

Oxford Academy and Central School



District Safety Plan 2024-2025

(rev. 9/2023, 6/2024)

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**OXFORD ACADEMY AND CENTRAL SCHOOL
DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools Against Violence in Education)**

Commissioner’s Regulation 155.17

INTRODUCTION

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

The Oxford Academy and Central School District, hereinafter referred to as “Oxford Academy”, supports the SAVE Legislation. The School District Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

This Oxford Academy District Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. Upon the recommendation of the School District Superintendent, the Board of Education appointed a District Safety Team and charged it with the development and maintenance of the District Safety Plan.

B. Identification of School Teams

Oxford Academy has created a District Safety Committee including the following positions:

Superintendent	Primary School Principal
School Business Manager	Middle School Principal
Secretary to the Superintendent	High School Principal
Head Bus Driver	Director of Facilities I
Computer Technician	DCMO BOCES Health & Safety Rep
New York State Trooper	Oxford Village Officer
Communications Personnel	Director of Technology

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

C. Plan Review and Public Comment

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

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of Sites of Potential Emergency

The District has established the identification of potential sites and the internal and/or external hazards that may be present in them. These are developed in coordination with the Chenango County Emergency Management Office, the Oxford Fire Department and law enforcement agencies (Chenango County Sheriff, Village of Oxford Police Chief and New York State Police).

Appendix 5 lists Oxford Academy sites and the potential emergencies at and around each site.

B. Actions in Response to an Emergency

Multi-Hazard Response

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

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosion/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Medical Emergencies	Fire
Structural Damage	Building System Failure
Others as determined by the Building-level Safety Team	

As an example of response protocols, response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 7.

C. District Resources and Personnel Available for use During an Emergency

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

Specific personnel and resources are identified in Appendix 9 of this document, as well as in the Building-level Safety Plans.

D. Procedures to Coordinate the use of School District Resources During Emergencies

Oxford Academy uses the Incident Command System model for emergency actions. For district-wide and building-level emergencies the Incident Commander will be the superintendent or a building principal. The superintendent or delegate is responsible for communication between staff, law enforcement and first responders and ensuring staff understanding of the district-level safety plan. The superintendent is also responsible, with the Crisis Planning Coordinator, for completion and yearly updating of district safety plan.

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

staff are identified in the Building Safety Plans. The Incident Command model as adopted by Oxford Academy is shown in Appendix 9 of this document.

E. Annual Multi-hazard School Training for Staff and Students

Oxford Academy will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the District Safety Plan Coordinator and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills or other appropriate actions to increase the awareness and preparedness of staff and students. District should certify that all staff has undergone annual training on the ERP. Staff training should include components on violence prevention and mental health and be conducted in conjunction with existing professional development & training. New hires after the start of the year must receive in 30 days. And subs will be provided sub folders from teachers with all the relevant safety information and procedures. Appendix 4 will include specific training modules at the various Oxford Academy sites.

Building-level training will be coordinated by the Building-level Safety Teams.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans may be revised as a result of these drills. At the conclusion of any drills or exercises, an evaluation of the activity will be held. The evaluation team will consist of representatives of all agencies involved in the activity, as well as school personnel. Results of this evaluation exercise will form the basis for revision of emergency procedures and protocols in this Plan as well as the Building-level Safety Plans.

F. Hall Monitors and Other School Safety Personnel

The district has staff members function as hall monitors, cafeteria monitors and playground monitors as a part of their daily duties. These staff members are trained by the Building Principal to identify potentially threatening situations early in their evolution and deal with the students in a most appropriate manner in addition to taking part in general staff training as outlined in this Plan.

G. Implementation of School Security

The following building security measures are taken at Oxford Academy;

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in.
- Visitors are required to display visitor passes at all times within the buildings.
- Staff are trained to challenge suspicious persons encountered in buildings.
- Building entrance security is maintained throughout the day, and staff is charged with checking these entrances throughout the day to insure that they are secured at all times.
- The services of canines to randomly search for drugs and/or weapons is available as needed, and is provided upon request through the New York State Police.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and Procedures for Responding to Implied or Direct Threats of Violence or Acts of Violence by Students, Teachers, Other School Personnel and Visitors to the School

Oxford Academy has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document and further detailed in the Oxford Academy Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero tolerance policy toward acts of school violence and decided that such a policy was not appropriate at this time. The district has adopted the strategies presented in the School Threat Assessment study as performed by the United States Secret Service and presented at seminars given by the DCMO BOCES and New York State Police in Threat Analysis. It is the feeling of the district that ALL threats are to initially be treated equally, be they implied or direct, using this protocol. The basic philosophy of Threat Assessment as embraced at Oxford Academy is outlined in Appendix 10 of this document.

B. Response Protocols

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

<ul style="list-style-type: none">• Identification of decision makers	<ul style="list-style-type: none">• Procedures to notify parents
<ul style="list-style-type: none">• Plans to safeguard students and staff	<ul style="list-style-type: none">• Procedures to notify media
<ul style="list-style-type: none">• Procedures for transportation, if necessary	<ul style="list-style-type: none">• Debriefing procedures

C. Policies and Procedures for Contacting Appropriate Law Enforcement Officials in the Event of a Violent Incident

Oxford Academy recognizes the importance of emergency response agencies (law enforcement, fire departments, emergency medical and/or emergency management) involvement as quickly as possible at the outset of violent incidents. Staff members are encouraged to make contact with emergency responders as early as possible during the development of an emergency incident. Additionally, emergency response agencies may also be contacted at the direction of the Incident Commander in line with the Building-level Safety Plan, and, as per Chenango County response protocol, will be dispatched based upon the "closest car" concept to ensure that the response to the incident is as timely as possible. All emergency response agencies in Chenango County are contacted by dialing 911. The Chenango County Sheriff's Office maintains and staffs a central dispatch center in the County seat (Norwich, NY) in which all 911 calls within the county are routed.

D. Policies and Procedures to Contact Parents, Guardians or Persons in Parental Relation to the Students in the Event of a Violent Incident or an Early Dismissal

Oxford Academy will contact appropriate districts, parents, guardians or persons in parental relation to the students via telephone contact, media release, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-level Safety Plans. Notification will be made via the most appropriate method and could include media release, usage of a telephone tree, and email or letter home with students. The District also may make use of our automated phone messaging system. The Incident Command Team will determine the most appropriate method of notification of parents to utilize based upon the incident.

E. Protective Action Options

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

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining Assistance During Emergencies from Emergency Services Organizations and Local Government Agencies

During emergencies, local government agencies, including emergency medical, fire and emergency management services, are obtained via the local emergency management office or through the local emergency communication center. Both public agencies are contacted by dialing “911”. The Chenango County Sheriff’s Office maintains and staffs a central dispatch center in the County seat (Norwich, NY) in which all 911 calls within the county are routed. The Incident Commander will authorize the procurement of these agencies.

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

The District is cognizant of the importance of involving local governmental officials in the planning for incident response. It is our intent to involve all appropriate agencies in this process. The following is a listing of the local emergency response agencies covering the Oxford Academy and Central School District facilities, and the types of incidents for which they can provide assistance and advice: Village of Oxford PD, State Troopers from Troop C, Chenango Co. Sheriff, Oxford Volunteer Fire Department, Chenango Co. Behavioral Health. Contact for advice and assistance prior to emergency incidents will be made through the Superintendent of Schools or his/her designee at the recommendation of the District or Building Safety Teams. The Incident Commander will contact the Chenango County Emergency Services Office or the Village of Oxford Mayor in accordance with Article 2-B of the Executive Law- Disaster Preparedness for advice and assistance as required during an emergency.

C. A System for Informing All Educational Agencies Within a School District of a Disaster

Oxford Academy will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone. Appendix 8 lists names and contact numbers of educational agencies within the Oxford Academy and Central School District, and also a listing of educational agencies where significant numbers of Oxford students are given instruction during the course of a school year.

D. Maintain Certain Information about each Educational Agency Located in the School District

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

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

Appendix 1 includes information as noted above.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and Procedures for the Dissemination of Informative Materials

Oxford Academy is committed to the use of the interpersonal violence prevention education package for grades pre-kindergarten through twelve, when available and where applicable. In the past, bullying prevention pamphlets have been distributed to Middle School students, and High School Health Studies students have received information on gang related behavior and threat mitigation procedures.

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

In 2012, the District underwent an external audit of current violence prevention programs, policies, and procedures. Based on the findings of the external audit, the Board of Education amended policies and procedures to bring them in line with recommended best practices.

B. Prevention and Intervention Strategies

Oxford Academy continues to develop and investigate various strategies regarding violence prevention and intervention as addressed in the Professional Development Plan. Such strategies include annual training in violence prevention, intervention and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members and other topics as may be defined during the year. The Oxford Academy and Central School District Board of Education also adopted an anti-bullying

policy in August 2012 and is in complete compliance with the Dignity for All Students Act of 2012.

C. Strategies for Improving Communication among Students, Between Students and Staff and Reporting of Potentially Violent Incidents

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

- Non-violent conflict resolution training programs (Grades 5-12)
- Peer mediation and youth courts (being explored)
- Creating a forum or designating a mentor for students concerned with bullying or violence (Grades 5-8)
- Creation of a mentor program (Grades 10-12)
- Youth run programs (Grades 5-12)
- Establishing anonymous reporting mechanisms for school violence (Grades preK-12)
- Others based on identified need

SECTION VI - RECOVERY

A. District Support for Buildings

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

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

B. Disaster Mental Health Services

The Oxford Academy and Central School District understands how an emergency can have a major effect on the well-being of students, staff and the community at large. The district will coordinate resources with Chenango County Mental Health Services and the Post-incident Crisis Response Team to help mitigate this impact.

APPENDICES

Appendix 1:

BUILDING AND POPULATION DATA SCHOOL BUILDINGS COVERED BY THE DISTRICT-WIDE SCHOOL SAFETY PLAN WITH ADDRESSES OF BUILDINGS, AND CONTACT NAMES AND TELEPHONES NUMBERS FOR BUILDING STAFF

Primary/High School Campus

Building Name	Address	Contact Name	Telephone Number
Primary School / High School	S. Washington Ave Oxford, NY 13830	Michelle Hardler Jonathan Cooley	(607) 843-2025, ext 3301 (607) 843-2025, ext 1128

Middle School/District Office Campus

Building Name	Address	Contact Name	Telephone Number
Middle School	Fort Hill Park Oxford, NY 13830	Greg Lehr Principal	(607) 843-7185, ext. 2522
District Office	Fort Hill Park Oxford, NY 13830	Nicholas A. Colosi Superintendent	(607) 843-7185, ext. 4041
Bus Garage	Fort Hill Park Oxford, NY 13830	Dan Dewey Head Bus Driver	(607) 843-7196, ext. 2515

Population Statistics

Campus	Number of Staff	Number of Students
Primary School/High School (Includes Bus Garage)	109	473
Middle School	36	219

Transportation needs:

The district maintains a fleet of 20 vehicles DOT approved for student transportation, providing capacity for 945 passengers. The fleet composition is broken down as follows:

12	65 Passenger	#1-12	780
2	30 Passenger (TV)	#69, #70	60
1	24 Passenger w/wc	#66	24
2	30 passenger (IC)	#63, #64	60
3	7 Passenger	#65, #67, #68	21
	Totals	20	945

The Oxford Academy and Central School has adequate capacity to effectively transport 140% of its current population.

Appendix 2:
POLICIES DEALING WITH VIOLENCE
ON SCHOOL PROPERTY

Oxford Academy & Central School

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Subject: Code of Conduct

I. Introduction

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

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

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

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

II. Definitions

For purposes of this code, the following definitions apply.

"Disruptive student" means 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 or interferes with a bus driver's ability to safely operate a school bus.

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

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

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus (Education Law §11[1]).

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

“School function” means any school-sponsored extra-curricular event or activity (Education Law §11[2]).

“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. Knowingly and intentionally damages or destroys school district property.

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

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

“Harassment” means the creation of a hostile environment by conduct, with or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their

physical safety; the harassing behavior may be based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (identity or expression) (Education Law §11[7]).

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

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

“Hazing” is a form of harassment, which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

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

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

III. Dignity Act Coordinators

At least one employee (building principal) in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of this subdivision and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

1. The designation of each Dignity Act Coordinator shall be approved by the Oxford Academy and Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a. Listing such information in the Code of Conduct and updates posted on the Internet web site of the Oxford Academy and Central School District.

- b. Including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(I)(2)(iii)(b)(3);
 - c. Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter;
 - d. Posting such information in highly-visible areas of school buildings; and
 - e. Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates their position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of their position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to their duties as Coordinator.

IV. Dignity for All Training

Commencing in the 2012-13 school year and continuing in each school year thereafter, the following Dignity for All school employee training program regulations are to be implemented in effort to promote a positive school environment that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function.

- 1. Training is to be conducted for all instructional and non-instructional employees of the Oxford Academy and Central School District.
- 2. Training is to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students by students or school employees on school property or at school functions; including but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
- 3. Training is to raise awareness and sensitivity to potential acts of discrimination and harassment through cyberbullying/texting.
- 4. Training is to enable employees to prevent and respond to incidents of discrimination and harassment.
- 5. Training is to include guidelines relating to the development of nondiscriminatory instructional and counseling methods.
- 6. Training is to be conducted as needed and may be implemented and conducted in conjunction with existing professional development.

V. Students Rights and Responsibilities

A. Student Bill of Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and receive an explanation of those rules in an age-appropriate manner on at least an annual basis from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress according to the Code of Conduct for school and school functions.
10. Accept responsibility for their actions.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
13. Maintain and exhibit proper care of school-provided devices, which includes handling them with care, adhering to school policies/guidelines, ensuring they are charged, promptly reporting any issues, and utilizing them for educational purposes responsibly.

VI. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences and dismissals are legally excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with all school personnel, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Ensuring that their child's technological devices, such as laptops or tablets, are properly maintained and used responsibly. This means supervising their use, keeping them in good condition, reinforcing digital citizenship, and collaborating with schools to support their child's learning with technology.

B. Cafeteria Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Create and maintain a kitchen/dining area that is clean and safe.
3. Provide a selection of food that will encourage the students to eat a healthy and nutritious meal.
4. Encourage students to conduct themselves in such a manner that will produce an atmosphere that is appropriate for dining.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

C. Transportation/Custodial Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Provide a clean and healthy environment for the entire school community in all buildings, buses and on school property.
3. Maintain and promote safety in all areas of their jurisdiction.
4. Inform supervisors and/or administrators of any area of concern that might jeopardize the health and safety of any student or staff member.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment

D. Support Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Assist in maintaining a climate that is conducive to teaching and learning.
3. Provide support and assistance to the staff that will enable them to do their job more efficiently and effectively.
4. Provide support and assistance to the students that will enable them to obtain the maximum benefits from their educational program.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

E. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

F. School Counselors/Social Workers/Psychologists

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

G. Building Level Administrators

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. District Level Administrators

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with other administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

8. Work with other administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

I. Board of Education

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

VII. 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.

All students are expected to dress appropriately for school and school functions.

A student's dress and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments including but not limited to short shorts, tube tops, net tops, plunging necklines (front and/or back) and see-through garments will not be tolerated.
- Ensure that under-garments are completely covered with outer clothing.
- Mandatory to wear appropriate footwear at all times, ensuring it's suitable for student activities and does not present any safety risks.
- Exclude headwear in the building except for a medical or religious purpose.
- Exclude "dog" neck and wrist collars.
- Exclude items that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and/or gender identity.
- Exclude any garment that endorses the use of alcohol, tobacco or illegal drugs and/or encourages violence.
- Exclude the wearing of long coats.
- Exclude sleepwear and blankets.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. 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.

Exceptions may be made for school sanctioned events such as spirit week, etc.

