

# **DISTRICT-WIDE SCHOOL SAFETY PLAN 2023-24**



**APPROVED: August 10, 2023**

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## **INTRODUCTION**

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21<sup>st</sup> Century*, contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the District and at the school building levels. At the District level, the new *District-Wide School Safety Plan* replaces the current school emergency management plan that is required for all districts. At the school building level, a newly required *School Building Emergency Response Plan* must be prepared for each school building in the state. Together, these plans are intended to provide the means for each school district and all the buildings in the District to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

A

## **A. PURPOSE**

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

B



## **B. DISTRICT-WIDE SAFETY TEAM MEMBERS**

The Alden Central School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

Adam Stoltman – Superintendent of Schools

Rose Heckathorn – Director of Transportation

Jim Rozler – Director of Facilities III

William MacCowan – High School Asst. Principal

Sharon Hance – Director of Student & Staff Learning

Paul Karpik – School Business Administrator

Jennifer LaGrou – School Nurse

Mike Stepnick – Alden Primary Principal

Rachel Hiller – Social Worker

Frank Rizzo – Director of Instructional & Informational Technology

Reanna Lizauckas – Food Service Director

Deputy Ashley Piel – School Resource Officer

Steve Smith – Middle School Principal

Bryce Gossel – Alden Fire Chief

John Mikulski – Intermediate School Principal

Kevin Burd – Erie 1 BOCES Health, Safety, & Risk Management

Michael Bennett – School Board Member

Paul Roll, Jr. – School Board Member

C

## **C. CONCEPT OF OPERATIONS**

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
  - 1) Asking for their input in the planning process. If possible, include them as a member of the District-wide and building teams.
  - 2) Include them in the training of staff and students.
  - 3) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
  - 4) Discussing all resources available if Article 2-B is invoked.

D

## **D. PLAN REVIEW AND PUBLIC COMMENT**

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## **SECTION 2000:       GENERAL EMERGENCY RESPONSE PLANNING**

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A



## **BUILDING SAFETY AND SECURITY**

### **General**

- School safety assessment –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:
  - A building safety audit conducted with law enforcement, (School Safety Audit Checklist)

**\*\*CONFIDENTIAL (pgs. 2-9)\*\***

## A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

### **GUIDELINES**

When developing a specific list of potential sites for emergencies, *at the building level*, there are many variables that could serve as a catalyst or provide the environment for an emergency to take place at that site. Sites that have these variables or environment have been considered in the following list:

#### **ON-SITE**

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

#### **OFF-SITE**

- major highways (chemical transport)
- airport (flight path)
- railroad
- certain industrial sites (refineries, etc.)
- creeks

This list can be used as a guideline to help assist in the development of the building level site of potential emergencies. It may not be all-inclusive.

**A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES****LOCATIONS*****OFF-SITE***

<b>BUILDING</b>	<b>SITE</b>	<b>MATERIAL</b>
Primary, Intermediate, Middle, High School	Proximity to Route 20	Potential chemical release from vehicle
Primary, Intermediate, Middle, High School	Proximity to rail lines	Potential chemical release from train

***ON-SITE***

<b>BUILDING</b>	<b>SITE</b>	<b>MATERIAL</b>
Middle & High School	Science Lab	Chemicals
Middle & High School	Entire Building	Potential violence

B

**B. PLANS FOR TAKING THE FOLLOWING ACTIONS IN  
RESPONSE TO AN EMERGENCY WHERE APPROPRIATE**

## **EMERGENCY CLOSINGS**

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations designated by the Superintendent of Schools.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

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

## **EARLY DISMISSAL RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EARLY DISMISSAL** procedures, they are as follows:

The EARLY DISMISSAL procedure will be implemented when a situation such as heavy snow warning, etc. is imminent. This would occur at any time of the day after the children are on their way to school, or while school is in session. The District order would be given by the Superintendent of the School District.

1. Contact the District's transportation department to provide for go home procedure.
  - a. Teachers and students return to homeroom.
  - b. Attendance of all students should be taken by teachers.
  - c. Names of students not accounted for should be referred to office.
  - d. Teachers and students should remain in place until directions for dismissal are given.
  - e. Good conduct and discipline standards are to be enforced.
  - f. Special considerations should be given to:
    1. Students with disabilities – contact transporting agency
    2. Student drivers dismissed to go home if situation permits
    3. Day-care children – notify parents to pick up children
2. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
3. Information:
  - a. Explanation of situation
  - b. What is being done
  - c. Anticipation of length of time
4. Communication with parents or media as necessary.

