absent
Secretary	Schaub, Michelle A.	Present
Supervisor of Transportation	Starr, Kenneth	Absent
School Resource Officer	Talbut, Conor M.	Absent
School Resource Officer	Tuetken, Michelle B.	Absent
Pupil Services Specialist	Wallach, Merryl E.	Present
High School Building Administrator	Young, Dawn	Present

Additional Attendance

Organization or School	Name	Title

Agenda

1. Communicable Disease/Pandemic Plan review
2. COVID-19 Testing
3. Fire Safety & Inspections
4. Round Table

Minutes

Tom McCartney stated that he runs the COVID testing site at Binghamton University. Right now, there is a 3.6% positive rate in the Southern Tier right now. This is the lowest positive rate in the state.

Tom said that as of 1/1/2021 there will be a new Vestal fire chief. Also, he said that the Town of Vestal has updated their plan regarding pandemic planning.

Tom C. mentioned that Cliff has a 5" binder full of contact tracing information.

COVID TESTING – Agenda item #1

Tom C. went over the 12/4/20 NYS memo. Governor Cuomo has said that school districts need to be more proactive regarding testing. Jeff, Cliff, Laura, and Tom have had discussions with the school doctors regarding if the district needs to start the 20% testing in the future.

We were in a yellow zone and at one point there was concern about bordering an orange/red zone and what might happen. Before 12/4, if a school was in a red/orange zone they would have to go remote, but this has been updated and now they would be able to stay open but would need to do random testing. If required to test, in a yellow zone it would be 20% (10% in week 1 and 10% in week 2; not all 20% in the first week). The 12/4 memo would keep NYS preK-12 open because it is critical to student success and parent stability.

Goes by geographical area (Southern Tier), not per school district or building. VCSD has approximately 3,500 students district wide.

Talking about having IT do an online consent for testing.

Callie said that with the new strain of COVID (more infectious), they may be looking at different testing methods. They aren't sure if the new vaccine will work on this or not. The vaccines they are starting will be given to health care workers and the elderly first and in Group 1B Tom said it mentions educators.

Per Tom M. the state plan document regarding vaccines is over 200 pages. The vaccines require two inoculations. Pfizer's second shot is 21 days after the original shot. Someone looked it up and said the Moderna shots the second shot is 28 days after the original shot (this one doesn't have to be kept as cold as the Pfizer one). They recommend if you are allergic to what is in the shot, don't take it. There had been five reactions in Italy but all five have resolved themselves. The ones in the U.S. have resolved themselves also.

According to Callie, right now Long Island is a hot spot.

Callie put some information together that Tom shared. Red/orange zones can now perform testing that meets criteria to remain open, they no longer have to go remote. Rapid testing kits can be requested from the NYS Department of Health at no cost. Test data needs to be uploaded to ECLRS (electronic clinical lab reporting system). Schools are required to provide appropriately trained staff to do testing. It takes about three hours to do the training. Orange zone has to have 20% testing and red zone has to have 30% testing. Red zones also are supposed to close all non-essential businesses.

Ashley Bowen asked if the nurses are going to be doing all the testing. Should they be doing the training now, before it is needed? Tom said that it is still being worked out.

Tom said that they are still discussing testing. Getting the supplies, who will be doing the testing and who will be getting tested.

Fire Inspections

Callie went over this and said that we used to have an outside person doing this but now BOCES has a third-party person that is doing it and Callie goes around with them. They have these every 11 months. Callie went over the list used for the inspection. She mentioned that if anything needs to get sprayed for fire safety, an outside agency needs to come in and do it, custodians can't do it anymore.

Callie said that the inspections should be finished up next week so they can be entered into the portal. Next year's inspections will start in October.

Safety Drills/Exercises

The drill/exercise spreadsheet gets sent to the principals and their information should be sent to Jim Gana. Callie discussed the number of drills and the breakdown on the fire safety inspection form. Callie said that the fire safety forms want 2019-20 drills listed too. For Spring 2020, just write COVID (we closed down March 18, 2020).

Therese Mastro said that VHE is doing drills by classroom this year instead of the school as a whole.

Callie said that she thinks fire drills may have changed as of December, but she will have to look into that further and let us know. Tom asked Callie to look over our drill spreadsheet and let him know if it needs to be changed/updated.

Pandemic Plan

Governor Cuomo signed a pandemic plan into place on Columbus Day.

Tom C. reviewed the Public Employer Health Emergency Plan template (provided by Emergency Preparedness Solutions [17 pages]). Tom noted that some things need to be updated already. Each of the unions need to be involved in the process. Have it finished for the unions to look at in early February and then it has to be provided to the six bargaining units. Need to complete prior to March.

Have to identify the means of notification and identify groups.

Provide vital services, services required by law, quality operations, mission from vestal, essential functions, essential positions (and justification), remote/in person, equipment needed, PPE needed.

Quarantine – 14 days; isolation – 10 days

Families First Coronavirus Response Act – will not be charged for time for testing, provide up to two weeks (80 hours) of paid sick leave at regular rate, provide up to two weeks (80 hours) of paid sick leave at 2/3 regular rate, up to 10 weeks of paid expanded family and medical leave at 2/3 pay.

Building Condition Survey – every five years a survey is done. One-page list.

No COVID information goes in either student files or personnel files.

APPENDIX B

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, 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. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

- (1) 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

- (1) 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.
- (2) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (3) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Broome and Tioga County Health Departments to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report* and submit to: Broome and Tioga County Health Departments.
 - Public Health Consultation and Immediate Reporting: Broome: 607-778-2804 (Mary Yourdon) or Tioga: 607-687-8637 (Heather Vroman)
 - *Coronavirus Hotline: 888-364-3065*
 - *Fax for Broome County: 607-778-2838 or Tioga County: 607-687-0248*
 - *Weekend/After-hours Consultation and Reporting: Broome County: 607-778-1911 or Tioga County: 607-972-5358*

- The Broome and Tioga County Health Departments will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Assistant Superintendent Clifford Kasson is the lead administrator (Thomas Comerford, III, is the secondary)** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- Union representatives from each bargaining unit and other key staff members will assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on **January 27, 2021** for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize handwashing 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

All District employees are considered to be essential and may work remotely based on Superintendent (or their designee) determination.

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

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

The worksheets have been completed by each department which includes examples: Central Administration, Facilities Services – including Custodial, Maintenance, Shipping/Receiving, Inter and Intra School Mail Service; Transportation, Food Service, Communications/Information Technology, Instructional Programs, Athletics, Special Education, and Security. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 31.**

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

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

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

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. Continuity of instruction will be considered in the event of significant increases in the numbers of health department mandated absences.

