Code of Conduct
Pandemic Related Responses
Binghamton City School District

2020

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Pandemic Related Responses

Introduction

The Binghamton City School District (BCSD) has prepared the following guidelines to help students prepare for pandemics, outbreaks and related issues in our buildings. This document is intended to be an insert/addition to the Binghamton City School District Code of Conduct document and should be considered as an active part of the Code of Conduct as a whole. The BCSD is working collaboratively with our local health department in order to protect students, staff, and faculty, and to help ensure a safe and healthy learning environment. Our core beliefs include, having an information-sharing system with students, staff and families, promotion and reinforcement of healthy hygiene practices, intensified cleaning and disinfection efforts, a monitored plan for absenteeism and the implementation of a rigorous curriculum for all students.

Philosophy

Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement. The Binghamton City School District encourages everyone within our schools and the community to practice preventive behaviors and good hygiene in order to decrease viruses and outbreak vulnerability. These are the most important actions that will support safe schools.

Our core philosophy, in relation to our pandemic related response, includes communication, education and reinforcing appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff. In addition to maintaining healthy environments like cleaning and disinfecting frequently touched surfaces, we promote frequent hand washing, putting distance between our students and other people and screening students in order to avoid people who are sick. It is the District's policy that all students have up to date immunizations, however, we encourage you to make sure your child is up to date on well-child visits to help them maintain a healthy lifestyle.

Viruses can be spread by people who do not have symptoms and do not know that they are infected. That's why it's important for everyone to wear masks in public settings and practice social distancing (staying at least 6 feet away from other people). The CDC and the Binghamton City School District strongly encourage parents and families to launder items including washable clothing and cloth masks regularly. The CDC recommends that items are laundered using the warmest appropriate water setting and dry items completely. The Binghamton City School District promotes the practice of everyday preventive behaviors, such as washing hands often with soap and water for at least 20 seconds and promoting social connections while social distancing.

In order to protect ourselves and others, the Binghamton City School District and the CDC strongly recommend and encourage the following protocols at home and school:

> ❖ *Be alert for symptoms. Take your temperature daily and watch for fever, cough, shortness of breath, or other symptoms of COVID-19 and report any symptoms to school staff.*

Hygiene

Explicitly teaching and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds has occurred.

The Binghamton City School District has ensured adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH. Responsible parties have explicitly taught all students, faculty, and staff on proper hand and respiratory hygiene, and have provided information to parents/guardians on ways to reinforce this at home.

Hand Hygiene

BCSD has provided and will maintain hand hygiene stations around the school, as follows:
- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Student use of alcohol-based hand sanitizers will be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for elementary school students.
- Hand sanitizer will be available throughout common areas. Sanitizer pumps have been placed in convenient locations, such as at building, classroom, and cafeteria entrances and exits.
- Signage has been placed near hand sanitizer stations indicating that visibly soiled hands should be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.
- At a minimum, students and staff should wash hands, as follows:
    - Upon entering the building and each classroom (hand sanitizer is acceptable)
    - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops)
    - Before and after snacks and lunch
    - After using the bathroom
    - After helping a student with toileting
    - After sneezing, wiping or blowing nose, or coughing into hands
    - Upon coming in from outdoors
    - Anytime hands are visibly soiled

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths while their mask is still on (disposable masks will be provided and will be changed out, if needed) when coughing or sneezing and dispose of the tissue. A supply of tissues and no touch trash cans should be available. Using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Face Coverings

Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the face covering coughs, sneezes, talks, or raises their voice.

All individuals in school facilities and on school grounds must be prepared to put on a face covering and masks will be provided when needed. If a mask needs to be changed out a disposable mask will be provided.

All students and staff members must wear face coverings:
- Whenever they are within 6 feet of someone
- During Instruction time (unless it is part of the break from wearing)
- In hallways
- In restrooms
- In other congregate settings, including buses and cafeterias (when not eating)

Face Covering

Face Covering means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face.

A face covering can be made of a variety of synthetic or natural fabrics, including cotton, silk or linen. Face coverings may be factory-made or sewn by hand.

Gaiters

At this time, gaiters are an acceptable alternative to face masks.

Face Shields

Clear face coverings are not face shields. CDC does **not** recommend use of face shields for normal everyday activities or as a substitute for face coverings because of a lack of evidence of their effectiveness for source control. The Binghamton City School District requires a face mask in addition to the face shield (both must be worn).

Bandanas

Bandana coverings will **not** be permitted as they have not shown to provide adequate protection.