## **EVACUATION RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EVACUATION** procedures, they are as follows:

1. The District office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.
2. Contact with local fire or police will be made by the building administrator.
3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Students/staff with disabilities
- c. Transportation – District
- d. Time of travel and length of stay – temporary
- e. Notification of parents/guardians
- f. If short-term sheltering is necessary, notify the site(s) the occupants will be taken to

NOTE: Standard fire evacuation procedures may be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class rosters.
5. Transportation needs.
6. Students should prepare for evacuation **AS TIME PERMITS**.
  - a. Coats, lunches, books
  - b. Consideration to walkers and students with cars



## **SHELTER IN PLACE/LOCATIONS**

### **Shelter in Place**

There are times when it is necessary to move the school population to single or multiple location(s) in the school building. This is called a “Shelter in Place”. In most cases, a shelter in place is activated when there is a threat of or actual weather related incident, bomb threat, medical emergency, disturbance in a hallway, etc.

### **Shelter in Place Objectives**

- To minimize injury or death.
  - To locate and contain any device or weather damage.
  - To facilitate emergency responses.
  - To establish safe routes and designated areas.
1. The SHELTER procedure may be implemented in two ways:
    - a. SHELTER in place:
      - Teachers and students remain in assigned rooms.
      - All students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to the attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.
    - b. SHELTER in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
  2. Superintendent notification.
  3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.
  4. Information:
    - a. Spoken in a calm, controlled manner.
    - b. Explain the situation.
    - c. What is being done.
    - d. Anticipation of the length of time.
  5. Communications with parents or media may be necessary.
  6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

## **LOCKDOWN**

In the event of an imminent emergency that requires specific **LOCKDOWN** procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Lockdown may be activated at any time of the day and will affect the entire building.

### **Lockdown-Procedures:**

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do not** cover window.
- **Leave** the window blinds and lights as they are.
- **Document and attend** to any injuries as well as possible.
- **No one** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your ‘secured’ area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a fire alarm unless imminent signs of fire are observed.**  
**Doing so could compromise the safety of those already secured.**
- **Do not** talk within your secured area, except only as absolutely necessary.
- **Do not** respond to the intercom, public address system, or other announcements.
- **Take attendance** – include additions. Missing students’ last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority. \***

\*Responding law enforcement should have a master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.

## **LOCKOUT**

A “Lockout” is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference, or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of – but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

### **Lockout Objectives**

- To keep any threat of violence or dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

### **Lockout Procedures:**

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

**IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED:**

**THIS INFORMATION IS CONTAINED IN BUILDING LEVEL EMERGENCY PLANS ONLY.**

**Every building plan addresses all available locations, such as cafeterias, gyms, auditoriums and libraries, when classrooms must be evacuated.**

## **FACILITIES AGREEMENTS**

### **STATEMENT**

Alden Central School District has adopted agreements with state, county, and other agencies, as appropriate, for the use of School District building facilities and vehicles during a period of natural or man-made disaster; and Facility Agreements with local public and private agencies for use of their facilities on a short-term basis to house staff and students have been arranged.

Arrangements for school building facilities to be used as disaster shelters are coordinated through the Greater Buffalo Chapter of the American Red Cross and Department of Emergency Services. These shelter agreements authorize their use of the building facilities for any natural or man-made disaster. The use of the building facilities is not restricted to only school district staff and students, but for any group as the need and location arises.

Notification of facility use will be made by:

1. School requesting the Red Cross to provide sheltering facilities as dictated by the emergency.
2. Local, county or state agency requesting the Red Cross to provide sheltering facilities as dictated by the emergency.

The Red Cross will staff the shelter and will supply materials and food as needed. If school district supplies are drawn upon during the time of the disaster, or if the building becomes damaged as a result of use or misuse, then the Red Cross will reimburse the school district.

**Alden Central School District****AGREEMENT**

As a response to a natural or man-made disaster,

\_\_\_\_\_  
Facility Name

Hereby agrees that its facilities located at:

\_\_\_\_\_  
\_\_\_\_\_

may be used as a temporary shelter of students attending one or more schools belonging to the \_\_\_\_\_ School District.