VIII. 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, and for the care of school facilities and equipment.

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

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

A. Prohibited Conduct

A student may be subject to disciplinary action when he/she behaves in a manner which is:

1. Disorderly, that is:
 - a. Fighting, assaulting or behaving violently,
 - b. Threatening another with bodily harm,
 - c. Harassment, bullying, or intimidating students or school personnel (see also Anti-Bullying/Harassment, Hazing and Sexual Harassment policies),
 - d. Making unreasonable noise,
 - e. Being untruthful with school personnel or making false reports,
 - f. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, iPad, software, or internet/intranet account; accessing inappropriate websites; evading the district's content filter, using an outside wireless network or proxy server,
 - g. Unauthorized use of personal electronic devices/equipment such as, but not limited to: video/audio players & recorders, tablets, e-reader, lap tops, remote controls, electronic games, smartwatches, cellular phones, and other personal electronic devices deemed inappropriate by the administration,
 - h. Obstructing vehicular or pedestrian traffic,
 - i. Driving recklessly,

- j. Creating a hazardous or physically offensive condition by an act which serves no legitimate purpose,
 - k. Loitering or trespassing,
 - l. Being present on or entering into any school property, function or vehicle without authorization,
 - m. Disrupts or is reasonably likely to disrupt the educational process or school operations; or is
 - n. Leaving school grounds without a legal excuse.
2. Insubordinate, that is, failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student; bus drivers, bus monitors and bus aides, law enforcement officers or engages in any of the following forms of academic misconduct:
- a. Tardiness
 - b. Missing or leaving school or class without permission or excuse,
 - c. Cheating, plagiarism, (traditional and using AI generated platforms), copyright/trademark violations or assisting another in such conduct,
 - d. Violation of the Board of Education policy on Student Publications, and Use of Computer and Information Technology Policy.
 - e. Improperly altering documents or records or assisting another in such conduct.
3. Endangers the safety, health, morals, or welfare of themselves or others by any act, including but not limited to:
- a. Fighting, assaulting or behaving violently, threatening another with bodily harm,
 - b. Harassment or illegal discrimination, which includes the use of race, color, weight, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner. (Reference policies on Sexual Harassment, Anti-Bullying, Hazing)
 - c. Bullying
 - d. Cyber-bullying
 - e. Sexting
 - f. Making unreasonable noise,
 - g. Possession, use, distribution, transfer or sale of tobacco or tobacco products, alcohol, drugs or other controlled substances, drug paraphernalia, vape pens, vaporizers, or synthetic cannabinoid products including but not limited to incense herbal mixture potpourri,
 - h. Possession, use, or sale of weapons, fireworks, or other dangerous or prohibited objects or contraband. Dangerous objects include, but are not limited to: guns, starter pistols, knives of any kind (including all types of pocket knives), razors, box cutters, clubs, metal knuckles, nun chucks, Kung Fu stars, explosives, and any instrument, article or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or other serious physical injury. Any object that resembles a dangerous object (such as a fake gun) will be considered a prohibited object.,
 - i. Using obscene, profane, lewd, vulgar or abusive language or behavior,

- j. Possession, sale, distribution, transfer or use of lewd or obscene materials
 - k. Gambling,
 - l. Hazing,
 - m. Extortion,
 - n. Theft,
 - o. Vandalism, willfully defacing, damaging or destroying school property or vehicles used by entities under contract with the district to provide services for the district. Willfully defacing, vandalizing, damaging or destroying the property of others on school premises, at school functions or on school buses under contract to the district, or misuse of school information technology (see Use of Computer and Information Technology policy) or other school property.
4. Engages in conduct that violates Board's rules and regulations for the maintenance of public order on school property in Section XV below or Federal, State or local laws.

Off campus & non-school day misconduct - Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to or impact, effect on school students, personnel, activities, functions or property.

Examples of misconduct include but are not limited to: cyber-bullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

IX. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, bus driver, the building principal or designee. Any student aware of a potentially dangerous activity, including but not limited to, a student possessing a weapon, explosive, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

If time in reporting is not an immediate concern, a student who is concerned about a possible violent action may use the confidential reporting toll free phone line. This phone line is not for reporting an immediate threat; such calls should be made to 911. The toll-free confidential line is for concerns about potential violent or dangerous actions. The toll-free line number is 1-866-5355599 and rings into an answering machine at Troop C of the New York State Police.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that is not authorized to impose disciplinary sanctions is 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.

All students are expected to promptly report instances of bullying (verbal, physical, cyberbullying), harassment, discrimination or hazing on school property or at a school function immediately to proper school personnel.

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

X. Disciplinary Penalties, Procedures and Referrals

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

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior caused by or had a direct and substantial relationship to the disability or if the conduct was a direct result of the district's failure to implement the IEP.

A. Penalties

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.

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

B. Disciplinary and Remedial Consequences

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

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

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

Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
3. Adoption of research-based, systemic harassment prevention programs;
4. Modification of schedules;
5. Adjustment in hallway traffic and other student routes of travel;
6. Targeted use of monitors;
7. Staff professional development;
8. Parent conferences;
9. Peer support groups;

10. Structured Study Hall/ Learning Center and Enrichment

C. Procedures

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

Students who are to be given penalties other than an oral 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 detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. *Suspension from transportation*

If a student does not conduct themselves 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 the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

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

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

4. *In-school suspension*

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Such practices may include, but are not limited to:

1. Short-term "time out" in an elementary classroom or in an administrator's office;
 2. Sending a student into the hallway briefly;
 3. Sending a student to the principal's office for the remainder of the class time only; or
 4. Sending a student to a counselor or other district staff member for counseling.
- Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to five days. The removal from class applies to the class of the removing teacher only. The student should be remanded to the principal's office, unless otherwise directed.

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 they are being removed and an opportunity to explain their 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 they were removed from the classroom and give the student a chance to present their version of the relevant events within 24 hours.

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

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

The notification must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to insure receipt of the notice within 24 hours of the student's removal.

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

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

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

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
3. 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 for all cases of removal of students from his or her their 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 their 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 can recommend to the Superintendent or 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 referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member making the referral.

The superintendent or principal, upon receiving a 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.

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 or legal guardian in writing at the last known address of the parents that the student will be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. Where possible, notice should be provided by telephone if the district has been provided with a telephone number for the purpose of contacting the parent or legal guardian.

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

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

After the conference, the principal shall promptly advise the parents in writing of their decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The

superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent'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 superintendents' 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.

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, they 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 their behalf.

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 20 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding 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.

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.

Procedure after suspension

The Board of Education may condition a student's early return from a suspension on the student's voluntary participation in counseling or special classes, such as anger management or dispute resolution. The Board retracts discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

D. Minimum Periods of Suspension

- Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for a 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.

- 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 parents 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.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law Section 3214(3-a) and this code on four or more occasions during a semester. 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 parents 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.

E. Referrals

1. Counseling. (The Guidance Office shall handle all referrals of students to counseling (i.e. Chenango County School Based Mental Health, Children's Home of Wyoming Conference, etc.)
The Guidance Office shall handle all referrals of students to counseling.
2. PINS diversion and PINS Petitions
The district may file a PINS diversion and PINS (Person in Need of Supervision) petitions 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 in Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders –
The superintendent is required to refer the following students to the County Attorney for a Juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20(42)The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

XI. Alternative Instruction

When a student of 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.

XII. Discipline of Students with Disabilities

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

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

Definitions

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

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

6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.
8. *Removal* means a removal of a student with a disability for disciplinary reasons from their current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

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

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

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

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

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

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

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

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

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

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

Parental Notification of a Disciplinary Change of Placement

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

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

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

Manifestation Review

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

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or

3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

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

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

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

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

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

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

Services for Students with Disabilities during Periods of Suspension or Removal

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

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

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

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

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

Students Presumed to Have a Disability for Discipline Purposes

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

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

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or

3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

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

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

Expedited Due Process Hearings

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

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

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

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

Referral to Law Enforcement and Judicial Authorities

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

XIII. Corporal Punishment

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

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

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

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

XIV. Student Searches and Interrogations

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

Lockers (even if the student owns the lock), desks, cubbyholes, etc., are the property of the school and subject to inspection *without cause*, at any time, *without notice or the student's or*

parent's permission or presence. Students should take this policy into account when deciding whether to store personal belongings in such places.

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

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

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

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

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

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

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

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

A. Documentation of Searches

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

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

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

B. Police Involvement in Searches and Interrogations of Students

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

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

Under most circumstances, before police officials are permitted to question or search any student, the building principal or designee shall first try to notify the student's parent or legal guardian to give the parent or legal guardian of the student the opportunity to be present during the police questioning or search. If the student's parent or legal guardian cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, in most circumstances. It is understood that certain circumstances require immediate action be taken by law enforcement and in such cases, if a parent or legal guardian cannot be contacted, the building principal or designee or superintendent may deem it necessary to proceed with the law enforcement task. The principal or

designee or superintendent will also be present during any police questioning or search of a student on school property or at a school function, with the possible exception of a search conducted incidental to arrest. It is further understood that certain events may take place where criminal acts are being committed and there is danger of physical injury to others as a result of these actions and law enforcement must be allowed to act unimpeded to stop the acts being committed. Further, law enforcement officials observing criminal acts taking place shall be able to operate as they normally would in any other location.

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

C. Child Protective Services Investigations

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

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

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

XV. Visitors to the Schools

Parents and other citizens of the District are encouraged to visit the schools to better understand the process of education.

In order to avoid disruption of the educational process, visitors are expected to comply with this policy, and other applicable District policies.

All visitors must report to the school office or other designated individual to request a visitor's pass to be allowed further access to the building unless previously invited to a classroom or assembly program.

Members of the School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among the District employees, parents, and the public. We do not intend this policy to deprive any persons of their right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, productive and harassment-free environment for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This District seeks public cooperation with this endeavor.

1. **Disruptive Individual Must Leave School Grounds.**

Any individual who disrupts or threatens to disrupt school/office operations/events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on School District property, will be directed by the school's principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply it will be considered a trespass and law enforcement authorities will be called. Future access to school property or events may be restricted.

2. **Directions to Staff in Dealing with Abusive Individual.**

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly and that a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone conversation is terminated. If the individual is on District premises or at a District event, the administrator, custodian or other person in charge, may request the abusive individual to leave promptly or law enforcement authorities will be called.

3. **Provide Policy and Report Incident.**

When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should direct the person to the building administrator, or other school official in charge, who should provide a written copy of this policy at the time of occurrence.

The staff member will provide a written report of the incident to their supervisor.

This policy should be posted in each school building main entrance area, main office and other conspicuous places.

XVI. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either singly or in concert with others, shall:

1. Willfully cause physical injury to any other person, or threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he has a lawful right to do, or do any act which he has a lawful right not to do.
2. Physically restrain or detain any other person, or remove such person from any place where he is authorized to remain.
3. Willfully damage or destroy property of the district or of the school personnel or students, or remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office of an administrative officer, faculty member or staff member.
5. Other than student, employee or Board member, enter a classroom or the building beyond the administrative office without written permission of the superintendent or his designee.
6. Enter upon and remain in any building or facility for any purpose other than for authorized uses, or in such manner as to obstruct its authorized use by others.
7. Without authorization, remain in any building or facility after it is normally closed.
8. Refuse to leave any building or facility after being requested to do so by an authorized administrator.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, school programs, school activities, lectures and meetings, or deliberately interfere with any person who desires to express his views, including invited speakers.

10. Have in his possession upon any premises to which these rules apply, any knife, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the superintendent, whether or not a license to possess the same has been issued to such person.
11. Smoke tobacco, possess, consume or exchange or be under the influence of alcoholic beverages, drugs or narcotics on school properties.
12. Distribute or post any written material, pamphlet or poster without the prior written approval of the superintendent.
13. Urge or incite others to commit any of the acts herein prohibited.
14. Violate the traffic laws, regulations or other restrictions on vehicles.
15. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

B. Penalties

A person who shall violate any of the provisions of these rules shall:

1. If he is a licensee or invitee, have his authorization to remain upon the district property withdrawn, and shall be directed to leave the premises. In the event of his failure or refusal to do so, he shall be subject to ejection and arrest.
2. If he is a trespasser or visitor without specific license or invitation, be subject to ejection and arrest.
3. If he is a student, be subject to suspension or such lesser disciplinary action as the facts of the case may warrant.
4. If he is a faculty member, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.
5. If he is a staff member entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and subject to the penalties prescribed in said section.
6. If he is a staff member, not entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.

C. Procedure

In case of a violation of this section:

1. The superintendent, building principal or designee shall inform any licensee or invitee, who shall violate any provision of these rules, that his license or invitation is withdrawn and shall direct him to leave the district grounds. In the event of his failure or refusal to do so, the superintendent or designee shall cause his ejection from such property.
2. In the case of any other violator who is neither a student nor faculty nor other staff member, the superintendent or designee shall inform the violator that he is not authorized to remain on the property of the district, and direct him to leave such premises. In the event of his failure or refusal to do so, the superintendent

or designee shall cause their ejection from such property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation, or to affect his liability to prosecution for trespassing or loitering as prescribed in the Penal Law.

3. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner provided in Section 3214(3) of the Education Law.
4. In the case of a faculty member having tenure, charges for misconduct and violation of these rules shall be made, heard and determined in accordance with Section 3020-a of the Education Law.
5. In the case of a faculty member not having tenure, the superintendent will attend to the violation as agreed upon within the terms of the collective bargaining agreement.
6. In the case of any staff member who holds a position in the classified Civil Service as described in Section 75 of the Civil Service Law or is covered by Section 75 of the Civil Service Law, charges of misconduct for violation of any of these rules shall be made, heard and determined as prescribed in that section.
7. In the case of any staff member who does not hold a position in the classified Civil Service and is not covered by the provisions of Section 75 of the Civil Service Law, the superintendent attend to the violation as agreed upon within the terms of the collective bargaining agreement.

D. Enforcement Program

The responsibility for enforcement is as follows:

1. The superintendent shall be responsible for the enforcement of these rules, and they shall designate other administrative officers who are authorized, including but not limited to building principals, to take action in accordance with such rules when required or appropriate.
2. The superintendent or designee may apply to the public authorities for any aid which they deem necessary in causing the ejection of any violator of these rules, and they may request the school attorney to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of these rules.
3. The superintendent or designee shall be promptly notified each time civil authorities are called on for this purpose by the person requesting assistance.

E. Application of Rules

These rules shall apply to all school property and school functions of the district and shall govern the conduct of students, teachers, staff members, as well as visitors and other licensees and invitees.

XVII. Dissemination and Review

A. Dissemination of Code of Conduct

Each board of education and board of cooperative educational services shall ensure community awareness of its code of conduct by:

- (1) posting the complete code of conduct, respectively, on the internet website, if any, of the school or school district, or of the board of cooperative educational services, including any annual updates to the code made pursuant to clause (a) of this subparagraph and any other amendments to the code;
- (2) providing copies of a summary of the code of conduct to all students, in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year;
- (3) mailing a plain language summary of the code of conduct to all persons in parental relation to students before the beginning of each school year and making such summary available thereafter upon request;
- (4) providing each teacher with a copy of the complete code of conduct and a copy of any amendments to the code as soon as practicable following initial adoption or amendment of the code, and providing new teachers with a complete copy of the current code upon their employment; and
- (5) making complete copies available for review by students, parents or persons in parental relation to students, other school staff 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.

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

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

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

**Notice of Non-Discrimination Section 504 of the Rehabilitation Act
Title IX and Title VII Sexual Harassment Policy**

This policy applies to both students and employees.

The District does not discriminate in employment or in the education programs and activities which it operates on the basis of race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, ethnic group, religious practice, disability (including but not limited to gender dysphoria) or predisposing genetic characteristic in violation of Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 12111 et seq. known as the Americans With Disabilities Act or § 504 of the Rehabilitation Act of 1973, New York State Human Rights Law, and The Boy Scouts of America Equal Access Act of 2001.

**Grievance Procedure
Section 1**

If any person believes that the District or any of the District's staff or any third party has failed to apply or has inadequately applied the principles or regulations of (1) Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3), 504 of the Rehabilitation Act of 1973, or (4) The Boy Scouts of America Equal Access Act of 2001, that person may bring forward a complaint, which shall be referred to as a grievance, to the District's Compliance Officer, Section 504 Coordinator or the United States Office for Civil Rights at <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html> .

The Compliance Officer or Section 504 Coordinator will then investigate the substance of the grievance in a thorough and impartial manner. The Complainant and the Respondent may provide evidence or witnesses to the Compliance Office or Section 504 Coordinator as part of the investigation. If a determination is found that discrimination occurred, the District will take appropriate steps to prevent further harassment from occurring and to correct the effects of said harassment if appropriate.

Further, the District prohibits retaliation against any individual filing a complaint under this policy or participating in any resulting investigation. If you believe you are being retaliated against, you should contact the District's Compliance Officer or Section 504 Coordinator or the United States Office for Civil Rights as noted above.

The District's Compliance Officers are:

Mr. Jonathan Cooley, High School Principal
and

Mr. Nicholas A. Colosi, Superintendent of Schools

The Section 504 Coordinator is:

Mr. Gregory Lehr, Middle School Principal

Examples of conduct violating this policy include but are not limited to:

Use of race based language such as the “n” word

Unwanted touching or groping

Failure to follow an IEP or 504 Plan

Making fun of someone because of where they come from or their accent

Making fun of someone’s clothes based on gender bias or religious/ethnic traditions

Making fun of someone based on their disability

Section 2

Step (a):

The complainant shall discuss the grievance informally with the Compliance Officer or Section 504 Coordinator, or may file a written complaint with the Compliance Officer or Section 504 Coordinator. The Compliance Officer or Section 504 Coordinator will then investigate in an impartial and thorough manner the substance of the grievance in a thorough and impartial manner. The Complainant and the Respondent shall receive written notice in advance of any interview or hearing. The Complainant and the Respondent may provide evidence or witnesses to the Compliance Office or Section 504 Coordinator as part of the investigation. The Compliance Officer or Section 504 Coordinator will take necessary steps during the investigation to ensure the Complainant’s safety. The Compliance Officer or Section 504 Coordinator will reply to the complainant and person alleged to be engaged in the harassment in writing within seven business days of the initiation of the complaint. If a determination is found that discrimination occurred, the District will take appropriate steps to prevent further harassment from occurring and to correct the effects of said harassment if appropriate. Such steps will include, as appropriate, offering counseling and academic support services to the Complainant and to the person engaging in the harassment. If a determination is found that disciplinary action will be taken against a responding party, written notice will be provided to the Respondent containing the allegations constituting a violation.