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

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

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 31.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Broome and/or Tioga County Health Departments, Police Departments, Offices of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at **Central Jr Administration** with the alternate at **Central Jr Board Room** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

○ List Name: Jeffrey Ahearn	Title: Superintendent	Number: 607-757-2241
○ List Name: Clifford Kasson	Title: Deputy Superintendent	Number: 607-757-2211
○ List Name: Heather Pufky	Title: Director Personnel & Admin Svc	Number: 607-757-2212
○ List Name: James Gana	Title: Director of Facilities	Number: 607-757-2232
○ List Name: Ken Starr	Title: Supervisor of Transportation	Number: 607-757-2353

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals are recommended to annually review both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the FEMA website. *We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.*

- The school district has designated a COVID-19 safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>High School</i>	Principal: Dawn Young Nurse: Aishia Mortenson/Rebecca Sefton	607-757-2281 607-757-2280
<i>Middle School</i>	Middle School Principal: Sarah Wiggins Nurse: Michelle Hroncich	607-757-2233 607-757-2334
<i>African Road Elementary School</i>	Principal: Meghan Stenta Nurse: Karen Carr	607-757-2311 607-757-2313
<i>Clayton Avenue Elementary School</i>	Principal: Bradley Bruce Nurse: Lynne Dutkowsky	607-757-2271 607-757-2274
<i>Glenwood Elementary School</i>	Principal: Hannah Elwyn Nurse: Heather Kirchheimer	607-757-2391 607-757-2293
<i>Tioga Hills Elementary School</i>	Principal: Hayley Crimmins Nurse: Jane Miller	607-757-2366 607-757-2268
<i>Vestal Hills Elementary School</i>	Principal: Catherine Willis Nurse: Deborah Maerz	607-757-2357 607-757-2256
<i>Central Jr. Administration</i>	Superintendent: Jeffrey Ahearn Deputy Superintendent: Clifford Kasson	607-757-2241 607-757-2211

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO) (Superintendent Jeffrey Ahearn or Regina Felice) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. School Messenger is the communication system available in the Vestal School district, where an email, text and phone call are sent to staff and parents. We have tested/exercised our communication systems on October 8, 2020.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district (Superintendent, Assistant Superintendent for Finance, Operations and Personnel, Director of Special Services, Director of Facilities, Transportation Supervisor and Executive Business Official). 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 cell phones, hand-held radios, e-mail, district automated phone notification system.
 - The Executive Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas
 - Recognizing the need for job cross-training in purchasing and payroll, Vestal School Staff and Broome Tioga BOCES Central Business Office work cooperatively to provide these essential functions during a pandemic.
 - We have also established the ability to maintain these essential functions off-site from remote locations as follows: Purchasing and payroll are overseen by the Vestal Schools Executive Business Official and Broome Tioga BOCES Central Business Office (CBO) Staff.
 - 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 form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.
 - Teachers will be provided spray bottle sanitizers for each classroom for doorknob and desktop disinfection only. It will be at the teacher's discretion whether they wish to use these or not. Desktops would be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided in September at Convocation at School Reopening September 2020, or at the time of hire if after September 2020. *At no time will products not approved by the school district be utilized.*
 - Personnel Department 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 Personnel. The Director of Special Services has provided cross-training of staff to ensure essential functions on human resources and personnel. Personnel will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Personnel Department will help to decide if schools need to be closed.
- Continuity of instruction will be considered in the event of significant increases in the numbers of health department mandated absences. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Use of Chromebooks, or personal electronic devices such as laptops and computers from home for lessons
 - On-line instruction; on-line resources,
 - Identify families without internet access and attempt to assist with finding products or internet access.

We have obtained input from curriculum staff in development of these strategies and have tested these methods on during monthly Leadership meetings and the Covid-19 pandemic – March 18, 2020 through 2021.

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

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Broome/Tioga Office of Emergency Services to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management. Central Administration Assistant Superintendent for Finance, Operations and Personnel is working with programs to determine the overall PPE needs of the School District. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

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

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

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 Broome and/or Tioga County Health Departments and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

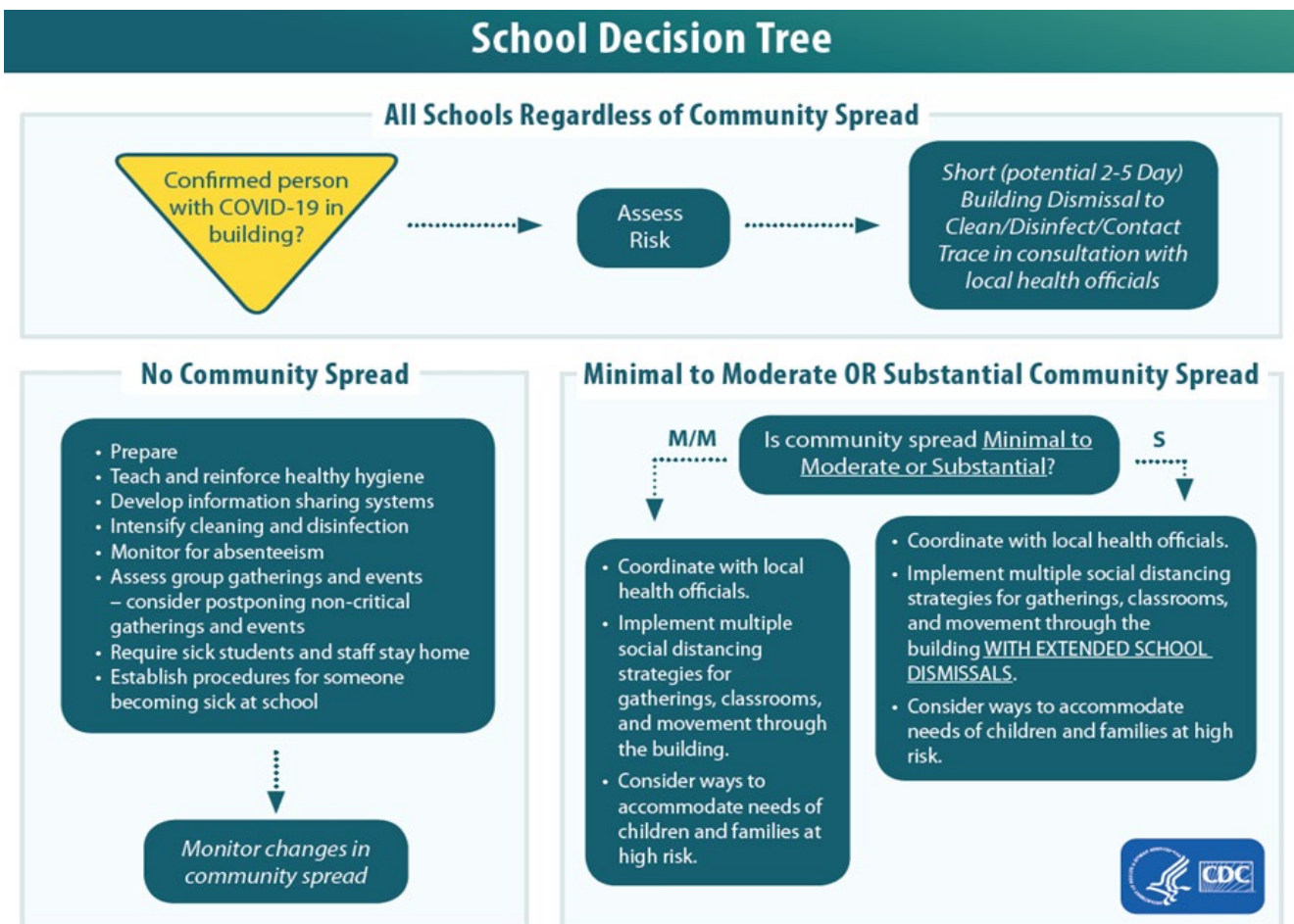
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The 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 Director of Special Services will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Director of Special Services 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 Executive Business Official or designee to implement different phases of the Plan as necessary.
- The Director of Special Services will meet with staff to review essential functions and responsibilities of back-up personnel. The Director of Special Services will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent (or designee) at Broome Tioga BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