In consideration for the granting of such permission, the \_\_\_\_\_ School District agrees that the following conditions shall prevail:

- a. Notification will be given prior to student arrival.
- b. Students will be supervised by district personnel.
- c. Transportation will be notified to pick up students as soon as possible at your location.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

C

**C. DISTRICT RESOURCES****SCHOOL DISTRICT ENROLLMENT/STAFF**

<b>SCHOOL</b>	<b>GRADES</b>	<b># STUDENTS</b>	<b># ADMIN.</b>	<b>#TCHR/ STAFF/CUST</b>
High School	9-12	484	7	92
Middle School	6-8	350	1	48
Intermediate School	3-5	370	1	50
Primary School	Pre-K-2	351	1	49



## OTHER SCHOOL DISTRICT PERSONNEL

<b>TITLE</b>	<b>NAME</b>	<b>WORK</b>
<i>Superintendent:</i>	Adam Stoltman	937-9116 x4171
<i>President, Board of Education:</i>	Jill Hopcia	937-9116 x4171
<i>Business Administrator:</i>	Paul Karpik	937-9116 x4178
<i>Vice President, Board of Education</i>	Michael Bennett	937-9116 x4171
<i>AHERA Designee:</i>	Paul Karpik	937-9116 x4172
<i>Principal(s)/Bldg.:</i>	Kevin Ryan Steve Smith John Mikulski Mike Stepnick	937-9116 x4191 937-9116 x2191 937-9116 x3191 937-9116 x6191
<i>Director of Facilities III:</i>	Jim Rozler	937-9116 x4503
<i>Sr. Custodians:</i>	Adam Kowalik Don Sekuterski Jim Miller	937-9116 x2081 937-9116 x6131 937-9116 x4184
<i>Custodians:</i>	Bill Yates Adam Clark Don Luderman, Jr.	937-9116 x4184/2051 937-9116 x 2051 937-9116 x 2051
<i>Transportation Supervisor:</i>	Rose Heckathorn	937-9116 x4500
<i>School Nurse:</i>	Michelle Schwab Cassandra Fuhrmann Christine Doehring	937-9116 x4196 937-9116 x6137 937-9116 x3118

*Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.*

## COMMUNICATION RECOMMENDATIONS

### *Within Buildings*

1. Use of the public address system by an administrator or his/her delegate to provide information and/or direction to staff and students.
2. If unable to use electricity or public address system failure:
  - a. If there is NO time problem, an administrator or designee may walk through the building and inform faculty, staff and students of information and directions.
  - b. Use of a personnel delegate to communicate messages from chief administrator in charge to each floor and wing of the building. There should be as few persons as possible responsible to carry messages by word-of-mouth, as the more people used, the greater the chance of students and staff receiving misinformation.
  - c. The use of strategically located portable 2-way radios/cellular phones may be used throughout the building to help speed communications and relay information using fewer persons.
  - d. Communications may be made easier if students were collected in a centralized location (auditorium, gymnasium, etc.) rather than individual classrooms.

**NOTE: In case of electrical system failure, public telephones may still be operational.**

### *Between Buildings*

1. Public Telephone – a designated extension or private line should be kept clear for emergency information between building administrators or their delegates.
2. Portable 2-way radios may be used for communication if buildings are within range of each other. Cellular phones are another option.
3. Better 2-way radio communication may be made by use of a school bus or other School District vehicle operating on the same frequency.

### *RECOMMENDATIONS:*

1. Each school should have at least two dependable portable radios/cellular phones which have a battery back-up system with extra batteries that may be used in an emergency.
2. The District should have at least one dependable scanner which can be programmed to emergency information frequencies (weather, police, fire). This scanner should have a battery back-up system with extra batteries.
3. Each school district should have access to a minimum of two (2) cellular phones.