Step (b):

If either party wishes to appeal the decision of the Compliance Officer or Section 504 Coordinator, that party may submit a signed statement of appeal to the Superintendent within seven business days after receipt of the Compliance Officer's or Section 504 Coordinator's response. The Superintendent shall meet with the complainant or the respondent and any representative and make such other inquiries which the Superintendent deems appropriate. The Superintendent will consider the appeal in an impartial manner. Thereafter, the Superintendent shall set forth a conclusion and respond in writing to the complainant and the person alleged to be engaging in the harassment within 14 business days.

Step (c):

If the party is not satisfied with the conclusion of the Superintendent, the complainant may appeal through a signed, written statement to the Board within seven business days of receipt of the Superintendent's response in Step (b). In an attempt to resolve the grievance, the Board shall meet with the complainant or respondent and any representative within 30 calendar days of receipt of such an appeal. The Board's written disposition of the appeal shall be sent to the appealing party within ten business days of this meeting.

Step (d):

If the grievance has not been satisfactorily settled at Step (c), further appeal may be made to the Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Section 3

The compliance officer, on request, will provide a copy of the District's grievance procedure to any employee or student of the District.

A copy of each of the acts and regulations upon which this notice is based will be made available upon written request directed to the District's Compliance Officer and Section 504 Coordinator.

The words *person* and *complainant* shall include an employee as well as a student of the District.

Inquiries concerning the non-discrimination policy may be made to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Publication

The District shall promulgate this policy and the sexual harassment policy as follows:

- A copy of this policy and the sexual harassment policy shall be inserted in the first pay envelope of each employee every school year. In relation to an employee hired during the school year, these policies shall be inserted in the first paycheck paid to the employee.
- These policies shall be published as part of the District's student handbook.
- These policies shall be published in any recruitment materials or publications containing general information made available to participants, beneficiaries, applicants, or employees and shall include the contact information for the Compliance Officer and Section 504 Coordinator.
- These policies shall be published annually in the official newspaper of the District.
- These policies shall be provided annually to the president of each bargaining unit.

Annual publications shall contain the name, business address and telephone number of the District's compliance officer and Section 504 Coordinator.

Employment Application

Each employment application of the District shall contain the following language:

- The district does not discriminate in employment or in the education programs and activities which it operates on the basis of race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation,

gender identity, ethnic group, religious practice, disability or predisposing genetic characteristic in violation of Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 12111 et seq. known as the Americans With Disabilities Act or § 504 of the Rehabilitation Act of 1973, New York State Human Rights Law, and The Boy Scouts of America Equal Access Act of 2001.

Adopted 4/4/16

Amended 4/17/18

TITLE IX SEXUAL HARASSMENT POLICY

It is the policy of the District that no person in the District shall be excluded on the basis of sex from participation in, denied benefits of, or be subjected to discrimination under any education program or activity. This includes the following types of sexual harassment:

Quid Pro Quo Harassment: No employee may condition the provision of aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct.

Hostile Environment Harassment: No person may engage in unwelcome sexual conduct which a reasonable person would find to be so severe and objectively offensive so as to deny a person's equal access to the District's education program or activity. Sexual assault, domestic violence and stalking are considered hostile environment harassment.

For purposes of this policy, the District's education program or activity is defined as any location, event, or circumstance over which the District exhibits substantial control over both the alleged harasser and the context in which the harassment occurred.

The District will provide notice of this policy and the related grievance procedure on an annual basis and the policy and related procedure will be posted on the District website.

Reporting Sexual Harassment:

Any person believing they have been the victim of sexual harassment may report the harassment to the District's Title IX Coordinator. District employees who have knowledge of sexual harassment under this policy are required to report the harassment to the District's Title IX Coordinator promptly even if the person reporting is not the victim. The report may be made in person, by email, telephone or in writing.

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;
 - Subtle or obvious pressure for unwelcome sexual activities.
- Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:

- Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - Sabotaging an individual's work;
 - Bullying, yelling, name-calling.

Once the Title IX Coordinator has notice of the sexual harassment, the Coordinator must respond promptly to the report of harassment. The Title IX Coordinator will promptly reach out to the victim of the alleged harassment to discuss the formal complaint procedure, availability of supportive measures and to determine the victim's wishes regarding supportive measures. The Title IX Coordinator will treat both parties equitably and will offer supportive measures to both parties. Supportive measures include, but are not limited to non-disciplinary, non-punitive, individualized services such as counseling, course modification, schedule changes or increased monitoring or supervision. Supportive measures will be designed to restore or preserve equal access to education programs or activities without unreasonably burdening the other party.

The Title IX Coordinator will also conduct an individualized safety and risk analysis to determine whether removal of the respondent is necessary to protect a student or another individual from an immediate threat to physical health and safety. If there is an immediate threat to physical health or safety, the respondent can be removed on an emergency basis. If the respondent is removed, the respondent must be given notice and opportunity to challenge the decision immediately after the removal. Removal for an employee is administrative leave.

For purposes of this policy, the respondent is the individual who has been reported to be the perpetrator of the conduct that could be considered sexual harassment.

Formal Complaint:

A formal complaint may only be filed by the victim of the alleged harassment during the time that the victim is participating in or attempting to participate in the District's educational program. Once the victim is no longer participating in the District's educational program or attempting to participate, a complaint may no longer be filed. Parties other than the victim, with the exception of the District Title IX Coordinator, may not file a formal complaint on behalf of the victim. The Title IX Coordinator may file a formal sexual harassment complaint on behalf of the victim. A formal complaint must be written and signed on the District's Title IX Complaint form.

Once the formal complaint has been filed, the District will ensure that the parties are treated equitably during the grievance procedure, evidence will be evaluated objectively, and the Title IX Coordinator or investigator does not have a conflict of interest against a party. Further, the Title IX Coordinator and the investigator will presume that the respondent is not responsible for the alleged conduct and that the grievance procedure moves forward in a reasonably prompt manner. Both parties will be advised of the procedures and advised about the possible disciplinary outcomes and remedies which may be implemented following a determination of responsibility.

The District reserves the right to designate alternative persons, including but not limited to 3rd parties to perform any functions of the complaint resolution process, as well as to issue reasonable extensions of any timelines in the interests of justice.

Upon filing of a formal complaint, the Title IX Coordinator will provide both parties with a Notice of Formal Complaint. The Notice of Formal Complaint will include the following:

- a. Supportive measures available
- b. Appeals procedures
- c. Notice of allegations in sufficient detail to allow the respondent to prepare a response
- d. Informal resolution process, if any
- e. A statement that the respondent is presumed not responsible for the conduct and responsibility will be determined at the conclusion of the grievance process
- f. The parties' right to be represented by an attorney or other representative
- g. The right to review and inspect the evidence
- h. Notice of any provision of the Code of Conduct that prohibits making false statements or providing false information during the grievance process
- i. The right to be notified of any new allegations occurring during the grievance process.

The Notice will be provided to the parties prior to the initial interview and early enough to allow the respondent to prepare a response to the complaint.

In evaluating complaints, the District adopts an evidentiary standard of preponderance of the evidence. The Title IX Coordinator may dismiss a complaint if the complaint does not constitute sexual harassment as defined by this policy, if the Title IX Coordinator receives a request for the complaint to be withdrawn, the respondent's employment or enrollment ends, or circumstances exist which prevent the District from gathering evidence.

Once a formal complaint is received, an investigation is triggered. The Title IX Coordinator may, but is not required to, act as investigator as long as no conflict of interest against either party exists. Other investigators may be appointed as needed. In conducting the investigation, the District must:

- a. Bear the responsibility for gathering the evidence and meeting the burden of proof;
- b. Provide both parties an equal opportunity to present witnesses and evidence;
- c. Refrain from restricting either party's ability to discuss the allegations or gather and present evidence;
- d. Provide both parties the same opportunity to have a representative present during the interview and subsequent hearing, if any;
- e. Provide both parties written notice of date, time, participants, purpose and location of any investigative interview, hearing or other meetings with sufficient time for the party to prepare;
- f. Provide both parties and representatives, if any, equal opportunity to review all the evidence that is directly related to the allegations in the formal complaint, including evidence the District does not rely on and any exculpatory or inculpatory evidence from any source. This evidence is to be provided at least 10 days prior to completion of the investigatory report and the parties may submit a written response which will be considered prior to completion of the investigation report.

Once the investigation is complete, the investigator must prepare a written investigative report and provide the report to the parties and representatives, if any, for their review and written response. The complaint, evidence, investigation report and any written responses must then go to a Decision maker for a determination regarding responsibility of the respondent for the conduct alleged.

At least 10 days prior to any hearing or other determination of responsibility by the Decision maker, each party has the opportunity to submit to the Decision maker relevant questions to be asked of another party or witness. The Decision maker will provide the answers and the parties will be given a follow-up opportunity for questions.

The Decision maker must be a person who is neither the Title IX Coordinator nor the investigator. Once the Decision maker reviews all the documentation, the Decision maker must issue a written response within 10 days of the last submission of documentation. The written decision must address the allegations, procedural steps taken, finding of facts, and application of the Code of Conduct to the facts and a statement of and rationale for each allegation including determination of responsibility, disciplinary sanctions and whether remedies to restore or preserve equal access to the educational program will be provided.

Appeal of Decision

If either party is unhappy with the final determination of the complaint for the following reasons, the party may appeal:

- a. A procedural irregularity existed that affected the outcome of the investigation and final determination;
- b. New evidence has been discovered which was not reasonably available at the time of the determination and which could affect the outcome;
- c. There was a conflict of interest on the part of the Title IX Coordinator, investigator or Decision maker.

The appeal must be filed with the Title IX Coordinator within 10 days of the final written determination. Upon receipt of the written request for appeal, the Title IX Coordinator will notify both parties of the appeal and given them each an equal opportunity to submit in writing a statement in support of or challenging the final determination. Within 10 days of submission of statements, the appeal will be reviewed by a member of the District administration who is not the Title IX Coordinator, investigator or Decision maker and who does not have a conflict of interest. Within 10 days after receipt of the submissions, a written decision will be issued to both parties on the appeal.

If a party is not satisfied with the outcome of the appeal, either party may seek further legal remedies. Specifically, the New York State Human Rights Law protects employees, students, and non-employees from sexual harassment. Complaints may be filed with the Division of Human Rights or in New York State Supreme Court. Further, the United States Equal Employment Opportunity Commission enforces federal discrimination laws, including Title VII of the Federal Civil Rights Act. Contact information is provided below.

New York State Division of Human Rights

1 Fordham Plaza, Fourth Floor

Bronx, NY 10458

(888) 392-3644

United States Equal Employment Opportunity Commission (EEOC)

1-800-669-4000

www.eeoc.gov

U.S. Department of Education

Office of Civil Rights

400 Maryland Avenue, SW

Washington, D.C. 20202

(800) 872-5327

www.ed.gov

All records regarding the formal complaint, investigation, remedies, sanctions and appeals must be maintained by the District for at least 7 years.

Any District employee is prohibited from engaging in retaliation against any person involved in the complaint, the grievance process, appeal or investigation.

Adopted 4/4/16

Amended 2/4/19

Amended 3/25/24

CHILD ABUSE

In accordance with Education Law § 3209-a, the Board of Education directs the Superintendent to develop a set of procedures detailing the District's responsibilities pursuant to Article Six of the Social Services Law pertaining to abused and maltreated children. Those procedures shall specify the procedures to be followed regarding:

1. Mandatory reporting requirements of suspected child abuse or neglect;
2. Procedures for reporting child abuse and neglect including which District personnel are required to report;
3. Provisions for taking a child into protective custody;
4. Mandatory reporting of deaths;
5. Immunity from liability and penalties for failure to report; and
6. Obligations for provision of services and procedures necessary to safeguard the life of a child.

The District shall establish and implement a training program for all District personnel regarding the policies and procedures for reporting child abuse and neglect.

Adopted 5/9/16

DRUG-FREE WORKPLACE POLICY

It is the policy of the Oxford Academy and Central School District to maintain a drug-free workplace for all programs that receive federal funds. Employees of the District are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on school property. Controlled Substance means a controlled substance in schedules 1 through 5 of Federal Regulations as defined in 21 CFR §1308.11 through 1303.15.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such action and activities of the administration as shall be required to maintain a drug-free workplace. 41 USC § 701 etc.

Adopted 5/9/16

Dignity for All Students Act (DASA) Policy

The Board is committed to providing a school environment that is free from harassment, bullying and discrimination. Harassment, discrimination, intimidation or bullying and acts of cyberbullying, as defined by New York Education Law Article Two and the Regulations of the Commissioner S 100.2 by students, staff or visitors toward students are strictly prohibited. Therefore, in accordance with such laws and regulations, conduct of this nature is subject to discipline in accordance with the District's Code of Conduct and the Internet Safety and Acceptable Use Policies.

Reports of harassment, bullying and discrimination shall be made to the Building Principal, Superintendent or the Principal's or Superintendent's designee. Students and parents/guardians may make an oral or written report of harassment, bullying or discrimination to District teachers or administrators.

District employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the District employee shall file a written report with the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report.

The Building Principal, Superintendent or the Principal's or Superintendent's designee shall lead or supervise a thorough investigation of all reports of harassment/ bullying or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made.

In the event an investigation verifies harassment, bullying or discrimination, the District shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

Individuals whose behavior is found to be in violation of this policy will be subject to discipline or removal from the premises in accordance with school policy, including the Code of Conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Principal shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent.

The Superintendent shall establish procedures and guidelines that will include, but not be limited to, staff training and professional development, the method of reporting an incident believed to be in violation of this policy, the procedure for investigation and the prohibition of retaliation for reporting an incident. The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and

discrimination having an emphasis on discouraging acts of harassment, bullying (including cyberbullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

The Board will review this policy from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations.

This policy and any amendments or addendums shall be published in the student handbook and on the District website. At least once each school year, the District shall provide all school employees, students and parents or persons in parental relation with a written or electronic copy of this policy and any other policy created by the District in compliance with the Dignity for All Students Act.

If the Superintendent or Principal designates a staff member to receive oral or written reports of harassment, bullying, or discrimination, then the Superintendent or Principal shall publish the name and title of the designee to the school community as an addendum to this policy.

Cross Reference: Anti-discrimination Policy; Sexual Harassment Policy, Code of Conduct; Internet Safety Policy; Acceptable Use Policy; NYS Educ. Law SS 10-13; 8 NYCRR §100.2

Adopted 4/24/17

INTERNET PROTECTION POLICY

General Information

Internet access will be provided to students in accordance with the terms of this policy. Internet access from school computers is reserved solely for educational purposes. Use by outside groups is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction, and shall be limited to educational purposes and governed by this policy. Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

The School District reserves the right to monitor all Internet activity including transmission and receipt of e-mail. Use of e-mail is limited to School District purposes.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images which are obscene, pornographic or harmful to minors shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language which advocate or promote violence or hatred against particular individuals or groups of individuals or promotes the superiority of one racial, ethnic or religious group over another shall not displayed. For purposes of this policy, the phrase harmful to minors means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

PROHIBITED CONDUCT

No student shall while using a computer or other device connected to the Internet:

1. Access, transmit or retransmit material which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like;
2. Access, transmit or retransmit any information which is harmful to minors as that phrase is defined in this policy.
3. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
4. Use or possesses bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
5. Use encryption software from any access point within the School District.

6. Transmit credit card or other personal identification information, including home addresses or telephone numbers from any School District computer.
7. Transmit e-mail through an anonymous remailer.
8. Access the Internet from a School District computer using a non-School District Internet account.
9. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication, or enter a chat room without the express permission of the staff member supervising the computer resource.
10. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the School District or any network connected to the Internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
11. Disable or attempt to disable filtering software. However, such filtering software may be disabled for bona fide research or other lawful purposes, when the building principal of the building in which such research or other lawful activity will be conducted has given written permission to disable the filtering software.

In addition to those penalties set forth in the student discipline code, a violation of this Internet policy may also result in loss of Internet privileges.

Opinions, advice, services, and all other information expressed on line are those of the on-line authors and not of the district. The Internet contains information pertaining to a variety of subjects. Not all of this information is accurate or reliable, particularly where the advice of medical, legal, accounting, or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. The School District is not responsible for such advice.

The School District does not guarantee or imply that access to the Internet will always be available when students want access or that the software provided by the district will always work as intended. The School District is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

Adopted 4/4/16

Appendix 3:

INCIDENT COMMAND TEAM

**Nicholas A. Colosi – Superintendent/Incident Commander/Public Information Officer-
Lead**

**Erin Gramstad – Business Manager/Agency Liaison Officer/Finance/Administration
Officer**

Michele Rice – District Secretary/Incident Log/Scribe

Jonathan Cooley – HS Principal/Logistics Officer

Gregory Lehr– MS Principal/Operations Officer

Michelle Hardler– PS Principal/Planning/Intelligence Officer

Mark Hodge – Director of Facilities I/Safety Officer

Kathryn Rutz- Communications

Jenny Davis- IT Administrator

Peter Heggie- SRO

DISTRICT SAFETY COMMITTEE

Nicholas A. Colosi – Superintendent

Erin Gramstad – Business Manager

Michele Rice – District Secretary

Jonathan Cooley – HS Principal- **Lead**

Gregory Lehr– MS Principal

Michelle Hardler – PS Principal

Mark Hodge – Director of Facilities I

Jenny Davis – Computer Tech/I.T.