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

Return to School After Illness:

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

- Once there is no fever, without the use of fever reducing medicines for 72 hours, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

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

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

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

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 Faculty, non-instructional staff and administrators will use the online Absence Management System Frontline (with the exception of food service) to document absences and other benefit days. Substitutes will be able to pick up assignments in Frontline.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

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

Medical Accommodations

- The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to the Director of Special Services.

New York State Contact Tracing Program

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

New York State has partnered with Bloomberg Philanthropies, 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 and make it safer to begin to return to normal again.

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

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

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

Your caller ID will say “NYS Contact Tracing” or Broome or Tioga County Health Department.

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms

- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- 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.
- 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. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 71.**

(7) Emergency Housing for Essential Employees

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

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 60)

Example of School District Contract Tracing Form (page 64)

Flowcharts for COVID-19 Decision Making (page 67)

Essential Employee Worksheets (page 71)

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.



Contract Tracing Form Vestal Central School District

1) Broome or Tioga County Department of Health Notification
OR
Lab Report Results Received

CONFIRMED

2) Confirmed COVID-19 Case

COVID-19 CASE

3) Building Principal/Supervisor Identifies Contacts with Confirmed Case
(Use Form on Reverse Side & Fax to Broome County Department of Health when all information is completed at 607-778-2838) or Tioga at 607-687-0248

4) Building Principal/Supervisor
Informs Executive Directors

5) Executive Director emails:
(Communications; Personnel;
Facilities; Health & Safety; District
Superintendent; Assistant
Superintendents)

6) Building Principal/Supervisor Calls Broome County Department of Health at
607-778-2804 or After Hours at 607-798-1911 or Tioga County Department of
Health at 607-687-8637 or After Hours at 607-972-5358 (if previous notification
was not received from them)

7) Building Principal/Supervisor/Designee Calls Contacts and Reads Script
(See Below):

*You are to quarantine for 10 days. The Broome/Tioga County Department of Health will be providing you with more information. In addition, you are directed to email so that our Human Resources Department can provide you with additional information. If you are at work now, please leave. After your quarantine period of 10 days, it is expected that you will return to work with a note from your doctor.
(Note: The lab confirmed case may return after 10 days of isolation from onset of symptoms or 10 days after the test result if asymptomatic)*

8) Building Principal/Supervisor Identifies Areas Occupied on Last Day the Employee was in the Building and the Previous 48 Hours.

9) Building Principal/Supervisor Notifies Head Custodian of Building or Areas in the Building Needing Cleaning/Disinfection.

NOTIFICATIONS INTERNAL

Principal



Assistant
Superintendents



District
Superintendent



Board of Education

Personnel



Affected Employees



Union Leaders

Superintendent



Communications



Staff
Parents

Superintendent
Notifies Affected
Broome County
School Districts

School Building _____
 Individual Completing Form _____

Today's Date _____
 Telephone Number _____

(Individuals identified with interactions less than 6' for 10 minutes or more or individuals beyond 6' but closer than 11' of the confirmed case for 45 minutes or more) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 1 day prior to symptoms. If no contacts, please write NO CONTACTS across the page)

[illegible][illegible]



State of New York
County of Broome Government Offices

Broome County Health Department

Jason T. Garnar, County Executive • Rebecca A. Kaufman, MS, Director of Public Health

Recommendations for Determining Exposure to a Confirmed COVID-19 Case in a School Setting

*It is expected that all individuals will be wearing masks, except for when eating or during mask breaks.

A) Classroom Setting with proper mask wearing

- a. Individuals with an identified interaction less than 6 feet for 10 minutes or more.
- b. Individuals beyond 6 feet but closer than 12 feet of the confirmed case for 45 minutes or more.

If knowledge about times and distances is unavailable, all individuals in the classroom with the confirmed case for 10 minutes or more, will be considered exposed and are quarantinable.

B) Non-Classroom Settings (Cafeteria, School Bus, Gymnasium etc.)

- a. Close contact determinations will be reviewed on a case-by-case basis.

If knowledge about times and distances is unavailable, all individuals in the cafeteria with the confirmed case for 10 minutes or more, will be considered exposed and are quarantinable.