## PUPIL TRANSPORTATION

*Buses*

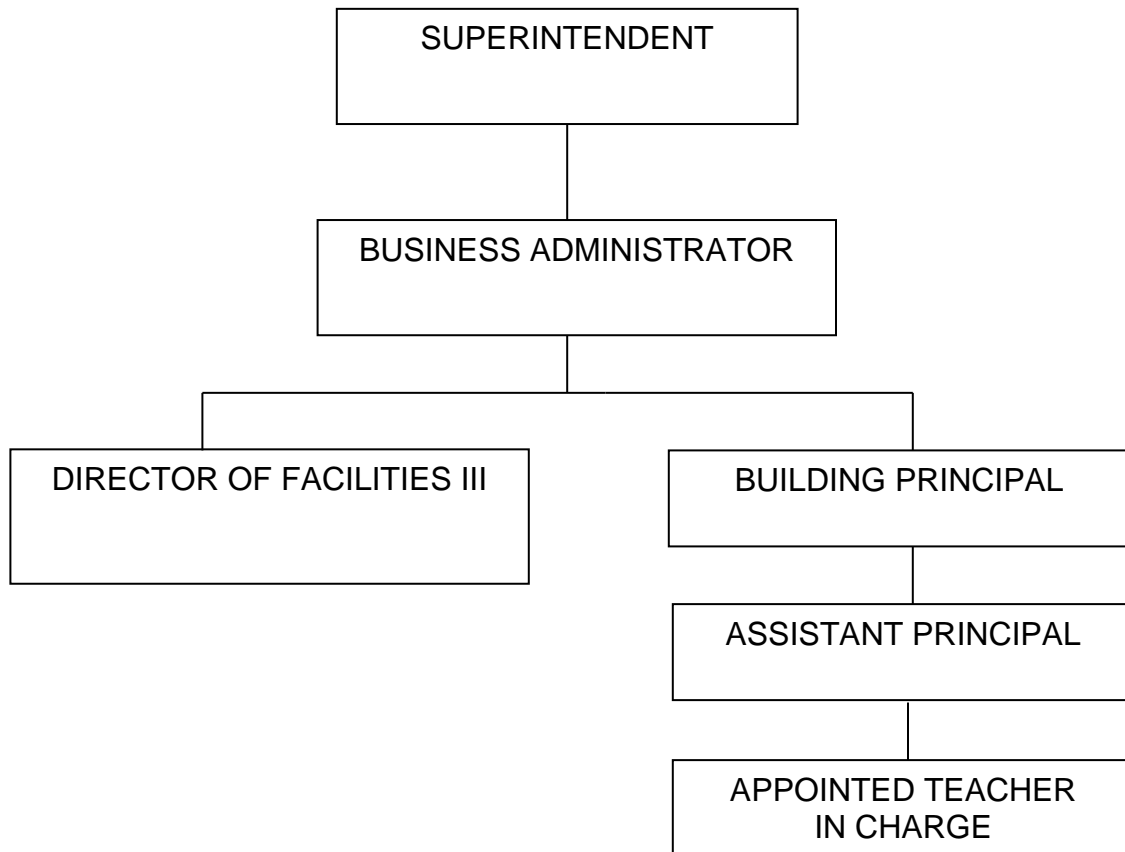
**\*\*For Security Purposes, Contact Transportation Department\*\***

**\*\*For Security Purposes, Contact Transportation Department\*\***

## VEHICLE INVENTORY

NUMBER	YEAR	MAKE	License #	FUEL	CONDITION	VIN #
TRACTORS						
TRAILERS						

D

**D. CHAIN OF COMMAND**

## **VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND**

There are three variations of emergencies which may present themselves to a school district:

1. Emergency situation within the School District is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

In this situation, the Superintendent or Emergency Coordinator is in control, and makes their own decisions to remediate the situation.

2. Emergency incident within the School District which requires the assistance of an outside agency.

When the Fire Department is called by the School District, then the fire chief or ranking officer is in charge. The School District planning committee should then act as a resource and coordinating agency within the School District.

When a law enforcement agency is called by the School District, the building administrator remains in charge. However, the law enforcement agency's recommendations should be fully complied with.

3. Emergency incident at local, county, state or national level where notification of the School District of the emergency is done from outside sources.

In the event of a large scale emergency, the outside coordinating agency (most likely the county) will be in charge and again the School District emergency coordinator and planning committee will act as a resource and coordinating agency within the School District.



# **SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER**

**\*\* CONFIDENTIAL \*\***

*Primary Location:*

*First Alternate Location:*

*Second Alternate Location:*

## DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

<b>Incident Commander (IC)</b> <i>(Superintendent)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
<b>Deputy Incident Commander</b> <i>(Superintendent Designee)</i>	Supports the Incident Commander in any capacity needed. For long-term or large scale incidents, may act as Incident Commander during break periods / rest periods.
<b>Public Information Officer (PIO)</b> <i>(Superintendent/Designee)</i>	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <b><u>ALL</u></b> media contact will be through this individual.
<b>Liaison Officer</b> <i>(Director of Facilities III, Building Principal)</i>	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
<b>Operations Officer</b> <i>(Building Principal, Director of Facilities III)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
<b>Logistics Officer</b> <i>(Director of Facilities III, Building Principal)</i>	Provides resources and all other services needed to support the incident.
<b>Planning Officer</b>	Develops the Incident Action Plan (IAP) to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
<b>Finance/Administration</b> <i>(Business Official)</i>	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

## BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

<b>Primary Operations Administrator</b>	Building Principal/Designee
<b>Communications Liaison</b>	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
<b>Emergency Services Liaison</b>	Meet and coordinate first aid and other medical services.
<b>Evacuation Site Coordinator</b>	Prepare the release of students to the new location and oversees the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
<b>Parent/Guardian Liaison</b>	Handles all communications with parents and oversees the release of students after all attendance procedures are completed at the alternate site.
<b>Site Management Attendance Coordinator</b>	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
<b>Transportation Coordinator(s)</b>	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
<b>Mechanical Services Liaison</b>	Assists the emergency services personnel to locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
<b>Off-Site Emergency Coordinator(s)</b>	Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator, at which time they will support the key personnel in their duties.
<b>Other Personnel</b>	Will assist in the accounting process and maintenance of order.