Dan Dewey – Head Bus Driver

Zach Meseck – Communications/Public Information Specialist

Alison Bensley- DCMO BOCES Health and Safety Officer

Adam Francis- Village of Oxford PD Officer

Trooper Shannon Hartz- NYS Police

Peter Heggie- SRO

Anna Fleury- Parent

BUILDING-LEVEL SAFETY TEAM

High School Members

HS Principal- **Lead**

HS Counselor

PS/HS Nurse

Mark Hodge- Facilities and Grounds Supervisor

Malinda Loomis – HS Secretary

Peter Heggie- SRO

Middle School Members

Middle School Principal- Lead

Middle School Counselor

Middle School Nurse

**Rebecca Rosas – Middle School Teacher
Katie Kappauf – Middle School Teacher
Ed Holmquist- Middle School Teacher
Alesha Hesse - Middle School Secretary
Peter Heggie- SRO**

Primary School Members

**Primary School Principal- Lead
Primary School Counselor
PS/HS Nurse
Jared Gorman- Facilities
Clayton Kappauf – Primary School Teacher
Kathleen Cragle- Primary School Teacher
Claudia Tefft- Primary School Teacher
Courtney Emerson- Primary School Teacher
Holly Breck- Primary School Teacher
Peter Heggie- SRO**

CRISIS COMMITTEE

**Nicholas A. Colosi – Superintendent of Schools
Michele Rice- District Secretary
Zach Meseck- Communications/Public Information Specialist
Timothy Davis – Athletic Director
Jennifer Ostrom – School Psychologist
Jodi Carey – High School Counselor
Kelly Stark-Spence – Middle School Counselor- Lead
Robin Dorman – Primary School Advisor
Charity Barber – Middle School Nurse
Chelsea Miller – Primary/High School Nurse
Connie Banbino – (BOCES) Food Service Manager
Jonathan Cooley- HS Principal
Greg Lehr- MS Principal
Michelle Hardler - PS Principal
Peter Heggie- SRO**

CRISIS PLANNING, RESPONSE, RECOVERY AND FOLLOW UP

A. Definition of a crisis

A crisis situation exists whenever one or more students, staff, and/or the school building is affected by a major stressful event. The crisis could be precipitated by an event occurring within the immediate school boundaries and/or within the school community.

A crisis situation can encompass a wide range of stressful events such as: the death of a student or staff member, suicide, child abduction, serious accident, or other catastrophic event causing stress and/or trauma to students and staff members.

B. Rationale of a crisis action plan

A crisis pertaining to someone within the school community whether through death, an accident, prolonged illness or suicide, evokes many emotions, and is a traumatic experience for many people. Because of individual differences and the varying developmental stages of students in a K-12 building, reactions to a crisis will be very different from student to student. However, students are particularly vulnerable to severe emotional reactions following a crisis or death of a peer or a faculty/staff member. Furthermore, their expression of grief including anger or other emotions or their repression of emotions, could lead to reckless, high-risk or otherwise debilitating behavior.

A crisis within the local or school community can have an immediate and potentially long-term impact on the lives of students, parents, and staff. Considering the highly charged emotional atmosphere within the school and the time pressures and demands for attention and counseling placed on the school staff, a crisis action plan is necessary. Such a plan will help direct school personnel in supporting and guiding members of the school community during the time of crisis.

C. Objective of this crisis action plan

The objective of this crisis action plan is to provide support and safety for the affected students and staff while maintaining as routine a school program as possible.

The following plan will outline the roles and responsibilities of various school personnel, provide a chronology of events and highlight key principles of individual and group actions. In doing so, Oxford Academy and Central Schools personnel will be able to facilitate the crisis action plan with less confusion, greater assurance of fairness and equivalent response to each crisis, and more time and energy to be empathetic and supportive to those who are most affected by the crisis within or school and/or community.

It must be remembered that each crisis is different and must be treated accordingly. This plan is to be treated as a guideline and is no substitute for common sense and good judgment in the best interest and safety of staff and students.

Depending on the severity and scope of the emergency, event, or crisis the district - wide safety plan and/or emergency response plan may be implemented as an initial response to the incident to ensure student and staff safety. After personnel and student safety is assured, the crisis response plan may be executed following the initial emergency response as required.

D. Preparatory activities

1. A crisis team must be developed. Membership on the crisis team is not mandatory, and anyone who feels that he/she is not capable of carrying out specific responsibilities may be excused from them. At a minimum, members should include: district superintendent, building principals, building school counselors, building nurse, community clergy, and two to three faculty or staff members (for names, see page 3).
2. The superintendent has ultimate authority in a crisis situation. As such he or she has the responsibility to confirm details of the crisis, to implement the crisis action plan, and to delegate responsibilities in communication with the building principals and the crisis team. The superintendent, or designated individual, will act as liaison for the family, the media, medical support, law enforcement, and the funeral home if necessary.
3. Media personnel should not be allowed in school except to meet with the superintendent, or designated crisis team member, acting as the media liaison. All students and staff should be firmly instructed to refer any phone calls or personal contact from the media, whether in school or at home, to the superintendent or the designated crisis team member, acting as the media liaison (for media procedures, see Appendix D).
4. Table top exercises should be regularly conducted by the crisis team as well as in-service training covering the crisis action plan and stages of grieving which will likely continue long after the crisis response is concluded.
5. It has been agreed that ALL staff will be notified by phone by the building principal or their designee, informing them of the situation, how to get more details, and what to expect the following day.
6. In the event a crisis incident occurs during the school day, a statement with teacher instructions will be drafted and a PA announcement will be made for teachers to check their emails immediately. This type of situation will be viewed as an emergency and the building level emergency response plan will be initiated.
7. A crisis information center will be established in the building, equipped with a phone with an outside line. Grieving areas will be established as required. Each room will be staffed by a crisis team member, counselor or community resource person and logs will be kept to track students and staff who may need further follow-up.
8. The crisis team will meet at least annually, before or at the beginning of each school year, to evaluate this document and to make recommendations for changes. At this time, the team membership will be reviewed and adjusted, as required.
9. The crisis action plan will be reviewed annually with faculty and staff.

E. Specific instructions for initial response in a crisis situation

1. Any person first receiving information of any crisis should pass this along to the building principals and ultimately the superintendent.
2. If a death notification is required due to a death of a parent, guardian, or close relative of a student during school refer to Appendix K.
3. In the event of a crisis occurring after school hours which will likely affect students and staff on the next school day, the superintendent will verify the crisis and will follow procedures of the flowchart in Appendix A. Once the crisis has been confirmed by the superintendent, he/she will call each crisis team member with the phone listing in Appendix B to initiate the crisis plan and follow up communication will be via email to determine and outline a plan for the next school day. If more planning is required, the superintendent may call a meeting the day BEFORE the first day of school (Sunday for example) or early the first day of school at 7:00am to discuss details for the first day back to school.

****Note:** It has been agreed that all staff will be notified by the building principals or their designees using staff phone trees (available in the Elementary and Middle/High School offices) in lieu of the district automatic phone service in the event of the death of a student, faculty or staff member outside of school hours.

4. In the event a crisis incident occurs during the school day, a statement with teacher instructions will be drafted and a PA announcement will be made for teachers to check their emails immediately. This type of situation will be viewed as an emergency and the building level emergency response plan will be initiated.
5. During the day responsibilities will be delegated by the chart in Appendix A.
6. Special counseling should be provided for bereaved teachers, staff members, substitutes, and certain students. Close friends or family members should be told separately and individually if possible. Parents/guardians should be contacted and details confirmed before notifying students of a family member's death. Family members or close friends may be brought to the building administrator's office to be taken home if family members are available. If family members are not available, accommodations will be made at the nurse's, guidance, or main office until family members can be reached.
7. If crisis involves a student, secure their locker or desk until items can be cleared out.
8. If crisis involves a student, their records should be frozen and any colleges they have applied to notified, to avoid the family receiving college notifications.
9. Announcement should NOT be made by PA system or assembly because they are too impersonal. Students should be told by their regular teachers or crisis

team members. The initial announcement should be developed by the crisis team and read to students in classrooms by teachers. It should contain the following:

- a. A truthful, straight forward, prepared statement using only known facts and emphasizing condolences for friends and family. DO NOT use euphemisms for death (i.e. gone to sleep), instead be direct and honest.
 - b. Identify designated grieving areas for talking and counseling.
 - c. Announce that funeral arrangements may be made public at a later date depending on family wishes and ask that students not contact the family.
10. Grieving areas should be manned by crisis team members including school counselors. A confidential log will be initiated to track the students and staff utilizing the grieving areas. Parents/guardians of students will be notified immediately and crisis team members will be assigned to provide follow up counseling with these high risk students/staff.
11. Post staff at all doors to keep students in the building and escort all visitors.
12. Initial and ongoing contact with the bereaved family should be maintained by the district superintendent or designated crisis team member.
 - a. Express condolences and offer support.
 - b. Arrangements to return student or staff possessions.
 - c. Comply with family's wishes regarding how they want information shared with students and staff.
 - d. Comply with family's wishes regarding students and staff at funeral home and funeral (announce this to the school body).
13. The district superintendent or designee will act as the media liaison. Remind staff that **no one else** should be releasing information and that the media should be referred to the superintendent with questions. Prepared statements should be distributed to all building/district secretaries who may receive outside calls.
14. An emergency faculty meeting will be called before classes begin at 7:30am the first day following a crisis or immediately after school if the crisis occurs during the school day. The meeting will be co-lead by the superintendent and school counselors.
 - a. Provide the faculty with accurate information and dispel rumors.
 - b. Provide an opportunity for staff to ventilate grief, shock, anger, and despair.
 - c. Outline procedures to be followed with students that day and in subsequent days/weeks.
 - i. Announce special schedule for the day(s) ahead if deemed necessary.
 - ii. Provide a written statement of facts (Appendix J) to be read to students in their homeroom/first period classes.

- iii. Ask staff to be cognizant of students and other staff members who are particularly close to the crisis and to refer them to counselors if necessary.
 - iv. Describe the feelings students may be experiencing and suggest how teachers may handle these feelings.
 - v. Identify grieving areas for students and staff and make them aware of some community resources outside of school (Appendix C).
 - vi. Allow time for questions from staff.
15. Students who have written permission from their parents to attend the funeral during school may do so. Parents are encouraged to personally escort their child(ren) to the funeral. Students should not be forced to attend funerals or strictly prohibited, rather this decision should be left up to each individual student.
- a. If possible, consider having a place near the funeral for students to go afterwards to discuss their feelings and questions with trained counselors.

F. Specific instructions for recovery after initial response (continue as long as crisis team deems it necessary)

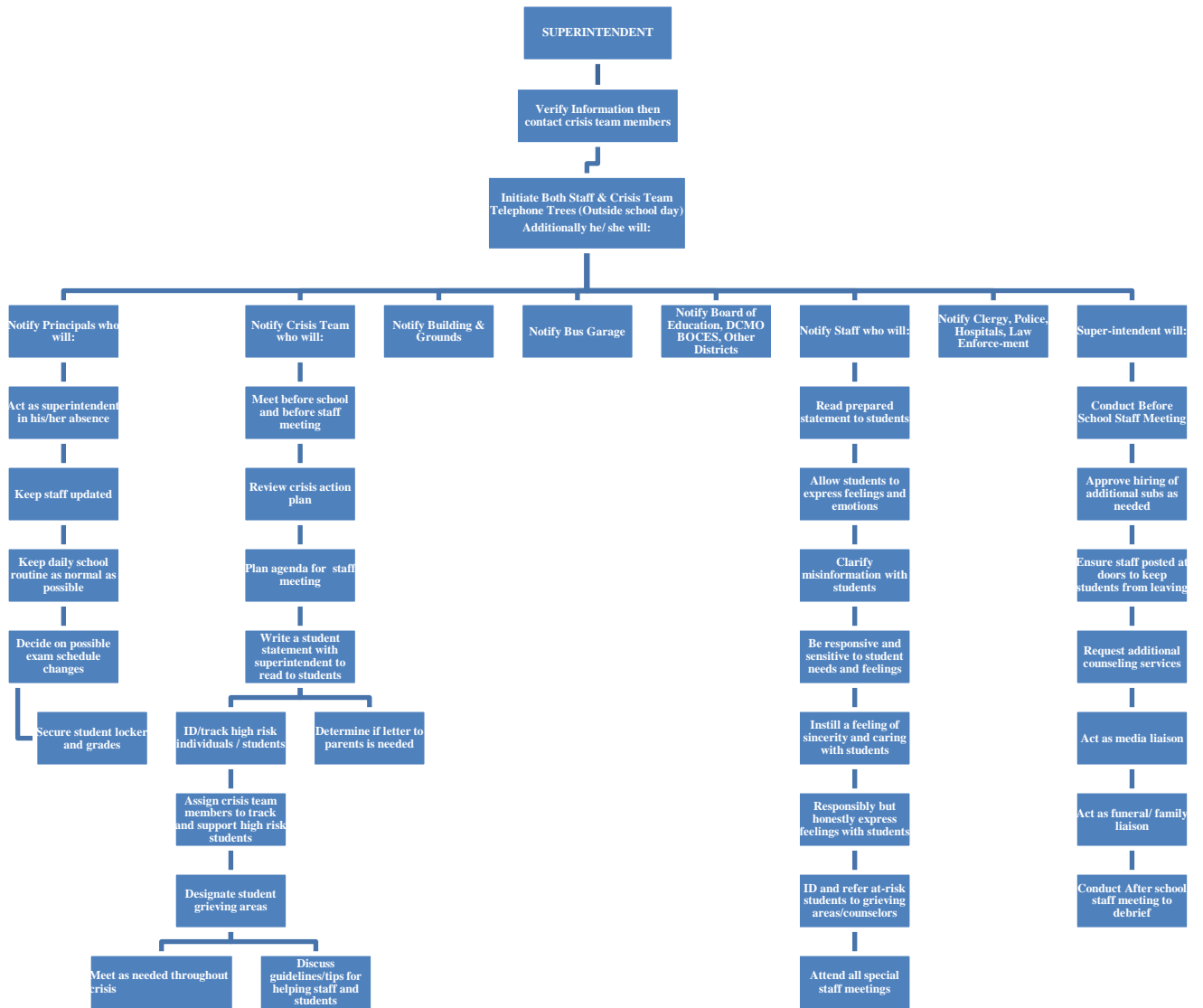
- 1. The crisis team will meet daily to review the current day's tasks prior to the morning faculty/staff meeting. Crisis team composes an updated fact sheet to be read to students in first period classrooms if significant events change or occur.
- 2. Morning faculty/staff meetings will be held and a representative of the crisis team will address the faculty before school starts in order to:
 - a. Review and updated known facts and dispel rumors.
 - b. Ask for names of any additional students who are close to the crisis.
 - c. Review and modify previous day procedures as needed.
 - d. Allow time for questions and for staff to share experiences and feelings from previous days.
 - e. Announce the time of the next meeting if required.
- 3. Once the crisis team is satisfied that all students and staff are properly supported in the immediate days following a crisis, the crisis team should enter into the follow-up response stage and establish a debriefing session after response period is concluded.

G. Follow-up to a crisis situation

- 1. Daily morning crisis team meetings and faculty/staff meetings can be secured.
- 2. Designated areas for counseling should remain open for weeks to months following the crisis.
 - a. Allowing for exchange of information and talking
 - b. Allowing for expression of delayed and complicated grief which may be triggered by this crisis

3. A bereavement group or follow up student, community, and/or parent meetings should be considered with help from school counselors, local clergy, Chenango County Mental Health Clinics and/or local area hospice organizations.
 - a. Allow parents and students opportunities to share feelings
 - b. Help parents and students gain an understanding of school's response
 - c. Allow discussion of coping strategies for parents and students
4. A commemorative or memorial celebration may be considered to facilitate the grieving process and to help integrate the loss (This is NOT recommended for any death...guidelines are to treat any death the same whether suicide death or accident or natural causes so as to not cause copy cat, or suicide contagion or cluster. This way you will not be memorializing a suicide death. NYS OMH Suicide prevention initiative says that if you MUST memorialize a death it should not be permanent and only be for one day). It is important to normalize death and to perform rituals to foster acceptance of the loss however suicidal deaths should not be glorified. Students should be involved (or even lead) commemorative activities and families of the deceased should be invited.
 - a. Flags should not be lowered to half-mast for death of staff or students.
 - b. Accidental death should be followed by some sort of commemorative or memorial celebration (if we do this ONLY temporary ONE day event)
 - c. Suicidal death should not be glorified but rather followed by something constructive such as: volunteer work, blood donation, or suicide awareness activities (suicide death should be treated the same in fairness to family and friends but NOT be memorialized but any message should be followed by the hot line and/or resources if contemplating suicide)
5. Anniversary dates of tragic events may rekindle feelings of loss and should be addressed sensitively. In addition, death of students or staff may rekindle other feelings of loss for students/staff especially in complicated grieving situations.
6. Long-term follow-up should be considered after six months in order to identify students and staff who may still be struggling with the death and who may not be coping constructively.
7. Consider having a debriefing session to evaluate the effectiveness of the crisis action plan. This debriefing should be open to all staff interested in attending and may include a staff survey to elicit reactions, comments and suggestions regarding future implementation of the crisis action plan.