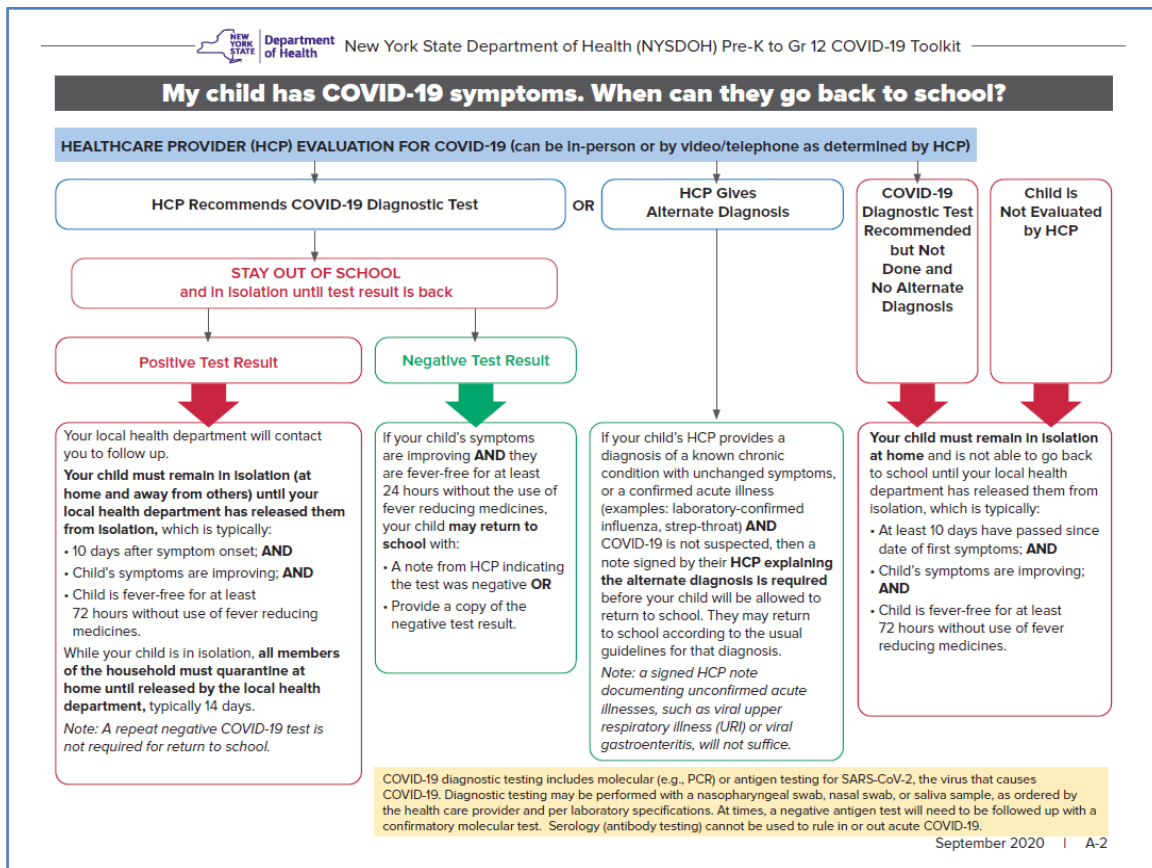
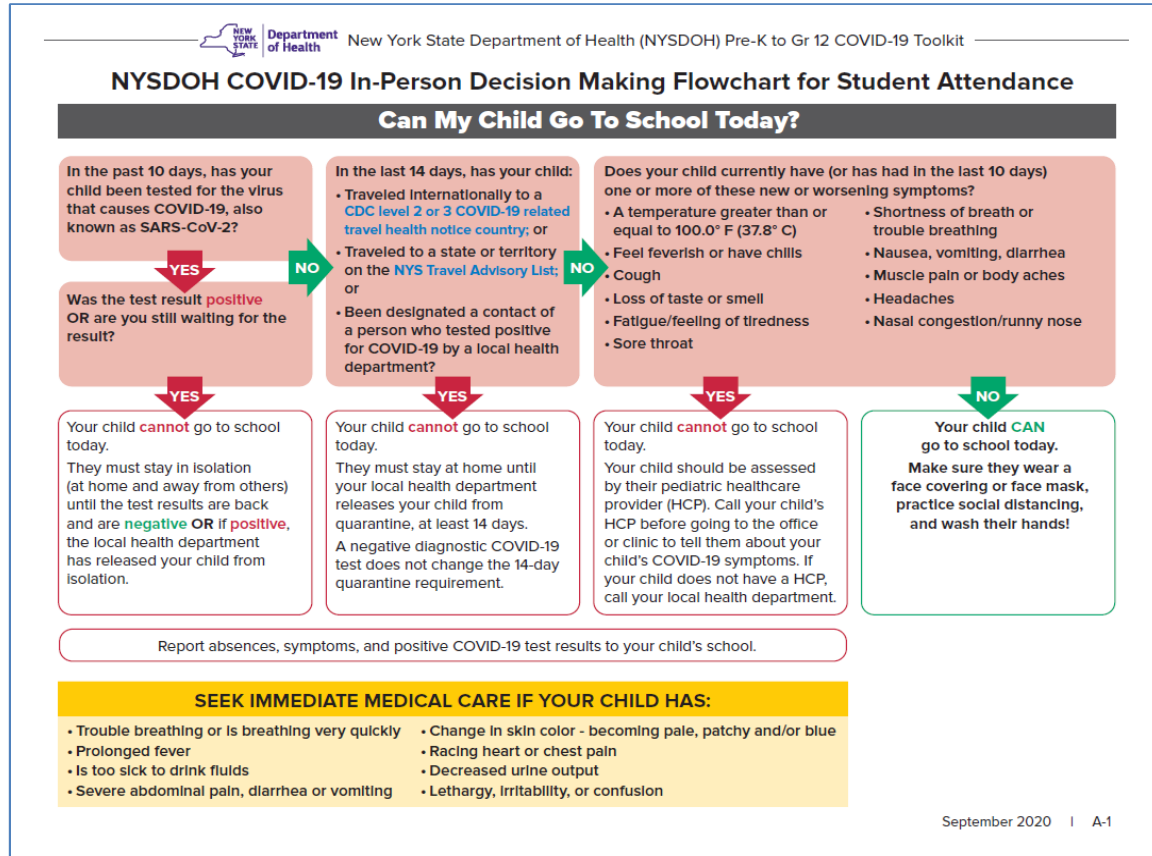
In the event of a demonstration of school transmission, Broome County Health Department may make the determination to quarantine close contacts by a classroom setting for a period of 45 minutes.

225 Front Street • Binghamton, New York 13905

Phone: (607) 778-3930 • Fax: (607) 778-2838 • www.gobroomecounty.com



Flowcharts for COVID-19 Decision Making





NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?

In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are you still waiting for the result?

YES

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative** OR if **positive**, the local health department has released you from isolation.