## **PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN**

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

### **Media Site Selection**

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space:	Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.
Containment:	Ensure the site does not permit access by the media to the Command Post or student population.
Necessary Accommodations:	Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment.

### **Dissemination of Information**

The Superintendent of Schools, or designee, will act as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis, the Public Information Officer (P.I.O)/Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

### **Recommended Policy**

The School District Superintendent will assign the P.I.O. or Media Coordinator for the District.

If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

The P.I.O. for police, emergency services, and the School District will act as liaison to the media and coordinate press conferences and media deadlines.

Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.

The School District, police, and emergency services have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parents/spouses are not unnecessarily alarmed.

Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency should coordinate this announcement through the School District spokesman and School Superintendent so necessary steps can be taken by the school to prepare the faculty, students, and parents.

### **Tips for the P.I.O.**

Ensure all media inquiries are routed to one person or office.

Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.

Do not reveal names of students or employees involved in the incident, without prior approval from the responding police, emergency services, and the school's legal department.

When responding to the media, use the prepared official statement as your guide.

Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

### **P.I.O. Guidelines**

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the school's reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as "off the record."

As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."

Do not reply "no comment." This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

E

## **E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS**

The Alden Central School District will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the School District's PDP (Professional Development Plan) will include allocated training blocks for anti-violence and multi-hazard training. Students and staff members will receive written information at the beginning of the regular school year summarizing the District's basic hazard plans and the availability of additional information and participation for those who desire. The Alden Central School District will work cooperatively with emergency management and law enforcement officials to ensure training is effective and appropriate, as well as consistent with local municipal disaster plans.

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Sheltering Procedures
- Lockdown Procedures
- Lockout Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation



F

## **F. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.**

The Alden Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Alden Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Alden Central School District, along with local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned.

After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three (3) important aspects of the event/training. The three (3) aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation / Fire Drills
- Sheltering Drills
- Lockdown Drills
- Lockout Drills
- Medical / AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks / Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals / Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus)

## **TABLETOP EXERCISES**

### **What are they?**

An activity in which key staff are presented with simulated emergency situations without time constraints. Key staff should include school personnel, local and county emergency officials.

The exercise should be:

1. informal
2. carried out in a conference room environment
3. designed to elicit constructive discussion by participants as they attempt to examine and then resolve problems based on existing plans
4. beneficial for participants to evaluate plans and procedures, and to resolve questions of coordination and assignment of responsibilities in a non-threatening format with minimum stress.

### **The Process**

The tabletop, in its simplest form, begins with a simulated event that is usually described in a narrative.

### **The Purpose**

To create for the players an “emergency” scene to which they will respond. Response is made to a set of problems related to the emergency scene.

### **Discussion**

Takes place among the participants to solve the problems presented using the resources available to them.

### **Deliberate Attempt**

To examine basic emergency planning and resource allocation problems without concerns for:

1. time pressures
2. stress
3. actual simulation of specific events
4. the ability to discuss decisions in depth with an emphasis on slow-paced problem solving rather than rapid, spontaneous decision making.

## **SECTION 3000:        RESPONDING TO THREATS AND ACTS OF VIOLENCE**

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

- Code of Conduct ..... Policy Number 3410
- Maintenance of Public Order .....N/A
- Threats of Violence..... Policy Number 3412
- Student Suspension ..... Policy Number 7313
- Weapons in Schools ..... Policy Number 7360
- Gun Free Schools ..... Policy Number 7360
- Alcohol, Drugs and Other Substances (Students)..... Policy Number 7320
- Suicide (Students) ..... Policy Number 7540
- Alcohol, Drugs, and Other Substances (Personnel)..... Policy Number 6150
- Corporal Punishment/Physical Restraint ..... Policy Number 7350
- Searches and Interrogations ..... Policy Number 7330
- Anti-Harassment ..... Policy Number 3420
- Power to Suspend: Alternative Education Programs .....N/A

### **B. Identification of appropriate responses to emergencies, including protocols for responding to:**

#### **Building Related**

- Emergency Utility Shut-Offs .....3101
- Loss of Power .....3102
- Natural Gas Leak .....3103
- Heating System Failure.....3104
- Loss of Building.....3105
- Sewage System Failure .....3106
- Water System Failure.....3107