CRISIS RESPONSIBILITY FLOW CHART



INCIDENT COMMAND TEAM CONTACT INFORMATION

Immediate action may need to be taken by the Crisis Team at any time. Contact information for all Crisis Team members is provided below. This contact information may be used by superintendent or principals to make contact with team members personally. Each crisis team member should be provided a copy of this contact information and the information should be updated at the beginning of each school year.

Incident Command Team

Incident Commander – Nicholas A. Colosi
Incident Log/Scribe – Michele Rice
Public Information Officer – Nicholas A. Colosi
Safety Officer – Mark Hodge
Agency Liaison Officer – Erin Gramstad
Operations Officer – Greg Lehr
Planning/Intelligence Officer – Michelle Hardler
Logistics Officer – Jonathan Cooley
Finance/Administration Officer – Erin Gramstad
I.T. Administration Officer – Jenny Davis
Communications – Zach Meseck
Peter Heggie- SRO

CRISIS TEAM

Kelly Stark Spence – Head	Nicholas A. Colosi
Jodi Carey	Michelle Hardler
Robin Dorman	Greg Lehr
Tim Davis	Jonathan Cooley
Connie Banbino	Michele Rice
Chelsea Miller	Peter Heggie
Charity Barber	Zach Meseck
Jennifer Ostrom	

(Small building incidents will be addressed with the building principal as the IC.)

If additional counseling support is needed, the counselor(s) of the affected building will make contact with area counselors via:

guidance@lists.chenangocounselors.org

COMMUNITY RESOURCES

Community Agencies

Chenango County School 656-4161	Jessica St. Germain, Guidance Counselor,
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Counselor Association (CCSCA)	Greene Central School (as of 12/5/12)
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Catholic Charities of Chenango Co. 334-8244	3 O'Hara Dr, Norwich, NY 13815
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Hospice & Palliative Care 334-3556	21 Hayes St, Norwich, NY 13815
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Chenango Co. Drug and Alcohol 337-1680	105 Leilanis Way, Norwich, NY 13815
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Chenango Co. Mental Health 337-1600	5 Court St, Norwich, NY 13815
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Behe Funeral Home 843-6888	21 Main Street, Oxford, NY 13830
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Fahy Funeral Home 334-8833	116 N. Broad St, Norwich, NY 13815
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Local Places of Worship

St. Joseph's Catholic Church 843- 7021/656-9546	3 Scott Street, Oxford, NY 13830
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Oxford/ McDonough 843-9705 United Methodist Church	36 S. Washington Avenue, Oxford, NY 13830
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St. Paul's Episcopal Church 656-9502	34 East Main Street, Oxford, NY 13830
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United Church of Oxford 843-5195	Fort Hill Park, Oxford, NY 13830
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Faith Bible Church 843-5068	14 Butler Street, Route 220 West, Oxford, NY
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ALL EMERGENCIES: CALL 911

Local Fire and Police Departments

Village of Oxford Police Department	State Street, Oxford, NY 13830	911/843-2333 334-2000
Village of Oxford Fire Department	20 Main Street, Oxford, NY 13830 PO Box 570	911/843-7951
Village of Oxford Emergency Squad	20 Main Street, Oxford, NY 13830 PO Box 570	911
New York State Police	Norwich, NY 13830 Oneonta, NY 13820	334-3296 432-3211
Chenango Co. Sheriff's Dept	279 County Rd 46, Norwich NY	334-5175

WORKING WITH THE MEDIA

As the one in charge of the school, the superintendent is encouraged to respond promptly, accurately and succinctly to news media questions about incidents at school. The goal is to provide the news media with factual information that will enable them to develop their story with a balanced and accurate perspective. The general guideline is maximum cooperation with the media consistent with the confidentiality rights of students, parents and staff.

Guidelines

1. Work cooperatively with the media, providing factual answers when possible, informing them when you don't know the answers.
2. Respect news media deadlines and respond as promptly as possible, making sure you have accurate facts. Avoid speculation.
3. Be cordial and firm in maintaining the school district's ground rules regarding the media – no media personnel should be allowed in the school building.
4. Any comments by students or teachers should not be made directly to media personnel but rather through the media contact person (the superintendent or his designee). Decline any requests for students to be interviewed.
5. Template statements are to be developed by the administration with copies distributed to crisis team members and all departmental/building secretaries in case they receive phone calls from media personnel. Any inquiries by media personnel should be directed to the media contact person (the superintendent or his designee).

FUNERAL AND POST FUNERAL ARRANGEMENTS FOR STUDENTS

1. Once wake or funeral arrangements and any special requests of the family are known, they will be made known to the students and staff.
 - a. Students who desire, and who have parental permission, should be allowed to attend the funeral services. Transportation and supervision will be provided by the school district (on a case by case basis) when the funeral is during school hours.
 - b. Parents will be strongly encouraged to attend the wake/funeral with their children. (OMH does not recommend ANY students go without parental supervision)
2. On the day of the funeral:

- a. Staff should be aware that students may again show significant reactions.
 - b. There will be a moment of silence throughout the building to demonstrate district recognition of the death.
3. After the funeral, students will be encouraged to follow the normal routine of the school day with support of counseling services as needed.
4. Within reasonable time, the student's desk and/or locker will be emptied of its contents (if the family has not already done so). A volunteer group of fellow classmates will then be given an opportunity to assist in the process of returning them to the family of the deceased.
 - a. Books should be returned to teachers.
 - b. Contents should not be placed in a grocery bag or garbage bag but a decorated box.
5. A school representative with any volunteers will visit the family to return personal belongings.
6. Students continuing to experience prolonged and deep emotional difficulties will be referred to competent professionals in the community.

FUNERAL HOME CHECKLIST

1. Confirm they are handling the funeral arrangements.
2. Determine funeral details as follows:
 - a. Public or Private
 - b. Place
 - c. Date
 - d. Time
3. Determine visiting hour details as follows:
 - a. Public or Private
 - b. Place
 - c. Date

d. Time

4. Are there any special requests by the family for memorial contributions?
5. At a later date, contact the funeral home about attendance by students and staff with number attending and parking requirements if transportation is provided by the school. Also determine what type of sympathy expression would be okay or not okay for students (i.e. writing sympathy cards).

SAMPLE PARENT/GUARDIAN LETTER AFTER A STUDENT OR STAFF MEMBER'S DEATH

Dear Parent/Guardian:

As you may already be aware...

The grief resulting from death is a very personal experience. Each person handles it a bit differently. For students, the loss of a classmate/teacher with whom they have regular contact can be a traumatic experience. Complicating things further is the fact that children will deal with death much differently depending on their age.

Typically, a child younger than 9 will have difficulty comprehending the finality of death and they may think they have the power to change the situation; this is normal. Children of this age may also appear to “get over it” quickly but this should not be mistaken for lack of feeling about a death. After 9 years old, children have a greater capacity to think of death as final. In any case, mental health professionals agree that death should be discussed openly and honestly with your child without using euphemisms like “gone to sleep” because this only confuses and scares children even more. In terms of the funeral, attendance should be a personal choice let to each student and we recommend neither requiring your children to attend nor prohibiting them from attending. If your child does attend the funeral an adult should be available to discuss the funeral and answer questions for them both during and afterwards.

We, in school, are taking the steps to deal with the shock, anger, depression and confusion which usually follows a death. Counselors, school nurses and faculty will be meeting with students, individually and in small groups, to help deal with their feelings and to identify those students who are having an exceptionally difficult time. If as the parent or guardian you need assistance with talking to your child about the situation, please call the school and we will provide the required support.

Since students are often reluctant to discuss their feelings with adults, you may want to be particularly watchful at home for signs of depression or emotional distress. The best thing we can do is to provide honest information at a level they can understand.

If we can be of any assistance, please feel free to call the school. Assistance is also available through a number of community resources that we can connect you with. Hopefully, we can help provide a sound beginning to the understanding of death and dying for your students. (If a suicide, include helping resources)

Sincerely,

GENERAL INFORMATION FOR STAFF/TEACHERS AFTER A STUDENT OR STAFF MEMBER'S DEATH

The following information will hopefully help you get through this difficult day:

1. Be sure to read the informational memo provided by the crisis team as soon as possible so rumors can be dispelled and so students feel safe.
2. Do not expect to get your usual amount of quality work done today. You can try to teach a lesson however, it is important to assess your and your students' feelings to determine if this is appropriate or if a quiet class period is more suitable. In any case, it is important to deal with the situation and feelings directly rather than try to cover it up or ignore it with a lesson.
3. It is okay to feel uncomfortable talking to students. Call a school counselor for help if you need it.
4. It is okay and appropriate for teachers to express their feelings with students at their developmental level. Remember, part of our role as adult educators is to model positive coping behaviors in times of grief. As a result, showing your emotions and your coping strategies can be an important learning experience for students rather than trying to "be tough for them"; this may lead them to think "being tough" is the preferred coping method in times of grief. It is okay if you do not have all the answers, but talking about feelings and the situation is definitely appropriate.
5. Children grieve in short periods of time. One minute they may be upset over the death, the next minute they are off playing. This is normal and adults should not think this means children do not grieve or that they are over it. Short, periodic discussions are best to help students process their grief.
6. Developmentally, a child younger than 9 will typically have difficulty comprehending the finality of death and they may think they have the power to change the situation (i.e. magical thinking); this is normal. After 9 years old, children typically have a greater capacity to think of death as final. In any case, mental health professionals agree that death should be discussed openly and honestly with children without using

euphemisms like “gone to sleep” because this only confuses and scares children and sometimes makes them afraid to go to sleep at night.

7. Both teachers and students need to support each other as much as possible.
8. Staff may be extremely upset, especially those who have had contact with the deceased. As a result, staff should also have someone available with whom to talk.
9. Get back to routines as soon as possible after children have had a chance to express their feelings but be sensitive to student’s needs and feelings. Classroom projects or rituals (such as memory boxes) can be a positive coping mechanism for a group of students to process a death and may help them integrate the memory of the deceased. If individual students need more direct support, contact a school counselor.
10. Be aware of the facts regarding this situation in order to dispel rumors.
11. What may seem like inappropriate behavior (i.e. seeming to have no feelings about the event at all and continuing to play) is normal for children but does not mean that they are “over it” nor does it mean that they do not have feelings about the situation. There is no inappropriate immediate response to a situation of loss and their feelings may not surface until triggered by another future event. Children can be helped to empathize with others and express honest feelings appropriately.

Expect a host of responses including hysterical, joking, and no response. All reactions are normal.

Teachers may get the feeling that there are some students who are using the tragedy to avoid school responsibility. It is our experience however, that these students are in the minority. We all need to be careful not to judge the feelings or motivations of others.

12. If a child expresses a feeling of guilt because he/she should have or could have done something to prevent the tragedy or because he/she should be feeling worse than they are (this is common if a student did not know the deceased well or of a younger student – magical thinking), listen to what they have to say and let them know that it was not their fault and that feeling guilty in this situation is a normal grief response.
13. Often a child may worry about others or themselves dying after a sudden death of a friend, relative or staff member. This is normal and it is important to discuss the difference between being sick and dying because they may think getting sick will cause them or others to die.
14. If the death may be due to a suicide, do not glamorize or romanticize or speculate about what might have happened (note: glamorizing is not the same as ritualizing). In any case when children speculate, ask them if they know for sure what happened, listen and point out gently without criticism what we know and what we do not know.

15. Encourage children to speak with personnel at school and/or parents or older siblings at home.
16. For those students who are extremely upset, locations have been set up in various parts of the building where support staff is available. Students should not be in the corridors unsupervised, but rather should be sent to designated grieving areas in the building. They will be returned to class when they are ready. The names of attending students will be kept in a confidential log and:
 - a. Their parents will be notified immediately
 - b. Individual follow-up sessions will be scheduled with each student by members of the crisis team
17. While being sensitive to family requests, children can express sympathy to the family by writing notes to the family and some children may choose to attend the funeral. We encourage children to make this decision themselves and not be required to attend or denied the chance to attend the funeral. In any case, the child should attend with an adult and be provided an opportunity to discuss the funeral afterwards with an adult.
18. The following techniques are suggested to help students process the death of a loved one, friend, or staff member: Have simple honest and age-appropriate discussions and activities about death; allow time for children to ask questions – it is okay not to have all the answers; be physically and emotionally present and communicate your caring and support; share your own grief – it is good for children to have a positive role model; acknowledge that grief hurts; give permission to take a break and have fun; offer opportunities to create rituals (e.g. tree planting, memory boxes, scrapbooks, collages); encourage use of children’s bereavement books.

Staff/Teachers please note – Plan on attending an after school faculty meeting after the first day

TEMPLATE MEDIA STATEMENT AFTER A STUDENT OR STAFF MEMBER’S DEATH

Yesterday, (month, day, year) we were notified that Xxxx died in a xxxx accident. We have received many phone calls and emails inquiring about how our staff and students are doing and the plans and procedures we have implemented for staff and students who are going through the grieving process.

Xxxx has been part of our school community since xxxx and has served multiple educational roles at our school including: xxxx. Xxxx connected with staff and students immediately when he/she started here in xxx and those relationships only strengthened over time. In addition to serving in his/her educational roles he/she also served on numerous committees from: xxxx to our xxxx. Many knew him/her outside of our school

because he/she was also active in our community. He/she was a friend to many adults, a co-worker with all of us, but most of all an educator for students Pre-K through Grade 12, graduates, staff, and parents. He/she will be remembered as a shining light that put his/her students and her school first.

This is/will be a very difficult time for our staff and our student body. Many schools and outside agencies have contacted us to offer their help or are already here assisting in our counseling rooms throughout our building, hallways, or classrooms as needed. Our school counselors and our school psychologist have been joined by counselors from Chenango Memorial Hospital, Sherburne – Earlville Central School, the Liberty Partnership Program, and Chenango County Community Mental Hygiene Services in our efforts to help staff and students work through the grieving process. We have set up several counseling rooms throughout the building and have posted banners in our common areas for staff and students to share thoughts and memories of Xxxx. We will continue to meet as a staff to review how things are going and adapt our grief response plans accordingly. As a school district we want to thank all of those who have responded to our needs and all of those who continue to offer assistance.

Oxford Academy and Central School has a strong sense of community which will help us support each other and our students. There is no doubt that our loss has really shaken our staff and students. Through the support of each other, our families, and all of those who have stepped forward to walk with us through these difficult times we will work through the grieving process. (If a suicide include helping resources)

TEMPLATE STUDENT STATEMENT AFTER A STUDENT OR STAFF MEMBER'S DEATH

Yesterday, (month, day, year) we were notified that died in a xxxx accident. Our number one priority today is to assist our staff and students through the grieving process, allowing them an environment where their thoughts and feelings can be openly expressed and validated.

Here is what we know: Xxxx has been part of our school community since xxxx and has served multiple educational roles at our school including: xxxx. Xxxx connected with staff and students immediately when he/she started here in xxx and those relationships only strengthened over time. In addition to serving in his/her educational roles he/she also served on numerous committees from: xxxx to our xxxx. Many knew him/her outside of our school because he/she was also active in our community. He/she was a friend to many adults, a co-worker with all of us, but most of all an educator for students Pre-K through Grade 12, graduates, staff, and parents. He/she will be remembered as a shining light that put his/her students and her school first and he/she will be sorely missed.

We expect that both students and staff will feel a range of emotions today. For those who knew him/her well these emotions may include guilt, denial, shock, anger, and depression but on the other hand those who knew her only a little may not feel any of the above emotions; all these responses, feelings, and a whole host of others are normal. There are still many unknowns about the events and even though we do not have all the answers we

are here to help you through the grieving process and answer any questions you may have about the situation to the best of our ability.

For the next few days, we have set up grieving areas for staff and students to use in the primary school (Rm. Xxxx), in the middle school (Rm. Xxxx) and in the high school (Rm. Xxxx). They will be staffed with counselors from our school and have been joined by counselors from Chenango Memorial Hospital, surrounding school districts, the Liberty Partnership Program, and Chenango County Community Mental Hygiene Services in our efforts to help staff and students work through the grieving process. There are banners in the commons areas where staff and students alike can write thoughts, memories, and/or well wishes about Xxxx or to her family. As soon as we know funeral or memorial arrangements for Xxxx we will get them out to everyone. (if a suicide, include helping resources).

GUIDELINES FOR STUDENT DEATH NOTIFICATION DURING SCHOOL

In the event of the death of a close relative of a student requiring a death notification, the notification should be made by the school counselor with a trusted staff member/teacher and one of the student's parents/guardians if at all possible. Because of the instantaneous nature of information exchange by cell phones and the internet, the notification should not be delayed for an extended period of time because of the chance of the student gaining knowledge of the event unofficially. The student should be released with the parent or guardian after the initial notification if possible.

The following guidelines should be adhered to:

1. Coordination of death notification.

School counselors will be the designated coordinators of death notifications for the school district and should take the lead on all individual death notifications. In a school with more than one school counselor, the counselor with whom the student (or staff member) has most the most connection should be the lead coordinator.