In the last 14 days, have you:

- Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or
- Traveled to a state or territory on the [NYS Travel Advisory List](#); or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

You **cannot** go to work at the school today.
If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement. School staff are not essential workers and **must** quarantine.

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

NO

You **cannot** go to work at the school today.
You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO

You **can** go to work at the school today!
Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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I have COVID-19 symptoms. When can I go back to work at the school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives Alternate Diagnosis

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

NOT Evaluated by HCP

STAY OUT OF SCHOOL
and in isolation until test result is back

Positive Test Result

Negative Test Result

Your local health department will contact you to follow up.

You **must remain in isolation (at home and away from others) until your local health department has released you from isolation**, which is typically:

- 10 days after symptom onset; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

While you are in isolation, **all members of the household must quarantine at home until released by the local health department**, typically 14 days.

Note: A repeat negative COVID-19 test is not required for return to school.

If your symptoms are improving **AND** you are fever-free for at least 24 hours without the use of fever reducing medicines, you **may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

If your HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by your HCP **explaining the alternate diagnosis is required** before you will be allowed to return to school. You may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

You **must remain in isolation at home** and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

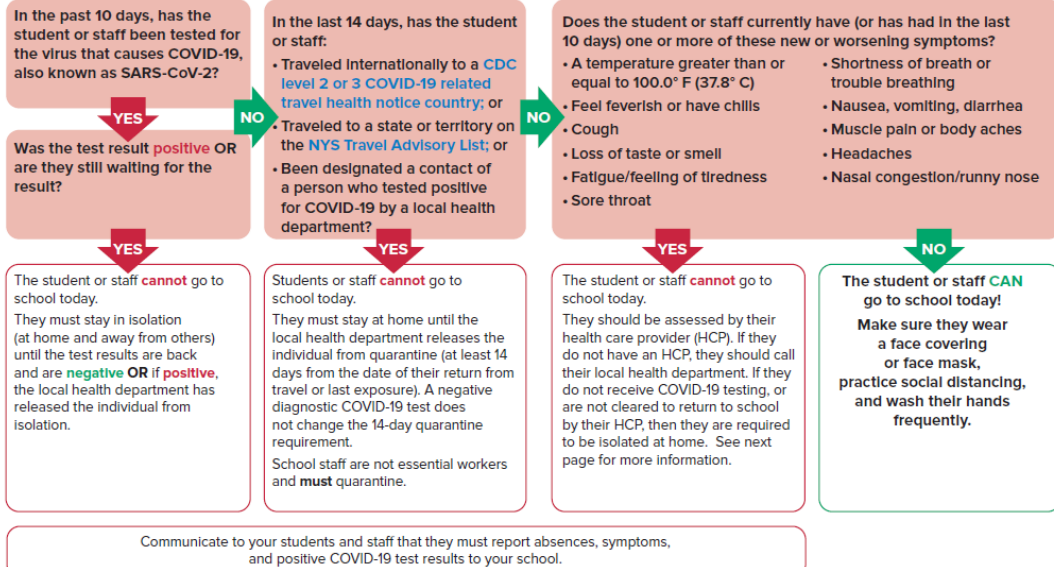
Note: You may not qualify for Paid Sick Leave benefits due to COVID-19 without a confirmed COVID-19 diagnosis.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff

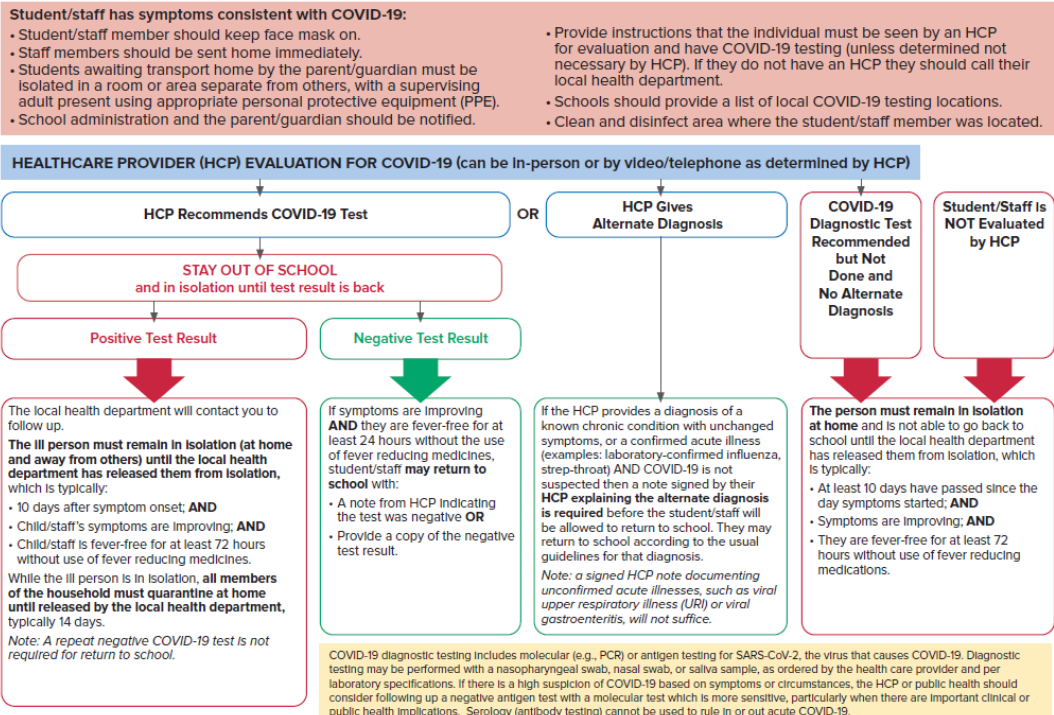


CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, Irritability, or confusion