#### **Natural Disasters**

- Storm-Snow/Ice .....3120
- Storm-Thunder/Lightning .....3121
- Tornado .....3122
- Take Cover Plan.....3122
- Earthquake .....3123
- Flood .....3124

## SECTION 3000:      RESPONDING TO THREATS AND ACTS OF VIOLENCE - Continued

### Environmental

- Airborne Gases.....3130
- Asbestos Fiber Release Episode .....3131
- Asbestos Response Team.....3131
- Explosion .....3132
- Oil/Gasoline/Hazardous Material .....3133
- Fire .....3134

### Civil Disturbances

- Bomb Threat .....3140
- Biological Release Threat (Telephone) .....3141
- Telephone Threat Form.....3142
- Biological Release Threat (Letter/Package) .....3143
- Hostage .....3144
- Intruder.....3145
- Threats of Violence.....3146
- Acts of Violence .....3147
- NYS Police Threat Assessment Model (2007) .....3148

### Medical Emergencies

- General Guidelines for Medical Emergencies/ Mental Health Response.....3150
- School Bus Accident and/or Fire .....3151

### C. 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

- Parent(s)/Spouse(s) Notification and .....3200  
Reception Center Plan
- Threats of Violence: Notification Memo.....3205  
To Parent(s)/Guardian(s)
- Emergency Closing.....3210
- Delayed Plan .....3210
- Early Dismissal Plan .....3210

A

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY**

The District has developed and will amend, as appropriate, a written *Code of Conduct* for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such *Code of Conduct*.

For purposes of this policy, and the implemented *Code of Conduct*, 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 the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The District *Code of Conduct* has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The *Code of Conduct* shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, coaches, officials, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- b) Provisions prohibiting discrimination, bullying and/or harassment against any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, that creates a hostile environment by conduct, with or without physical contact, threats, intimidation or abuse (verbal or nonverbal), of such a severe nature that:
  - 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
  - 2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

(Continued)

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

When the term "bullying" is used, even if not explicitly stated, such term includes cyberbullying, meaning such harassment or bullying that occurs through any form of electronic communication.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less;
- f) Disciplinary measures to be taken for incidents on school property or at school functions involving the use of tobacco, the possession or use of illegal substances or weapons, the use of physical force, vandalism, foul language, violation of another student's civil rights, harassment and threats of violence;
- g) Provisions for responding to acts of discrimination, bullying and/or harassment against students by employees or students on school property, at a school function or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, pursuant to clause (b) of this subparagraph;
- h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;

(Continued)



**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

- i) Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out;
- j) Provisions ensuring the *Code of Conduct* and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;
- n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the *Code of Conduct* on four or more occasions during a semester, or three or more occasions during a trimester, as applicable;
- p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;
- q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain language, publicized and explained in an age appropriate manner to all students on an annual basis; and

(Continued)

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

- r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

The District's *Code of Conduct* shall be adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The *Code of Conduct* shall be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5)(a) to facilitate review of its *Code of Conduct* and the District's response to *Code of Conduct* violations. The School Board shall reapprove any updated *Code of Conduct* or adopt revisions only after at least one public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. The District shall file a copy of its *Code of Conduct* and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than 30 days after their respective adoptions.

The Board of Education shall ensure community awareness of its *Code of Conduct* by:

- a) Posting the complete *Code of Conduct* on the Internet website, if any, including any annual updates and other amendments to the Code;
- b) 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;
- c) Providing a plain language summary of the *Code of Conduct* to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;
- d) Providing each existing 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. New teachers shall be provided a complete copy of the current Code upon their employment; and
- e) Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

(Continued)

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)****Privacy Rights**

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Sections 2801 and 3214  
Family Court Act Articles 3 and 7  
Vehicle and Traffic Law Section 142  
8 NYCRR Section 100.2

Adopted: 6/21/07  
Revised: 12/3/09; 1/6/11; 1/19/12; 3/7/13; 3/6/14

## Community Relations

**SUBJECT: THREATS OF VIOLENCE IN SCHOOL**

The School District is committed to the prevention of violence against any individual or property in the schools, on school property or at school activities whether such acts and/or threats of violence are made by students, staff, visitors, parents, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any person who commits an act or threatens an act of violence, including bomb threats, whether made orally, in writing, by email or by any other electronic format, shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the *Code of Conduct on School Property* and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence, which threaten the safety and well-being of staff, students, visitors and/or the school environment. Employees, students, agents and invitees shall refrain from engaging threats or physical actions, which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the building principal/designee, who shall report such occurrences to the Superintendent. Additionally, the building principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the building principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the *Code of Conduct* as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Appropriate sanctions for violations of this policy by students will be addressed in the *Code of Conduct*.