2. Persons notified.

In most cases, family members are likely to notify the school of a death of someone close to a student, however if the school is notified by a secondary source it is critical to notify and confirm the death with a family member/parent. Involving the family is critical and should be attempted so the wishes and desires of the family can be met. If family members are not available to assist and/or be present for the notification, it is desirable to have someone with whom the family feels connected along with the school counselor. It is desirable to have two caring adults be involved with the death notification (school counselor/trusted teacher and a family member or close adult). It is critical to be sensitive to the desires of the family and student after the death of a close family member. It is advisable to obtain student and parent permission before notifying friends and staff members within the school.

3. When to notify student.

Waiting to remove the student from class until the family members are present is desirable. Information is likely to be leaked to the student via cell phone or text message so timely notification takes priority over waiting an extended period of time for family members to arrive. If at all possible family members should be present for the notification, but in certain situations it may be necessary to notify students without family being present.

4. Where to notify student.

Consideration should be given to notifying students in a safe, comfortable, and private location. In most schools this will be either in the nurse's office or in the school counselor's office.

5. How to tell student.

Before the notification, it is important to gather all the information available on the situation. Small talk should be avoided because students will know that something is wrong. In addition, euphemisms should be avoided such as "passed away" or "lost" or "went to sleep" because these will confuse children. It is best to be caring but truthful, direct and concrete in communicating the death of a loved one without giving too much detail. It may be useful to start with "...I have some sad news..." After the notification, it may be beneficial to give students a choice of what they would like to do at this point.

6. Follow up with student.

Accommodations for the student should be granted such as: allowing absences, academic allowances, providing counseling, and providing privacy when needed. Follow-up with students is critical because effects from death of a parent or close relative may resurface as far out as 2 years and beyond.

The above information on death notification was obtained from the following source:

Servaty-Seib, H. L., Peterson, J., & Spang, D. (2003). Notifying individual students of a death loss: Practical recommendations for schools and school counselors. *Death Studies*, 27(2), 167-186. doi: 10.1080/07481180390137026

Appendix 4:

TRAINING MODULES AT OXFORD ACADEMY SITES

Primary School

New Employee/Teacher Orientation- August
Opening Day In Service Workshops, Mandated Trainings- September
Anti-bullying Training- September
School Safety Training- throughout the year at faculty meetings

Middle School

New Employee/Teacher Orientation- August
Opening Day In Service Workshops, Mandated Trainings- September
Anti-bullying Training - September
School Safety Training-throughout the year at faculty meetings

High School

New Employee/Teacher Orientation- August
Opening Day In Service Workshops, Mandated Trainings – September
Anti-bullying Training - September
School Safety Training-throughout the year at faculty meetings

District Office

New Employee/Teacher Orientation- August
Opening Day In Service Workshops, Mandated trainings- September
District Safety Committee Meetings 4x/year

All required trainings are conducted annually

Appendix 5:

SITES AND POTENTIAL EMERGENCIES

Site	Hazards
Oxford High School/Primary School Campus South Washington Ave, Oxford, NY 13830	High School/Primary School Building, Parking areas, Athletic fields, Press Box, Dugouts, Greenhouse, Maintenance Storage Building, South Washington Ave, John Glenn Road, State Route 12, Chenango River, Community Swimming Pool, Kutik's, Wastewater Treatment Plant, residences around campus, Woods and fields on and around campus
Oxford Middle School/District Office Campus Fort Hill Park Oxford, NY 13830	Middle School Building, Athletic storage Building, Grounds Storage Building, Athletic Fields, Parking areas, Chenango River, Fort Hill Park Streets, Merchant Street, Mechanic Street, Railroad tracks, Bus Maintenance area, Fire Department, Library, United Church of Oxford, residences around campus, woods and fields around campus, Wastewater Treatment Plant, Canal Street Hardware, Quickway Convenience Store, Village Department of Public Works Garage

District Resources Available for use during an emergency

- ❖ *Buses- See Appendix 1*
- ❖ *Portable Radios*
- ❖ *AED's*
- ❖ *Fire Extinguishers*
- ❖ *Medical Equipment to include first aid kits and supplies, blankets, cots*
- ❖ *Mats*
- ❖ *Vehicles - In addition to transportation vehicles, the district maintains 3- trucks with plows, 2 tractors and 1 gator*
- ❖ *Secondary Red Cross Sheltering Center*

Appendix 6:

PROTECTIVE ACTION OPTIONS

A. Definitions of Protective Action Options

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

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

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

B. Introduction

Upon notification of an emergency, the Incident Commander will:

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

C. Procedures of Protective Action Options

School Cancellation

- Monitor the situation - by the District Superintendent
- Incident Commander or Designee and bus supervisor monitoring the local weather forecast
- Make Determination – Bus Supervisor contacts town supervisor/or designee and determines the status of roads
- Contact the local media – The District Superintendent or designee contacts local media, makes an announcement to parents via automated telephone system

Early Dismissal

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, close school & after school activities - by the District Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to call road supervisors for each town to determine road conditions and arrange transportation
- Contact local media and automated telephone system to inform parents of early dismissal

- Set up an information center so that parents may make inquiries as to where their students are being transported.
- Retain appropriate district personnel until all students have been returned home

Evacuations (before, during and after school hours)

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

Sheltering sites (internal and external)

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

Appendix 7:

RESPONSE PROTOCOLS TO SPECIFIC INCIDENTS

HOSTAGE

Response Action:

1. Identify hostage situation - first person on the scene.
2. Notify the building administrator.
3. Shut down bells/tones
4. Immediately notify police of the situation and follow their instructions - building administrator.
5. Inform superintendent of situation and actions taken -building administrator.
6. Inform custodian to have keys available.
7. Avoid any reckless and/or imprudent actions.
 - keep a distance
 - don't force the issue physically or mentally
 - don't make any quick moves
8. Upon arrival of police officials, implement the following response actions as necessary:
 - isolate area of building involved
 - notify parents or spouse
 - public information statements
9. The police will determine the termination of the emergency.

BOMB THREAT

General initial protocol is outlined below, however specific details will be outlined in the Building Level Emergency Response Plans (BLERPs) in Threat Hazard Annex #2.

Response Action:

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

Recovery Action:

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

INTRUDER

Response Action:

1. Identify the intruder - first person on the scene.
2. Notify the building administrator.
3. Advise police of situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff - building administrator.
4. Based on advise of police, confront the intruder - building administrator.
5. Escort intruder out of the building – building administrator.
6. If intruder refuses to leave, maintain surveillance and summon police - building administrator.
7. Police or building administrator to determine the termination of the contingency.

KIDNAPPED PERSON

Response Action:

1. Identify kidnapping incident - first person on the scene.
2. Notify building administrator.
3. Immediately notify the police. Advise them of the situation and follow their instructions - building administrator.
4. Notify the superintendent - building administrator.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquiries.
6. Police to determine the termination of emergency.

Pre-plan Action:

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

ARRIVAL DISMISSAL TIME LOCKDOWN

Response Action:

The procedure is outlined in the Building Level School Emergency Response Plans at Threat Hazard Annex #32 in each Building Level School Emergency Response Plan.

Staff and faculty will be flexible and immediately act in the best and safe interest of students and others.

Pre-plan Action:

Ensure that students, bus monitors and bus drivers are trained in the plan and have access to radios during arrival and dismissal times.

HOT AND COLD WEATHER PROTOCOL

These procedures are taken from the NYSPHSAA so that the athletic directors and school buildings are working off the same guidelines and requirements for hot and cold weather.

EXPOSURE TO EXCESSIVE HEAT

When the outside air temperature is 80 degrees or higher, the physical education teacher, athletic director, or school designee/building principal will use the www.accuweather.com website (put in the zip code of your area and click the hourly forecast to see the RealFeel temperature hourly) to determine the heat index in the area (also called the RealFeel temperature).

For RealFeel temperatures over 80 degrees but less than 96 degrees, the following recommendations should be considered:

1. Provide ample water and frequent water breaks if strenuous exercise is being conducted.
2. Monitor students for heat illness if strenuous exercise is being conducted.
3. Consider limiting activity to indoors only.
4. Consider reducing strenuous activity to less than one hour at a time.

For Real Feel temperatures 96 or over, the following shall be adhered to:

1. No outside activity shall be conducted. Inside strenuous activity should only be conducted if in a climate controlled/air conditioned environment.

EXPOSURE TO EXCESSIVE COLD

When the outside air temperature is 39 degrees or lower, the physical education teacher, athletic director, or school designee/principal will use the [accuweather.com](http://www.accuweather.com) website (put in the zip code of your area and click the hourly forecast to see the RealFeel temp hourly) to determine the wind chill in the area (also called the RealFeel temperature).

For Real Feel temperatures between 36 degrees down to 20 degrees, the following recommendations should be considered:

1. Stay adequately hydrated.
2. Consider having students and PE teachers dress in layers of clothing.

For Real Feel temperatures between 19 degrees down to -10 degrees, the following recommendations should be added to above:

3. Consider having students and PE teachers cover the head and neck to prevent heat loss.
4. Consider postponing outdoor activity to a time when RealFeel temp is much higher.

For RealFeel temperatures -11 degrees and below, the following shall be adhered to:

1. No outside activity, practice or contest, should be held.

The National Weather Service will issue a wind chill advisory (potentially dangerous if proper precautions are not observed) for “wind chills” of –15F to –24F and a wind chill warning (unusual and significant danger) will be issued for “wind chills” of –25F and below. At wind chills below -25, the superintendent with the transportation director should consider cancelling school depending on the severity of the forecasted wind chill.

Appendix 8:

Communicable Disease - Pandemic Plan

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

Prevention/Mitigation

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

Protection/Preparedness

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

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and

common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

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

Prevention/Mitigation:

- We will work closely with the Chenango County Department of Health to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:
 - Reporting suspected and confirmed cases of the identified disease to: Chenango County Department of Health, Delaware County Department of Health.
 - Utilizing Public Health Consultation and Immediate Reporting:
 - *Utilizing an established Hotline: 888-364-3065*
 - *Phone: 607-337-1660*
 - *Utilizing Weekend/After-hours Consultation and Reporting:*
- The Chenango County Department of Health and will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Safety Coordinator will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district technology director will also be an important Team member. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, social media, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to

continue to function as opposed to those positions that could realistically work remotely. All Oxford Academy and Central School staff are considered to be non-essential employees, except for bus drivers, bus attendants, custodial workers and food service helpers, for purposes of this Pandemic Plan.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent possible, all staff are provided Oxford Academy and Central School Chromebooks or laptops to ensure internet access.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)

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

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

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

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

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

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Chenango County Department of Health, Delaware County Department of Health, Sheriff's Department, Office of Emergency Management, Fire

Department, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the Oxford Academy Middle School with the alternate at the Oxford Academy High School and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Nicholas A. Colosi	Primary Incident Commander	607-760-3593	
Greg Lehr	Alternate Incident Commander	607-725-1177	
Jonathan Cooley	Alternate Incident Commander	607-788-5461	
Chelsea Miller - RN	Primary Safety Officer		
Charity Barber - RN	Alternate Safety Officer		
Michele Rice	Primary Liaison Officer	607-316-7733	
Hope Crawford	Alternate Liaison Officer	607-843-2025, ext. 4042	
Nicholas A. Colosi	Primary Public Information Officer	607-760-3593	
Zach Meseck	Alternate Public Information Officer	<u> </u>	
Jonathan Cooley	Primary Logistics Officer	607-788-5461	

Cody Hrehor	Alternate Logistics Officer	607-952-0949	
Greg Lehr	Primary Operations Officer	607-725-1177	
Dan Dewey	Alternate Operations Officer	607-843-7196	
Michelle Hardler	Primary Planning/Intelligence Officer	607-743-6064	
TBD	Alternate Planning/Intelligence Officer	607-843-2025, ext. 3118	
Erin Gramstad	Primary Finance Officer		
TBD	Alternate Finance Officer		

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command) on October 15, 2019.

- The school district will designate a pandemic safety coordinator (administrator), 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. Coordinators shall be the main contact upon the identification of positive cases of the disease in the students and staff, and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, **and parents or legal guardians** of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
<i>Afton CSD</i>	<i>Terrance Dougherty</i>	
<i>B/G CSD</i>	<i>Tim Ryan</i>	tryan@bgcsd.org

<i>Delhi</i>	<i>Carey Shultz</i>	<u>cshultz@delhischools.org</u>
<i>Downsville CSD</i>	<i>Rob Rhinehart</i>	<u>rrhinehart@dcseagles.org</u>
<i>Franklin CSD</i>		
<i>GMU CSD</i>	<i>Annette Hammond</i>	<u>ahammond@gmucsd.org</u>
<i>Greene CSD</i>	<i>Lisa-Marie Carter</i>	
<i>Hancock CSD</i>	<i>Lori Asquith</i>	
<i>Norwich CSD</i>	<i>Scott Ryan</i>	<u>sryan@norwichcsd.org</u>
<i>OV CSD</i>	<i>Brian Collier</i>	
<i>Oxford CSD</i>	<i>Jonathan Cooley</i>	<u>jcooley@oxac.org</u>
<i>S/E CSD</i>	<i>Robert Berson</i>	
<i>Sidney CSD</i>	<i>Tony Stenta</i>	<u>astenta@sidneycsd.org</u>
<i>Unadilla CSD</i>	<i>Kevin Nial</i>	<u>knial@uvstorm.org</u>
<i>Unatego</i>	<i>Dr. David Richards</i>	<u>drichards@unatego.stier.org</u>
<i>Walton CSD</i>	<i>Rick Robinson</i>	<u>rrobinson@waltoncsd.org</u>
<i>School Specialist Otsego County</i>	<i>Traci DeLore</i>	<u>Traci.delore@health.ny.gov</u>
<i>School Specialist Delaware County</i>	<i>Josh Magiera</i>	<u>Joshua.magiera@health.ny.gov</u>
<i>School Specialist Chenango County</i>	<i>Heather Ditch</i>	<u>Heather.ditch@health.ny.gov</u>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; social media; school messenger; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A school district Public Information Officer (PIO) Nicholas A. Colosi has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Those that will be utilized are radio, phone, VOIP, zoom, email, and tele-conference. We continually test our communication systems on a weekly basis.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authorities for the district Nicholas A. Colosi, Jonathan Cooley, Michelle Hardler, Greg Lehr, and Erin Gramstad. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, zooms, district automated phone notification system.

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have designated DCMO BOCES for having back-up responsibility in the purchasing and payroll areas: DCMO BOCES CBO employees have been trained as back-ups for essential business office functions throughout the 2019-2020 and 2020-2021 school year. We have also established the ability to maintain these essential functions off-site from remote locations as follows: All staff has been given a laptop for use at home. Limited staff on-site as needed for scanning, with a shift schedule. Able to securely access the VPN lines to Oxford Academy and Central School hard drive. Off-site function was tested throughout the 2019-2020 and 2020-2021 school year.
- 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, and will update them as necessary. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process will be provided if necessary. At no time will products not approved by the school district be utilized.
- Human Resources will be essential in monitoring absenteeism and managing the workforce. Changes to district policies and procedures concerning management of the workforce to affect a crisis response may become necessary, and will be implemented by Human Resources. Cross-training is continually provided to staff to ensure essential functions will continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Zoom and/or Google Meets
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, I Pads, Chrome books and Laptop Pc's)

- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and continually test these methods.

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

PPE & Face Covering Availability:

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

PPE Supply Management

- The Business Department and Safety Coordinator/Administrator, Jonathan Cooley, are working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

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

Nurse/Health Staff	25	300	150	75
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**Note: N-95 respirators are recommended only if staff will be in contact with a suspected positive case of the disease and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Chenango County Department of Health and 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 Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official and Health and Safety to implement different phases of the Plan as necessary.
- The Human Resources office will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at component districts.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Infection Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community

transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

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

Return to School After Illness:

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

Staff Absenteeism

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

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address

a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to your building nurse.

New York State Contact Tracing Program

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

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

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

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

A contact tracer will:

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

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

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

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

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

Please answer the phone so we can keep NY moving forward and stop the spread of the communicable disease.

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:

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

Common Areas:

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

Disinfecting:

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including hand washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by 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
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared equipment.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

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 will be via school provided email and/or the school employee contact information database.