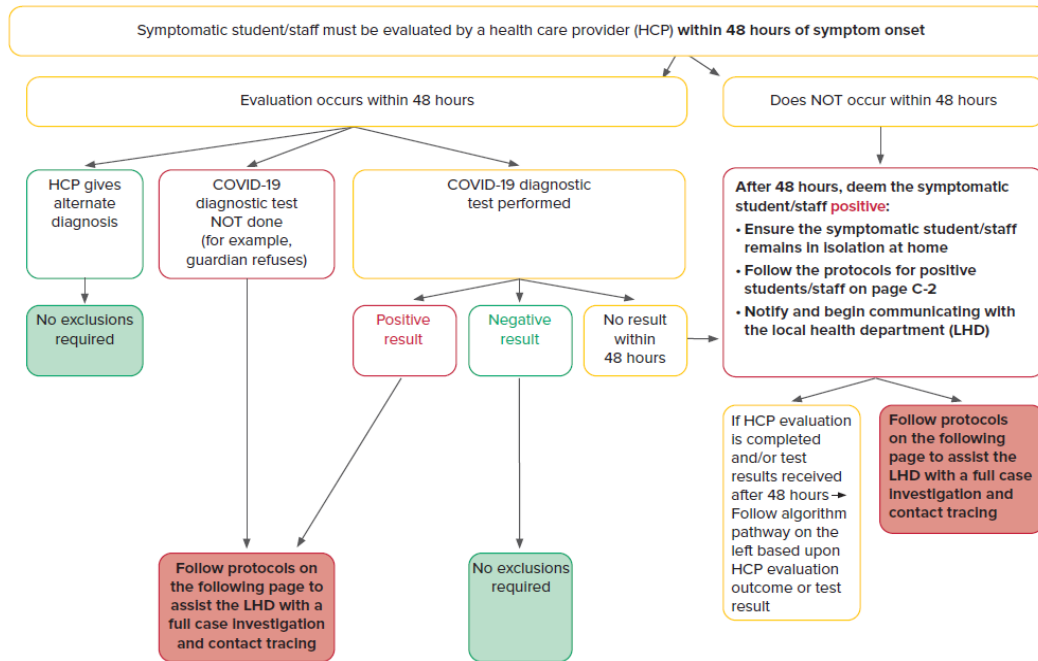
September 2020 | C-1

COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms



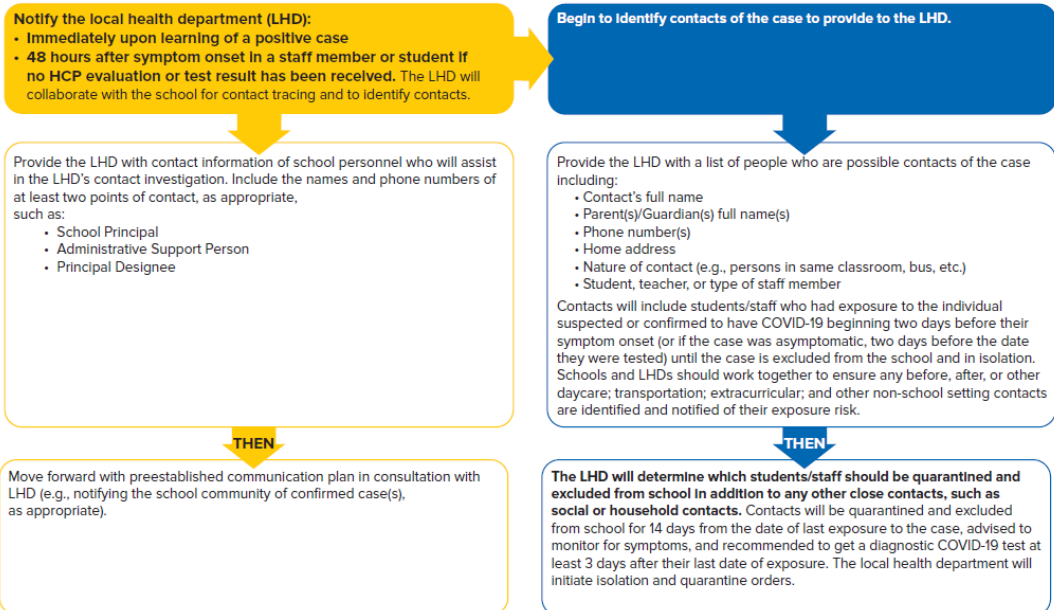
September 2020 | C-2

COVID-19 exclusion protocol for contacts of symptomatic students and staff



September 2020 | C-3

COVID-19 School and Local Health Department Coordination for Contact Tracing



When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.
The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

September 2020 | C-4

Essential Employee Worksheets – Central Administration

All District employees are considered to be essential and may work remotely based on Superintendent (or their designee) determination.

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

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2. **Description** – brief description of job function.
3. **Justification** – brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

(Central Administration) Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	Leadership for District	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Assistant Superintendent for Finance, Operations & Personnel	Leadership for District	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Assistant Superintendent for Instruction	Leadership for District	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
School Business Executive	Payroll, Purchasing, Support for Administration, Leadership back up	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Director of Special Services	Human Resources, Employment, Personnel, Grants, Funding, Leadership back up	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Director of Facilities	Leadership for Facilities Department	Oversight for facilities, cleaning/disinfection, plan operations, etc.	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Assistant Director of Facilities	Leadership for Facilities Department	Oversight for facilities, cleaning/disinfection, plan operations, etc.	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Director of Special Education	Leadership to Coordinate and Supervise the effective delivery of special education services	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Assistant Director of Special Education	Leadership to Coordinate and Supervise the effective delivery of special education services	Need access to IT platforms only available through VCS secure network	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Supervisor	Leadership and oversight for transportation issues	Movement of students to school & home Transportation of meals as required for NYS Schools and school materials	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
School Bus Route Coordinator	Scheduling and Timing of bus routes and drivers	Establishing bus routes and preparing time schedules for buses, prepares transportation records	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Head Bus Driver	Transportation of students, meals and instructional materials as needed	Movement of students to school & home Transportation of meals as required for NYS Schools and school materials, prepares payroll records for drivers	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
BOCES Food Coordinator – seated at Vestal	Provide Leadership and assistance to school lunch programs	Meals are required by NYS	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Athletic Director	Leadership and oversight for athletics practice and games and workouts	Provide guidance and supervision of all activities involving students and staff	Days/Evenings	Will follow VCS District sign in and reporting protocols for each building
School Physicians	Advisor, consultant, and medical director	Provide guidance and oversight of health services for our students and staff as warranted	Days/Evenings (depending upon tasks)	Will follow VCS District sign in and reporting protocols for each building
Secretaries	Support Service for various administrators	Need access to IT platforms only available through VCS secure network	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Essential Employee Worksheets – Facilities

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

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Secretary	Support for Director of Facilities for purchasing, contracts, payroll, input to data bases	Need access to IT platforms only available through VCS secure network	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Head Custodian (each building)	Essential Cleaning/ Disinfection procedures, maintain plant operations including snow removal	Coordination of Cleaning/ Disinfection procedures at building level	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Custodial	Essential Cleaning/ Disinfection procedures, maintain plant operations including snow removal	Essential Cleaning/ Disinfection procedures, maintain plant operations	Days or Evenings depending upon tasks	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Maintenance Staff	Essential maintenance of HVAC, Lighting, Security, Carbon Monoxide, & Fire Safety Systems, elevators, plumbing, electrical, snow removal,	Essential maintenance of HVAC, Lighting, Security Systems	Days – may require early mornings or late evenings depending upon weather issues	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Shipping and Receiving	Delivery of mail and essential packages for repairs, school information (exams), various school forms & notifications, etc.	Essential receiving and transmission of goods and mails via USPS and other delivery carriers to various buildings	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Essential Employee Worksheets – Information Technology