Adopted: 6/21/07

Revised: 12/3/09; 1/19/12



**SUBJECT: SUSPENSION OF STUDENTS**

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- a) A student who is insubordinate or disorderly; or
- b) A student who is violent or disruptive; or
- c) A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

**Suspension****Five Days or Less**

The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five school days or less, the suspending authority shall provide the student with notice of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an explanation of the basis for the suspension.

When suspension of a student for a period of five school days or less is proposed, administration shall also immediately notify the parent or person in parental relation in writing that the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension at the last known address or addresses of the parents or persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents or persons in parental relation.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent or person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents or persons in parental relation. At the informal conference, the student and/or parent or person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

(Continued)

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

The notice and opportunity for informal conference shall take place prior to suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the District's *Code of Conduct* and a minimum suspension period.

**More Than Five School Days**

In situations where the Superintendent determines that a suspension in excess of five school days may be warranted, the student and parent or person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

**Minimum Periods of Suspension**

Pursuant to law, Commissioner's regulations and the District's *Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a weapon to school or possessed a firearm on school premises shall be suspended for a period of not less than one calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the regulations of the Commissioner.

(Continued)

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

- c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

**Suspension of Students with Disabilities**

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the District's *Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to 10 school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

**Manifestation Determinations**

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

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or building principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

(Continued)



**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

**Finding of Manifestation**

If it is determined, as a result of this review, that the student's behavior is a manifestation of his or her disability the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. FBA must be developed consistent with the requirements of Commissioner's regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral Intervention Plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, 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.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

**No Finding of Manifestation**

If it is determined that the student's behavior is not a manifestation of his or her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent or person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

(Continued)



**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)****Provision of Services Regardless of the Manifestation Determination**

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP as delineated below. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) During suspensions or removals for periods of up to ten school days in a school year that do not constitute a disciplinary change in placement, students with disabilities of compulsory attendance age shall be provided with alternative instruction on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age shall be entitled to receive services during such suspensions only to the extent that services are provided to non-disabled students of the same age who have been similarly suspended.
- b) During subsequent suspensions or removals for periods of ten consecutive school days or less that in the aggregate total more than ten school days in a school year but do not constitute a disciplinary change in placement, students with disabilities shall be provided with services necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP and to receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress in meeting the goals set out in the student's IEP.
- c) During suspensions or other disciplinary removals, for periods in excess of ten school days in a school year which constitute a disciplinary change in placement, students with disabilities shall be provided with services necessary to enable the student to continue to participate in the general education curriculum, to progress toward meeting the goals set out in the student's IEP, and to receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur. The IAES and services shall be determined by the CSE.

**Interim Alternative Educational Setting (IAES)**

Students with disabilities who have been suspended or removed from their current placement for more than ten school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

(Continued)

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to 45 school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three specific instances when a student with a disability may be placed in an IAES for up to 45 school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
  - 1. Substantial risk of death;
  - 2. Extreme physical pain; or
  - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

**Suspension from BOCES**

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five school days when student behavior warrants such action.

**In-School Suspension**

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his or her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

**BOCES Activities**

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his or her designee.

**Appeals From a Decision To Suspend a Student**

An appeal of a short-term suspension by a parent or person in parental relation must be commenced with the Commissioner of Education within 30 days from the date of the Principal's decision. An appeal of a long-term suspension by a parent or person in parental relation must first be commenced with the Board of Education within 30 days from the date of the Superintendent's determination. If a parent or person in parental relation wishes to appeal the decision of the Board of Education regarding a long-term suspension, the appeal must be commenced with the Commissioner of Education within 30 days from the date of the Board of Education's decision.

**Procedure After Suspension**

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

When a student has been suspended, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so. The Board of Education may also condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

(Continued)

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 615(k)(1)]  
18 USC Section 921

Individuals with Disabilities Education Act (IDEA), 20 USC Section 1400 et seq.  
20 USC Section 7151, as reauthorized by the Every Student Succeeds Act of 2015 (ESSA)  
34 CFR Part 300

Education Law Sections 2801(1), 3214 and 4402

Penal Law Section 265.01

8 NYCRR Sections 100.2(l)(2), 200.4(d)(3)(i), 200.22 and Part 201

Adopted: 6/21/07

Revised: 12/3/09; 5/20/14; 6/1/17; 6/7/18

## Students

**SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT**

With the exception of those students who receive prior written permission from the Board of Education or its designee, no student may bring in or possess any "firearm" or "weapon" on school property, on a school bus or District vehicle, in school buildings, or at school-sponsored activities or settings under the control or supervision of the District regardless of location. Any student who has been found guilty of bringing in or possessing a firearm or weapon in violation of this policy will be disciplined in a manner consistent with State and Federal law and the District's *Code of Conduct*. Such discipline may include a mandatory suspension for a period of not less than one calendar year for a student who is determined to have violated the Federal Gun-Free Schools Act and its implementing provisions in the New York State Education Law, provided that the Superintendent may modify the suspension requirement on a case-by-case basis.