Dress Code

Face Coverings which have an expression (e.g., phrase, word or words) or insignia (e.g., picture, symbol, patch, or pin) which contains the following will NOT be permitted: Alcohol, tobacco, and/or other drug references; libelous statements, unfounded charges or accusations, obscenity, defamation of persons, discriminatory or false statements, or plagiarism; vulgarity, subject matter advocating racial or religious prejudice, hatred, or violence; the breaking of laws and school policies and regulations; subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools.

This includes, but is not limited to, face coverings which, by virtue of its color, arrangement, trademark, or other attribute, is reasonably perceived, or intended, to intimidate, threaten, incite violence, reflect gang affiliation, or membership in a group that advocates drug use or other illegal or violent activity.

Level of Behavior Concerns, Violations and Responses
Face Coverings

LEVEL 1	LEVEL 2	LEVEL 3
Classroom support/teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. RtI classroom supports have been put in place and behavior has been communicated to the parent/guardian.	**Intensive support staff (a staff member that provides tier two interventions) and appropriate administration** May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the health, safety	**Possibility of voluntary alternative instruction and/or Superintendent's Hearing and increased suspension days** (greater than 5). May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior continues or is

	and learning of the student and others. Possibility of short-term Suspension.	escalating.

TIER 1 INTERVENTIONS
Teacher/Classroom Managed

- Student is offered a disposable mask

- Student is offered Mask Break

- Classroom Management System

- Video to model how to wear a mask for explicit instruction (how to wear a mask, how to clean a mask, why it is important to wear a mask)

- Presentation on why face masks are important and where we wear them on school grounds

- PBIS incentives (tickets, points, Golden Mask, announcements, etc.)

- District letter to parents explaining (words and visuals) the necessity of masks

- Visuals created and displayed in all classrooms and around the school

- Morning Meeting / Advisory/ Patriot Period time to revisit consistently

- Host Patriot Connection to focus on where, when and why we wear face masks

- Behavior Contract or Respect Agreement created with the whole class

- Parent Communication

Behavior Violation **FACE COVERING**	L E V E L	L E V E L	**TIER 2 and 3 INTERVENTIONS**	**Potential Consequences** utilized after several interventions have been attempted.

Physical Contact Coughing on someone on purpose, spitting, any willful conduct to potentially spread the virus. *School Nurse must be Contacted*			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review the wearing of Face Mask expectations _____ > Complete a Functional Behavior Assessment (FBA) to identify root causes of behavior (SWD only) > Behavior contract with Conferencing	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation > Short-term suspension > Long-term suspension* *If a student engages in persistent or offensive acts that could potentially spread the virus*
Failure to Respond to School Directives Failure to comply with school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests regarding face coverings.			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review the wearing of Face Mask expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension
Hallway Misbehavior Intentional failure to follow face covering expectation			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review the wearing of Face Mask expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension

Social Distancing

BCSD must maintain protocols and procedures for students, faculty and staff to ensure appropriate social distancing to protect against the transmission of the virus, when on school grounds and in school facilities. Specifically, appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.

BCSD faculty and staff must ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless the core activity (e.g. riding the bus, using an elevator) requires a shorter distance or individuals are of the same household.

Level of Behavior Concerns, Violations and Responses
Social Distancing

LEVEL 1	LEVEL 2	LEVEL 3
Classroom support/teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. RtI classroom supports have been put in place and behavior has been communicated to the parent/guardian.	**Intensive support staff and appropriate administration** May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Possibility of short-term suspension.	**Possibility of voluntary alternative instruction and/or Superintendent's Hearing and increased suspension days** (greater than 5). May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior continues or is escalating.

TIER 1 INTERVENTIONS Teacher/Classroom Managed
● Student is offered a disposable mask   ● Classroom Management System   ● Video to model what social distancing looks like for explicit instruction (how to social

distance, how far is 6 feet, why it is important to social distance)

- Presentation on why social distancing is important and where we practice social distancing on school grounds

- PBIS incentives (tickets, points, announcements, etc.)

- District letter to parents explaining (words and visuals) social distancing

- Visual markers created and displayed in all classrooms and around the school environment

- Morning Meeting / Advisory / Patriot Period time to revisit consistently

- Host Patriot Connection to focus on where, when and why we practice social distancing

- Behavior contract or Respect Agreement created with the whole class

- Single file lines for transitions

- 1 way traffic flow during transitions (marked in hallways and classrooms)

- Staggered Schedules

- Building wide scheduling for bathroom use and classroom recess

- Parent Communication

Behavior Violation SOCIAL DISTANCING	L E V E L	L E V E L	TIER 2 and 3 INTERVENTIONS	Potential Consequences utilized after several interventions have been attempted.
Verbal Altercations/Social Interactions Purposely ignores the social distancing expectations.			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review social distancing expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension

Physical Contact Breaking the social distancing rules with intentional direct physical contact . *School Nurse must be Contacted*			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review social distancing expectations —————————— > Complete a Functional Behavior Assessment (FBA) to identify root causes of behavior (SWD only) > Behavior contract with Conferencing	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension > Long-term suspension* *If a student engages in persistent or offensive acts that could potentially spread the virus*
Failure to Respond to School Directives Failure to comply with school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests regarding social distancing.			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review social distancing expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension
Hallway Misbehavior Intentional failure to follow social distancing expectation			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review social distancing expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Meet with School Nurse > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation >Short-term suspension

Virtual Learning

Binghamton City School District will be maintaining continuity of learning through defining classroom expectations for remote (i.e., distance) instruction and online learning environments. With a few adaptations, teachers can use a PBIS framework to create a positive virtual classroom environment.

Social emotional learning practices that are used in a physical classroom can work just as well in the virtual classroom. It is important to define, teach, and practice the behavior we want to see, especially virtually. It is also important to stress that online interactions are just like real-life interactions, with the same positive and negative social consequences for behavior.

BCSD encourages Teachers and Staff to support the students with explicit teaching of the desired behavior. Teachers and Staff will:
- Provide behavior specific praise both verbally and in the chat feature
- Respond to unwanted behavior effectively.
- Consider the following alternatives to exclusionary discipline:
  - Correct behavior privately via a private chat message to the student.
  - Use the "praise around" strategy to acknowledge publicly those who are on track. Then, be ready to praise the student once they show the expected behavior.

The same Positive Behavior and Interventions and Supports practices used in physical classrooms can be used to create safe, predictable, and positive online learning environments.

Level of Behavior Concerns, Violations and Responses
Virtual Learning

LEVEL 1	LEVEL 2	LEVEL 3
Classroom support/teacher managed - universal core instruction Appropriate when the behavior is a minor infraction. RtI remote classroom supports have been put in place and behavior has been	**Intensive support staff and appropriate administration** May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively	**Assigned to Alternative Learning** Possibility of Alternative Learning assignment and/or Superintendent's Hearing. May be appropriate given the seriousness of the offense and impact on the school community, and/or when

communicated to the parent/guardian.	influence the learning of the student and others.	documented interventions and supports have been put in place but the behavior continues or is escalating.

TIER 1 INTERVENTIONS
Teacher/Classroom Managed

- Classroom Management System
- Video to model expected virtual learning expectations
- Presentation and explicit teaching on virtual learning expectations
- PBIS incentives (tickets, points, announcements, etc.)
- District letter to parents explaining Behavior Matrix (words and visuals) for Remote Learning
- Behavior Matrix linked to each building's google classroom - school page.
- Virtual Morning Meeting / Advisory / Patriot Period time to revisit consistently
- Host virtual Patriot Connection to focus on where, when and why we practice social distancing
- Behavior contract or Respect Agreement created with the students enrolled in remote learning
- Parent Communication

Behavior Violation **Virtual Learning**	L E V E L	L E V E L	TIER 2 and 3 INTERVENTIONS	Potential Consequences utilized _after_ several interventions have been attempted.
Failure to Respond to School Directives Failure to comply with virtual school rules, regulations, policies or procedures. Failure to respond to school staff directives, questions or requests . Does not attempt / complete assigned work			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review virtual	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Restorative Conference with

			learning expectations _____ > Informal behavior contract with Conferencing	Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation (plan needs to be agreed upon by all participants prior to student reentering group virtual sessions)
Difficulties Communicating and Managing Needs, Thoughts and Emotions Engages in confrontation, arguing, backtalk and expresses needs and emotions inappropriately			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review virtual learning expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation
Difficulties with Self-regulation / Problem Solving Makes excessive, distracting, or disruptive noises which takes away from instructional time of others.			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review virtual learning expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation
Absences Refusal to attend class / tardiness Persistent or excessive absences from remote classroom			> Social stories > Check - in Check - out (CICO) > Informal Individualized plan for rewards for specific students > Parent communication > Small group learning to explicitly review virtual learning expectations	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation

Damaging School Property Damage to school property ($50 to $500)			Chromebook contract with explicit review of expectations (how to appropriately maintain a district Chromebook)	> Conference with teacher and/or administrator > Involve guidance/social worker, as appropriate > Parent Communication - letters and/or calls/texts to parents > Does not earn reward (PBIS incentive) > Restorative Conference with Respect Agreements created for struggling students (signed agreement) > Re Entry plan, with student participation