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5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Network Engineer (Centralized)	Access to Network Operations Center for routine maintenance and troubleshooting our IT systems (fiber Infrastructure, UPS, Back-up generator, Cooling systems, etc.)	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow BT-BOCES sign-in and reporting protocols for each building for work and off-site visits as necessary
Network Specialist (Centralized)	Access to Network Operations Center for routine maintenance and troubleshooting our IT systems (fiber Infrastructure, UPS, Back-up generator, Cooling systems, etc.)	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow BT-BOCES sign-in and reporting protocols for each building for work and off-site visits as necessary
IT Project Coordinator/Associate Coordinator	Coordinate on-site work of 3 rd party vendors and other IT projects that require on-site support.	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Administrator for Managed Technology	Provide personnel support and communication to district administrators related to emergency	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Manager of Technical Support Services	Provide personnel support and access to various systems for emergency and routine maintenance purposes.	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Manager of Customer Services	Provide personnel support and communication to district administrators related to emergency and routine maintenance issues.	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
PC/LAN Tech and Software Support Specialist	Provide on-site IT user, device and application support for essential employees across the organization.	Essential to maintain critical IT Systems and provide support.	8 a.m. - 4:18 p.m.	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Essential Employee Worksheets – Instructional

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Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Principals	Provide Guidance and Leadership as needed when providing in-person teaching	Provide Guidance and Leadership as needed	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Assistant Principals	Provide Guidance and Leadership as needed when providing in-person teaching	Provide Guidance and Leadership as needed	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Teachers	Perform in person teaching for students	Teaching as required by NYS	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Paraprofessionals / Monitors	Perform various tasks as needed for instructional support and other areas such as food service support, screening support, assistance in isolation rooms, playground oversight, etc.	Provide various in-person tasks as needed	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
School Nurse	Protects and promotes student health, facilitates optimal development, and advances academic success	Provide various health related tasks to support our students and staff	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
School Psychologist	Uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach	Consult and assess students in order to help students reach their educational potential	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
School Counselor	Works in primary (elementary and middle) schools and/or secondary schools to provide academic, career, college access/affordability/admission, and social-emotional competencies to all students through a school counseling program	Access students social emotional needs to further their educational and post-secondary goals	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Director of Instruction	Responsible for any and all components of an educational program	Support and provide leadership to foster the districts instructional goals	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Substitute Teacher	Teaches a school class when the regular teacher is unavailable	Teaching as required by NYS	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Therapists (OT/PT/Speech)	Therapies to address developmental delays in fine motor, gross motor, or speech delays	Address students developmental delays in other to foster further educational growth	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Essential Employee Worksheets - Transportation

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5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Bus Drivers	Transportation of students, meals and instructional materials as needed	Movement of students to school & home Transportation of meals as required for NYS Schools and school materials	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Bus Attendants	Monitoring of students on bus, assistance with meal disbursement, etc.	Monitoring of students on bus, assistance with meal disbursement, etc.	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Head Bus Mechanic	Repair of busses and vehicles to maintain service, repair of other items as needed	Repair of busses and vehicles to maintain transportation of students, meals, etc., Repair of other vehicles and items as needed	Days and possibly Evenings, early mornings for staggered shifts	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Bus Mechanics	Repair of busses and vehicles to maintain service, repair of other items as needed	Repair of busses and vehicles to maintain transportation of students, meals, etc., Repair of other vehicles and items as needed	Days and possibly Evenings, early mornings for staggered shifts	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Secretaries	Support Service	Need access to IT platforms only available through VCS secure network	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

Essential Employee Worksheets – Food Service

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5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Director	Leadership and oversight of workers	Provide direction from Administration	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
Food Service Worker	Prepare NYS approved meals for students	Meals are required by NYS	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary
BOCES Food Service Coordinator	Provide Leadership and assistance to school lunch programs	Meals are required by NYS	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary


Essential Employee Worksheets – Athletics

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5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Coaches (including Assistant Coaches)	Perform in person practices and workouts as scheduled.	Student supervision and teaching as required by NYS	Days/Evening	Will follow VCS District sign in and reporting protocols for each building
Athletic Trainer	Lead in screening and sign in protocol for all staff and students	Following all screening protocols and supervising the process.	Days/Evening	Will follow VCS District sign in and reporting protocols for each building
Strength and Conditioning Coach	Lead in screening and sign in protocol for all staff and students	Following all screening protocols and supervising the process.	Days/Evening	Will follow VCS District sign in and reporting protocols for each building
Secretaries	Support Service	Need access to IT platforms only available through VCS secure network	Days	Will follow VCS District sign-in and reporting protocols for each building for work and off-site visits as necessary

<u>SHELTER-IN-PLACE</u> USE: Used to shelter students and staff inside specific locations in the building (gymnasium, auditorium, etc.)	<u>HOLD-IN-PLACE</u> <small>(previously 3R)</small> USE: Whenever there is a situation that necessitates keeping students in class and being able to account for their whereabouts (medical emergency for a student/staff member, animals in building, etc.)	<u>EVACUATION</u> USE: Used to evacuate everyone from the building.	<u>LOCKOUT</u> USE: Used to secure the building from outside danger. Animal on grounds, police search, expectation of angry/violent visitor, etc.	<u>LOCKDOWN</u> USE: Whenever there is a real possibility of danger on or around school property (unauthorized intruder, possible hostage situation, violent person with a weapon, etc.)
<ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Check hallways, students in the halls should return to closest classroom. • Take attendance. • If instructed to do so, move out of the classroom to your predetermined or announced location. • Await further instruction. <p>In response to bad weather, sheltering at a lower level interior wall and/or a corridor without glass is best. Instruct students to sit as illustrated below, facing an interior wall.</p> 	<ul style="list-style-type: none"> • Move quickly, anyone visible in hallway should be brought to the nearest classroom. • Close and lock the door. • Take attendance. • Continue teaching as normal, no students are allowed out of the classroom. • Listen for "Hold-in-Place is complete" announcement. 	<ul style="list-style-type: none"> • Notification that an evacuation will occur. Notification will be made via the PA system or room by room communication. • Take class roster with you. • Evacuate the building quickly and in an orderly fashion using regular fire drill evacuation procedures. Take attendance. • Once the building is clear, staff and students may be notified to move to an evacuation site. • When the evacuation site is reached, take attendance again. • Remain at evacuation site and await instructions. 	<ul style="list-style-type: none"> • Lockout announced. • All outdoor activities shall cease and be immediately moved indoors (i.e., playground). • As soon as all students/staff are in the building all exterior doors and ground level windows shall be locked. • Normal activity will continue within the building. • Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made. • Report any suspicious activity observed either indoors or outdoors to the main office. • Remain until instructed. 	<ul style="list-style-type: none"> • Lockdown announced. Move quickly, anyone visible in hallway should be brought to a classroom. Students in bathrooms are to move to closest available classroom or office. • Close and lock your door. • Move all students to the wall closest to the hallway, out of sight of the door and sit on the floor. • If safe to do so, turn off lights but leave blinds as they are. • Keep everyone in the room quiet, silence all cell phones. • Take attendance. • Do not communicate through the door or respond to fire alarm or PA announcements. • Stay hidden and silent until released by law enforcement personnel.