(7) Emergency Housing for Essential Employees

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

1. Red Roof Inn, Norwich NY (607-334-2200)
2. Super 8, Norwich, NY (607-296-0524)
3. Fred's Inn, Norwich, NY (607-334-9282)

Recovery:

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

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

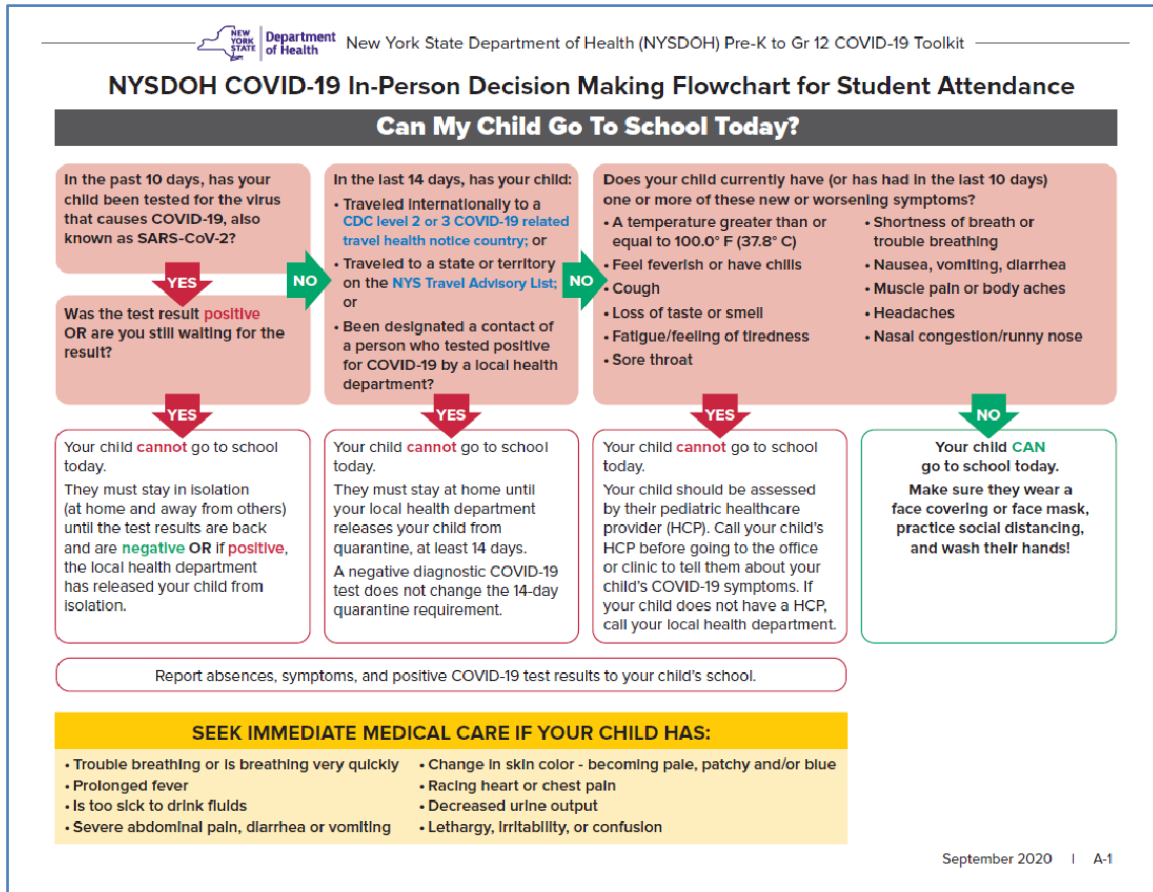
4. Communications Planning:

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

4. Communications Planning (cont.):

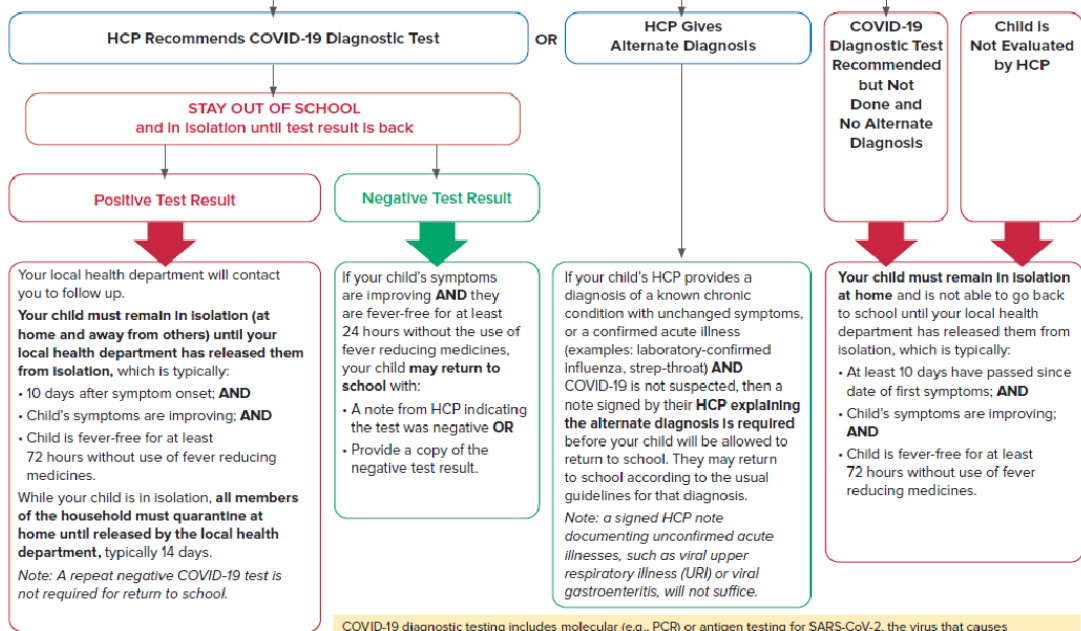
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students,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

Flowcharts for COVID-19 Decision Making



**My child has COVID-19 symptoms. When can they go back to school?**

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

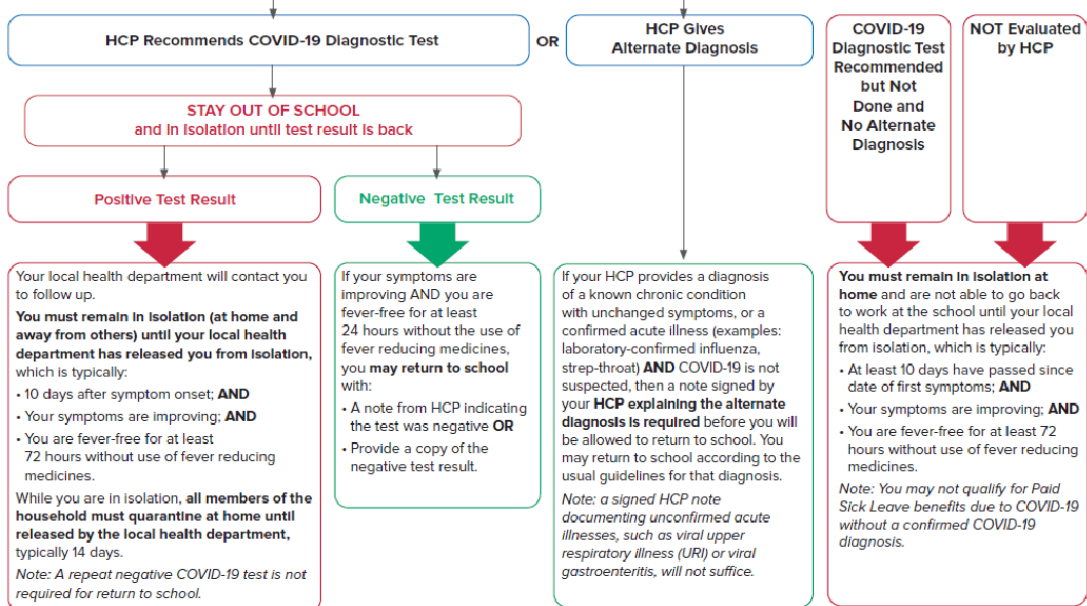


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, 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.

September 2020 | A-2

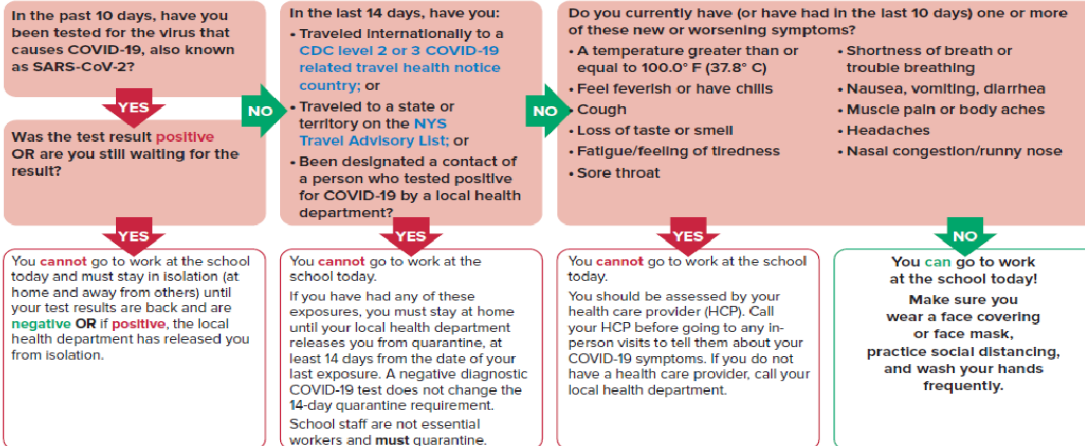
**I have COVID-19 symptoms. When can I go back to work at the school?**

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



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.

September 2020 | B-2

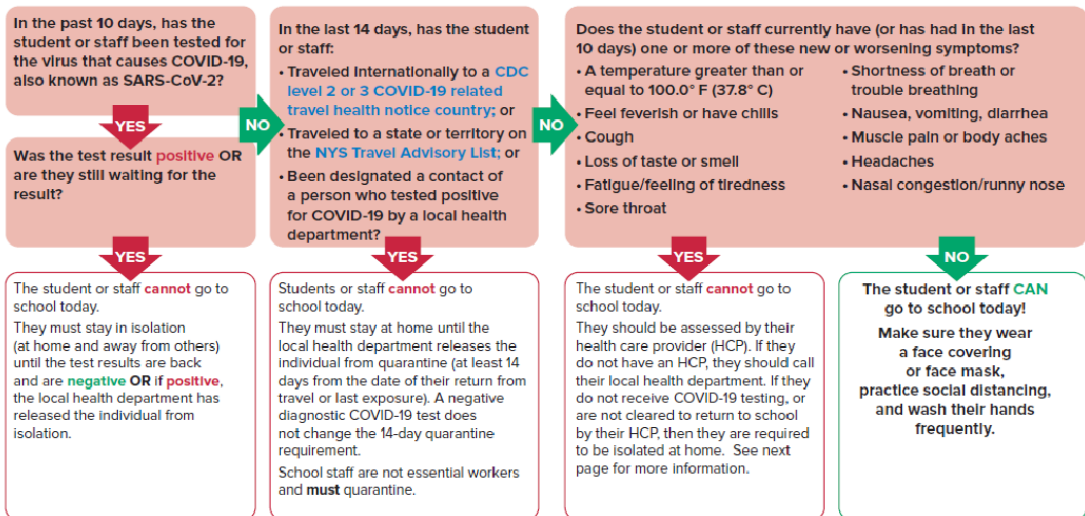
**NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work****Can I Go to Work at the School Today?**

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

September 2020 | B-1

**NYS DOH COVID-19 Guide for School Administrators and Schools Nurses****COVID-19 Screening Flowsheet for Students and Staff**

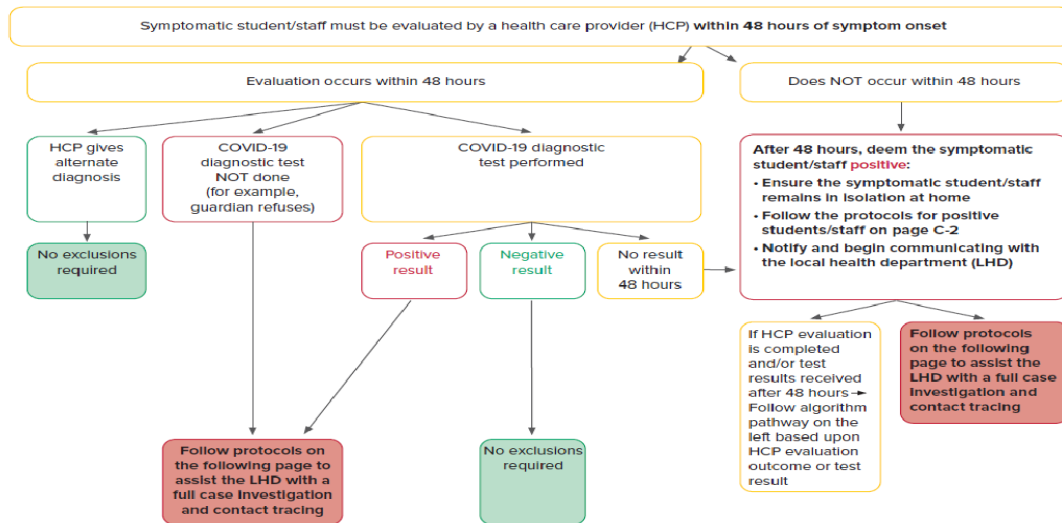
Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

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 exclusion protocol for contacts of symptomatic students and staff



September 2020 | C-3

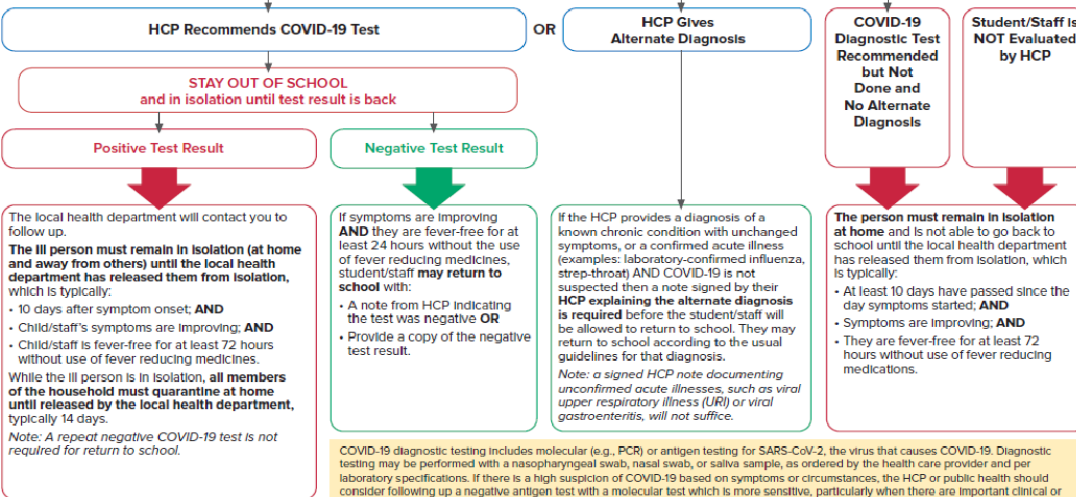
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

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



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. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

September 2020 | C-2

**COVID-19 School and Local Health Department Coordination for Contact Tracing****Notify the local health department (LHD):**

- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

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

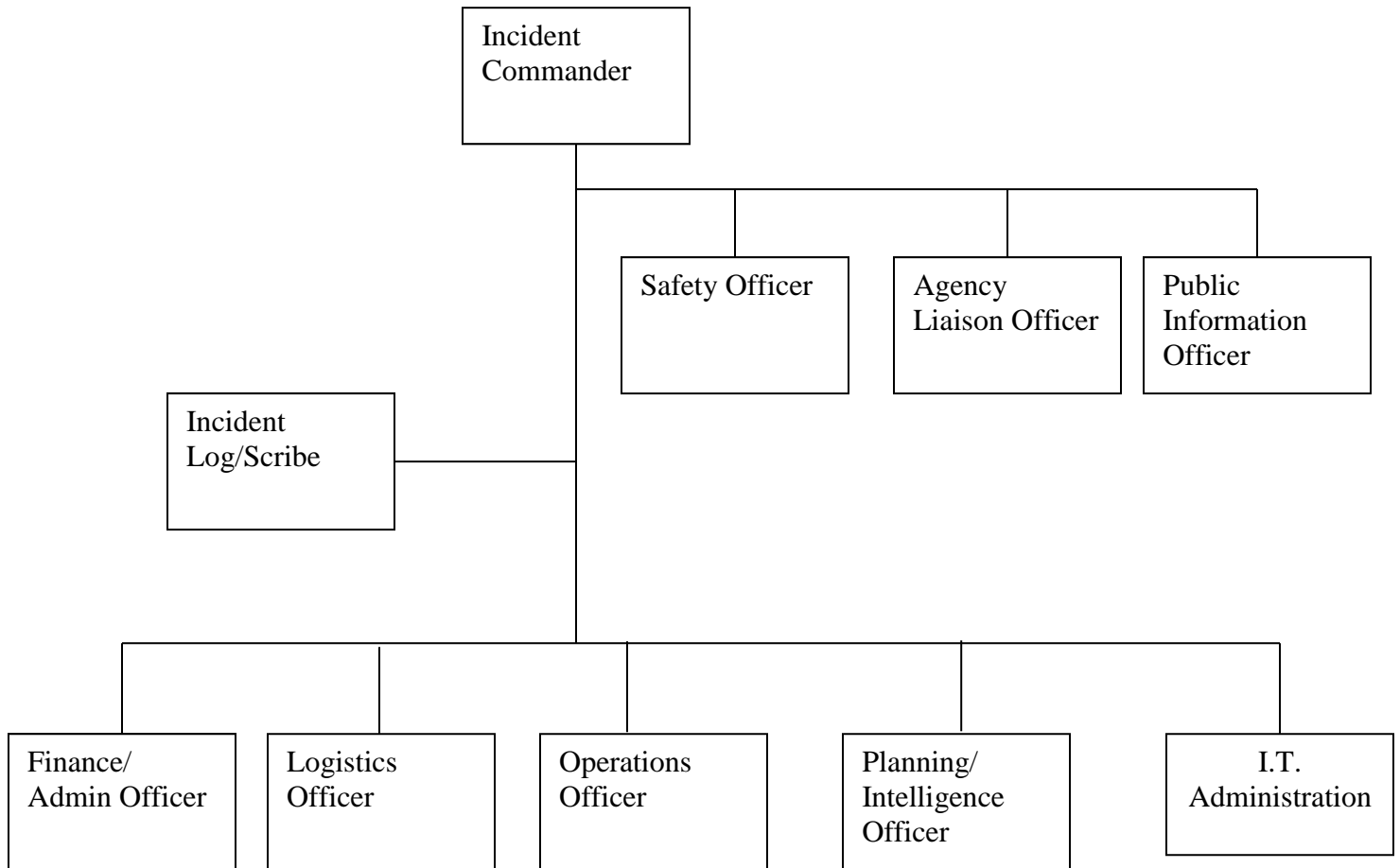
Appendix 9:

NAMES AND CONTACTS OF EDUCATIONAL AGENCIES

Name	Address	Town	Contact	Telephone
HeadStart	52 North Washington Ave	Oxford	Hannah Hamilton	(607) 843-9990
Pumpkin Shell Nursery School	Fort Hill	Oxford	Lisette Moore	(607) 843-9830
Private Day Care	5 Merchant St	Oxford	Bev or Joe Chrystie	(607) 843-9720
DCMO BOCES	6678 County Road 32	Norwich	Jason Lawrence	(607) 335-1324

Appendix 10:

SAFETY TEAMS AND GUIDES Incident Command Team Assignments



Staff Assignments

Incident Commander - Superintendent of Schools or Building Principal

Safety Officer – Head Custodian (Hrehor)

Agency Liaison Officer - School Business Manager (Gramstad)

Public Information Officer - Superintendent of Schools (Colosi)

Incident Log/Scribe - Secretary to Superintendent of Schools (Rice)

Finance/Administration - School Business Manager (Gramstad)

Logistics Officer - High School Principal (Cooley)

Operations Officer - Middle School Principal (Lehr)

Planning/Intelligence Officer - Primary School Principal (Hardler)

I.T. Administration - Computer Tech (Davis)

Communications - (Zach Meseck)

SRO - (Peter Heggie)

Appendix 11:

THREAT ASSESSMENT

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

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

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

Appendix 12:

ADOPTION OF PLAN

Date of District-wide School Safety Team appointment by Board of Education resolution:

February 12, 2001

New Appointees named December 6, 2004

Date(s) of meetings of District-wide School Safety Team in development of Plan:

October 25, 1999, January 24, 2000, May 22, 2000

October 11, 2000, January 10, 2001, March 14, 2001, May 9, 2001

Date that District-wide School Safety Plan was first read and tabled for public comment:

May 20, 2001

Date of public hearing by Board of Education:

June 11, 2001

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

June 25, 2001

Date District-wide School Safety Plan was mailed to the New York State Education Department:

July 17, 2001

Date revisions adopted by District-wide School Safety Team:

May 18, 2004

Date revisions adopted by District-wide School Safety Team:

December 17, 2012

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

January 2013

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

December 2014

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

July 2015

Minutes of committee meetings, Board of Education meetings and appropriate resolutions are kept by the Oxford Academy and Central School Board of Education Clerk.

Plan Revised:

Fall 2023

Spring 2024

Appendix 13:

TEAMS

District Safety Team

Nicholas A. Colosi	Claudia Tefft	Chelsea Miller
Greg Lehr	Erin Gramstad	Charity Barber
Michelle Hardler	Jenny Davis	Ed Holmquist
Jonathan Cooley	Dan Dewey	Kelly Stark-Spence
Cody Hrehor	Margo Barrows	Robin Dorman
Angelique Bakalyar	Clayton Kappauf	Jodi Carey
Peter Heggie		

External Members

Officer Adam Francis Jason Lawrence
Community Member – TBD NYS Trooper - TBD
*School BOE Member-TBD

**These individuals will be included in reviewing the District Safety Plan yearly but are not required to attend normal safety meetings.*

Building-level Emergency Response Teams

Primary School

Michelle Hardler
Robin Dorman
Jared Gorman
Clayton Kappauf
Kathleen Cragle
Chelsea Miller
Holly Breck
Courtney Emerson
Claudia Tefft

Middle School

Greg Lehr
Kelly Stark-Spence
Charity Barber
Becky Rosas
Ed Holmquist
Katie Kappauf
Alis Vincent
Peter Heggie

High School

Jonathan Cooley
Jodi Carey
Chelsea Miller
Cody Hrehor
Peter Heggie

Craig Tefft
Renee Johnson
Chris Rovente
Kim Murrer
Jeanette Dunckel

Incident Command Team

Incident Commander – Nicholas A. Colosi
Incident Log/Scribe – Michele Rice
Public Information Officer – Nicholas A. Colosi
Safety Officer – Cody Hrehor
Agency Liaison Officer – Erin Gramstad
Operations Officer – Greg Lehr
Planning/Intelligence Officer – Michelle Hardler
Logistics Officer – Jonathan Cooley
Finance/Administration Officer – Erin Gramstad
I.T. Administration Officer – Jenny Davis
Communications- Zach Meseck
SRO- Peter Heggie

Crisis Response Team

Kelly Stark Spence – Head	Nicholas A. Colosi
Jodi Carey	Michelle Hardler
Robin Dorman	Greg Lehr
Michele Rice	Jonathan Cooley
Zach Meseck	Erin Gramstad
Peter Heggie	

Additional Members (as needed)

Charity Barber	Chelsea Miller
Jennifer Ostrom	Cody Hrehor
Tim Davis	Jenny Davis
Dan Dewey	

(Small building incidents will be addressed with the building principal as the IC.)

Appendix 14:

<p>AFTER 3:30 PM PROCEDURE FOR HOW TO HANDLE A LOCKDOWN WHEN THERE IS NO ADMINISTRATOR IN THE BUILDING- CONFIDENTIAL</p>

PURPOSE - This is for when there are sports going on in the building, people using the weight room, clubs meeting, students arriving before or after practice waiting to be picked up

LOCKDOWNS CAN BE CALLED FROM ANY SCHOOL PHONE:

HS- 5999

MS-6999

PS- 7999

BOTH THE HS/PS- 8999

LOCKOUTS CAN BE CALLED FROM ANY SCHOOL PHONE:

HS- 5998

MS- 6998

PS- 7998

IF PS/HS GOES INTO LOCKDOWN, MS GOES INTO LOCKOUT AND VICE VERSA

THE SHUT OFF OF THE ALARMS ARE ON THE GRAY PHONE IN THE MAIN OFFICE BY HITTING “ALL CLEAR” BUTTON

IN THE EVENT OF AN ACTUAL EMERGENCY- LAW ENFORCEMENT WILL RELEASE EVERYONE

LOCATION AND WHERE TO GO TO IN THE EVENT OF A LOCKDOWN:

- **HS GYM- SHUT MAIN DOORS, EVERYONE GOES INTO THE LOCKERROOMS**
- **MS GYMS- BIG GYM- EVERYONE GOES INTO THE STORAGE ROOM IN THAT LOCATION**
- **SMALL GYM- SHUT DOOR TO HALLWAY, EVERYONE GOES INTO THE STORAGE ROOM IN THAT LOCATION**
- **PS GYM- SHUT MAIN DOORS, EVERYONE GOES INTO THE BACK STORAGE ROOM**

- **HS WEIGHT ROOM- SHUT DOOR, HIDE AWAY FROM THE DOOR, CAN GO INTO PROP CLOSET**
- **HS CAFETERIA- SHUT MAIN DOORS ON BOTH SIDES**
- **HS AUDITORIUM- SHUT DOORS, HIDE IN THE PROP AREA ON THE STAGE**
- **Y PROGRAM- SHUT DOORS, EVERYONE GOES INTO THE BACK STORAGE ROOM BEHIND PS CAFÉ**
- **HS FOYER- EVERYONE GOES TO THE NEAREST OPEN LOCATION OR TO THE STAFF BATHROOMS OR GENDER NEUTRAL BATHROOMS ON THE FIRST FLOOR BY THE CAFE, LOCK DOOR**

IF A FALSE ALARM OCCURS AND IS KNOWN TO BE FALSE:
CALL 911 TO TELL SHERIFF DISPATCH IT IS A FALSE ALARM

CUSTODIAL POINTS OF CONTACT HS/PS - SETH MORLEY AND
JIMMY MANWARREN

CUSTODIAL POINTS OF CONTACT MS - DEB WIGGINS AND
KELVIN BRAZEE

CALL IMMEDIATE SUPERVISOR:

JONATHAN COOLEY	788-5461
GREG LEHR	725-1177
MICHELLE HARDLER	743-6064
CODY HREHOR	952-0949
TIM DAVIS	343-0884
NICHOLAS A. COLOSI	760-3593

Appendix 15:

OXAC Workplace Violence Prevention Program

I. Rules and Responsibility

It is the responsibility of all employees to work to create and maintain a workplace free from threats and acts of violence. An individual who observes violence taking place or feels there may be **an immediate threat to someone's safety should call 911**. Any employee who becomes aware of a display of violent, abusive or threatening behavior, or a threat by another employee, also must report such behavior to the OXAC Superintendent and their direct supervisor.

In other than an emergency, any employee who believes there is an emerging potential threat to someone's safety or to property should immediately contact the OXAC District Office at 607-843-2025, the OXAC Superintendent or their direct supervisor. If the reporting employee cannot reach the OXAC District Office, the OXAC Superintendent or their direct supervisor, they should call 911.

All employees (faculty and staff) are encouraged to report any violation of the OXAC Workplace Violence Policy to a supervisor and should complete a Workplace Violence Incident Report. Supervisors are required to report any violations. The employee may be asked to document their experience and observations to facilitate the handling or resolution of the situation.

If a Workplace Violence Incident has occurred, the OXAC Superintendent will consult with the victimized employee and may consult with the immediate supervisor to develop and implement individualized workplace safety plans. These plans may include, when necessary and appropriate, advising co-workers of the situation; setting up procedures for alerting security and/or the OXAC District Office; reassignment of parking space; escort for entry to and exit from the building; addressing telephone, fax, email or mail harassment; keeping a photograph of the abuser and/or a copy of any existing court orders in a confidential, on-site location and providing copies to security personnel and other staff where it is appropriate and necessary to do so as determined by the OXAC Superintendent; working with the OXAC District Office to temporarily relocate the victim to a secure area or voluntary transfer or permanent relocation to a new work site, if appropriate; working with the OXAC District Office in implementing further administrative/personnel measures, as appropriate.

An Incident Review Team, comprised of representatives from the OXAC District Office, Labor Relations, and other departments, as appropriate, shall be convened as necessary to review specific reports of workplace violence.

II. Accountability for Employees Who Are Offenders

1. Corrective or disciplinary action, in accordance with existing collective bargaining agreements, statutes and regulations, may be taken against an employee, or other member of the OXAC community who is found to have

threatened, harassed, or abused any individual at the workplace, from the workplace, or using any workplace resources such as work time, workplace phones, computers, fax machines, mail, email, or other means.

2. Reports of incidents of workplace violence will be taken seriously and dealt with appropriately. Individuals who commit acts of workplace violence may be removed from the premises by local law enforcement and/or may be subject to disciplinary action, criminal penalties, or both.

III. Weapons

1. Pursuant to New York State law, only law enforcement personnel, as defined in the penal code, may carry firearms on OXAC property.
2. Employees are required to immediately report to the OXAC Superintendent and their direct supervisor any knowledge of, or information regarding, any possession of a weapon in the workplace.

IV. Training and Communication

1. Training on workplace violence and its impact on the workplace is required of all employees at New Employee Orientation.
2. Existing employees are provided training on an annual basis.
3. Mandatory training for new supervisors includes a module regarding workplace violence.
4. Training curricula is developed and provided by appropriate OXAC units. The purpose of training is to prepare staff to identify possible cues and indicators of victimization, make appropriate referrals, work with professionals to assist identified victims in safety planning, and develop appropriate individualized responses.
5. Workplace Violence Prevention Program posters will be posted in common areas.

V. Management and Supervisory Responsibility

1. Administrators and supervisors are to set a tone communicating that workplace violence is behavior that is not tolerated and that the OXAC provides information and support to employees who are victims of such abuse.
2. Administrators and supervisors are to follow the policy and procedures set forth in this program.
3. The OXAC District Office will be responsible for disseminating the OXAC Workplace Violence Prevention Program to all new employees.
4. OXAC Administration is responsible for responding to, intervening, investigating and documenting all incidents of violence in the workplace reported or referred to them. Interviews with outside law enforcement or regulatory agencies will be arranged through the OXAC District Office.

VI. Incident Reporting and Investigation

- All incidents, including potential incidents, of Workplace Violence (WPV) should be reported within 24 hours or as soon as possible following the occurrence.

- A Workplace Violence Incident Report Form must be completed by the victim or the victim's supervisor if the victim is unavailable for all incidents.
- The supervisor is to ensure that the employee completes other reports, such as a worker's compensation claim, if applicable.
- The completed Workplace Violence Incident Report Form should be sent to by the employee or supervisor to the OXAC District Office for all incidents occurring on OXAC property.
- The OXAC District Office shall coordinate review of incidents with the Incident Review Team.
- Where there is a reasonable basis to believe that an employee involved with a workplace incident may be the subject of disciplinary action, a copy of the Incident Report will be provided to **Labor Relations**.
- After review, the incident report may be provided to the **Workplace Violence Prevention Team**, which is charged with evaluating incidents referred to them and if appropriate, make recommendations to prevent future similar occurrences.

VII. Recordkeeping

Accurate records of all workplace violence incidents will be maintained by the OXAC District Office. All incident report forms will be kept in accordance with state record retention guidelines.

Reports of injuries shall be maintained in accordance with applicable laws and regulations, including New York State Department of Labor and Federal OSHA laws and regulations.

VIII. Workplace Violence Prevention Team

A Workplace Violence Prevention Team, which includes representatives from OXAC Administration, Labor Relations, and employee unions, is established for the following purposes:

- Establish and implement the Workplace Violence Prevention Program;
- Identify factors present in the workplace that might place employees at risk of workplace violence, and make recommendations for improved safety, if appropriate;
- Follow hierarchy of control measures by eliminating or reducing any hazard, first through substitution or design, then by administrative controls, or then by personal protective equipment, as applicable.
- Review incidents of workplace violence to identify areas of concern;
- Review the Workplace Violence Prevention Program annually and update, if appropriate.

IX. Risk Evaluation and Assessment

OXAC has identified the following occupations on campus as potentially high risk for workplace violence:

- Working in areas that are open to the public;

- Working late night or early morning hours;
- Handling the exchange of money with the public;
- Working alone or in small groups;
- Uncontrolled access to the workplace; and
- Areas of previous security problems.

The Workplace Violence Prevention Team will annually review previous incidents of violence and conduct assessments within specific units/departments.

Existing records, including survey results, will be reviewed and analyzed to identify patterns and factors that may indicate the causes and severity of workplace assaults and homicides that may place employees at risk.

Records may include but are not limited to the following:

- Employee Injury Reports
- Workplace Violence Incident Report
- Local Law Enforcement Reports
- Domestic Violence Reports
- Grievance Actions

The Workplace Violence Prevention Team shall evaluate work locations of employees to determine the presence of hazards that could place employees at risk of occupational assaults and institute hazard control measures when indicated.

WORKPLACE VIOLENCE PREVENTION POLICY

The District is committed to the safety and security of our employees. Workplace violence presents a serious safety hazard to our staff, students and the entire school community.

Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All employees are responsible for notifying their supervisor first and then the designated contact person (noted below) of any violent incidents or threatening behavior in the workplace, including threats they have witnessed or received, or have been told that another person has witnessed or received.

Designated Contact Person: Jonathan Cooley

Title: Safety Committee Chair

Phone: 607-843-2025, ext. 1128

E-mail: jcooley@oxac.org

All acts of workplace violence will be promptly, and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

The District employees, with the participation of authorized employee representatives, will develop and implement a Workplace Violence Prevention Program to comply with the applicable law and it's implementing regulations. The Program will include:

- a. A statement regarding the risk factors present in the workplace;
- b. The methods the District will use to prevent incidents of violence in the workplace, including the specifically identified hazards;
- c. A system to report workplace violence incidents in writing;
- d. A written outline for employee training; and
- e. A plan for annual program review.

This policy will be posted where notices to employees are normally posted.

Ref: Labor Law §27-b
12 NYCRR §800.6

Adoption date: 5/7/2024

APPENDIX 3

OXFORD ACADEMY AND CENTRAL SCHOOL DISTRICT

Identified Risks and Control Methods

Risks identified in the hazard assessment and corresponding control methods to reduce those risks, are shown in the tables below for each of our facilities:

PS, MS, HS, BUS GARAGE – Identified Risk	Selected Control(s)	Comments
Employee works alone	Radio, phone, check ins with other co-workers throughout work shift	
Employee exchanges money	Receipt recorded and given out, second witness of exchange, money locked in drawer or safe, deposit made	
Student ID badges	Issue student ID badges if warranted by building	
Employee de-escalation training	DCMO BOCES or vendor training	
Field trip check of student IDs	Issue student ID badges if warranted by building	

School – Identified Risk	Selected Control(s)	Comments