Appendix 8. Cybersecurity Incident Response Plan

PURPOSE

The Vestal Central School District, a trusted public education provider to K-12 students. Vestal Central School District stores information related to students, staff, and internal business operations, as well as manages and maintains technical infrastructure required to house and maintain this information. Additionally, Vestal Central School District contracts with the South Central Regional Information Center (SCRIC), and vendors of digital services and products to manage and maintain this data and infrastructure.

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

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

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

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

INCIDENT RESPONSE TEAM

Position	Name
Incident Response Manager	Clifford Kasson, Deputy Superintendent
Technical Contact	TBD, Administrator for Managed Technology Services
	Travis Robinson, IT Associate Project Coordinator
Legal Counsel	Wendy DeWind, Attorney for School
Communications	Regina Felice
	Michelle Lewis

INCIDENT MANAGEMENT PRINCIPLES CONFIDENTIALITY

Investigation

During a Cyber Security Incident investigation, the Incident Response Manager (IRM) or members of the Team will be gathering information from multiple computer systems and/or conducting interviews with key personnel based on the scope of the incident in question. All information gathered or discovered during a Cyber Security Incident will be strictly confidential throughout the investigative process. Members of the Cyber Security Incident Response Team are trained in information security and data privacy best practices. At the conclusion of the investigative process, the IRM will brief District Administration on the relevant details of the incident and the investigation.

Affected Stakeholders

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

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

APPENDIX 9

Emergency Remote Instruction Plan

Beginning with the 2023-2024 school year, all public schools must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools, BOCES and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

The Vestal Central School District carefully monitors the number of school days and the total number of yearly instructional hours required to meet New York State regulations concerning attendance. Consequently, teachers, students, and families must be prepared to pivot to remote learning in the event of school cancellation.

Additionally Vestal Central School District provides 1:1 access to devices for all Kindergarten through Grade 12 students (either an i-pad or a Chrome book) and hot spots for any family with internet access issues.

Minimum Instruction Expectations for a Full-School Pivot to Remote Learning

In the event of a pivot to remote learning, teachers would instruct from home. Instructional expectations for remote learning vary slightly based on the teacher's role. Teachers should review the instructional expectations for each type of teacher and if they have questions about these expectations, then please contact the building or district administrator for clarification.

Expectations for Technology Use

Please review the minimum expectations for technology use. Make sure that as a teacher you are prepared to comply with all requirements and make sure that your support teachers (if applicable), your students, and their parents:

- ☐ Are aware of how to access and navigate the appropriate digital learning management system (i.e. Seesaw or Google Classroom).
- ☐ Know how to use video conferencing software (i.e. Zoom or Google Meet) for lessons.
- ☐ Know how you will communicate with them (e.g. Remind, email, Seesaw, Google Classroom, etc.) and how they can communicate back to you.
- ☐ Will have access to the devices and/or other materials that might be needed for remote learning.

Regarding this last point, we understand that not all students take their school-issued devices home on a nightly basis, particularly at the primary level. That is fine. The district will try to give you advance warning whenever possible. If it appears that bad weather is coming, an administrator will tell you when to send these devices home with students. Please be sure to send a charger with the device.

Communication with Parents/Guardians

The district communicates this information with parents. Teachers should also make sure that your students and their parents/guardians are aware of the technology systems you will use to communicate with them and delivery messages.

Annually by June 30th

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the required portal each year by June 30th beginning with school year 2023-2024.

Vestal Central School District Building Level Emergency Plan Synopsis 2023-2024

The Vestal School District Building Level Emergency Response Plans (ERPs) use the emergency plan format proscribed by New York State. The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning (2015) aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of ERP supports two key practices being adopted in New York State. First, the ERP provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The ERP standardizes language and provides a structured framework. Individualized policies and procedures have been developed locally based on each building's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The Emergency Response Plan provides for the development of annexes to meet each building's unique circumstances.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, buildings use standardized definitions and suggested best practice of the following Functional Annexes:

- Shelter-In-Place
- Hold-in-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State.

Actions and best practices are outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. Appropriate floor plans for each building and current information about building response team members, staff with special needs and any other information critical to each building are provided. Appropriate staff are identified and trained to fill specific roles related to incident command and appropriate response teams. Appropriate training and drilling is required to ensure that all district personnel, and building personnel understand the plan and their roles and responsibilities.

A Cybersecurity Response Plan has been added to all Building Level Emergency Response Plans as required. The Vestal District has worked with their information technology team and data coordinator to outline the necessary actions to take before, during, and after a cybersecurity incident. The Vestal District, to protect networks and systems before an incident, has considered

an overall preparedness program that includes, policies and programs for responsible use, storage of secure data, firewalls, and network monitoring. Members of the school community need to know to whom they should report a cybersecurity incident. Immediate actions may include various responses including but not limited to: disconnecting impacted devices from the network, taking the network offline, powering down devices, notifying appropriate information security staff. Once the incident has been contained, the team will need to identify what technology was impacted, what people were impacted, what caused the incident, and how to prevent future incidents from occurring. Additional actions may include additional agencies to contact such as: the Cyber Security and Infrastructure Security Agency (CISA), your local Federal Bureau of Investigation (FBI) field office, the FBI Internet Crime Complaint Center, or your local U.S. Secret Service Office.