Students who have brought a "weapon" or "firearm" to school will be referred by the Superintendent to either a presentment agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials. Such referrals will be made as follows: a student who is under the age of 16 and who is not a 14 or 15 year-old who qualifies for juvenile offender status under the Criminal Procedure Law will be referred to a presentment agency for juvenile delinquency proceedings; a student who is 16 years old or older, or who is 14 or 15 and qualifies for juvenile offender status, will be referred to the appropriate law enforcement authorities.

For the purposes of this policy, the term "weapon" will be as defined in 18 USC 930(g)(2).

For the purposes of this policy, the term "firearm" will be as defined in 18 USC 921(a).

Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Act and Education Law Article 89. This policy shall not be deemed to authorize suspension of students with disabilities in violation of those authorities.

This policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

Gun-Free Schools Act as amended by the Every Student Succeeds Act (ESSA) of 2015, 20 USC § 7961  
18 USC §§ 921(a) and 930(g)(2)  
Criminal Procedure Law § 1.20(42)  
Education Law §§ 809-a and 3214

NOTE: Refer also to Policies #3411 -- Prohibition of Weapons on School Grounds  
#7313 -- Suspension of Students  
District *Code of Conduct*

Adopted: 6/21/07  
Revised: 2/3/11; 3/19/15



**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STUDENTS)**

**Prohibited Conduct**

The Board recognizes that the misuse of alcohol, tobacco, electronic cigarettes (e-cigarettes), cannabis (marijuana), drugs, counterfeit and designer drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances is a serious problem with legal, physical, emotional, and social implications for our students, as well as the entire community. Therefore, the consumption, sharing, selling, use, and/or possession of these and similar substances, as well as tobacco products and drug paraphernalia are prohibited in accordance with law and regulation, District policy, the District *Code of Conduct*, and/or other similar documents.

Students are not permitted to be under the influence of alcohol, cannabis (marijuana), drugs, or other prohibited substances on school grounds or at school functions. "School function" means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

Exceptions may exist for authorized medical cannabis use.

**Disciplinary Measures**

Students will be disciplined in accordance with District policy, the District *Code of Conduct*, and/or other similar documents for the consumption, sharing, selling, use, and/or possession of alcohol, tobacco, e-cigarettes, cannabis (marijuana), drugs, counterfeit and designer drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances, as well as tobacco products and drug paraphernalia.

**Information on Substance Use Related Services**

The Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff.

The designated individual(s) for the District are the school counselors and social workers.

Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

20 USC §§ 6083(a), 7118, and 7973(a)  
Cannabis Law § 127  
Education Law §§ 409, 2801, and 3038  
Penal Law § 222.10  
Public Health Law §§ 1399-n and 1399-o

(Continued)

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STUDENTS)**  
(Cont'd.)

NOTE: Refer also to Policies #3280 -- Use of School Facilities, Materials and Equipment  
#3410 -- Code of Conduct on School Property  
#5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use  
#6150 -- Alcohol, Tobacco, Drugs, and Other Substances (Staff)  
#8240 -- Instruction in Certain Subjects  
District *Code of Conduct*

Adopted: 6/21/07

Revised: 1/19/12; 3/7/13; 6/16/16; 6/7/18; 4/16/19; 6/4/20; 4/19/22

## Students

**SUBJECT: SUICIDE**

The District is committed to protecting the health and well-being of all students by creating and maintaining policies, procedures, and plans for the prevention, intervention, and post-intervention of suicide.

The Board instructs the Superintendent to establish a District crisis intervention team. Members of the team should include, but are not limited to, a school administrator, school psychologist, school counselor, school social worker, teacher, school nurse and/or District medical director, school safety professional, and any other District staff member who can be of assistance during a crisis. The crisis intervention team will develop a suicide response plan which will be integrated into the existing District-wide school safety plan. The suicide response plan will include education and awareness of risk factors for youth suicide, procedures for intervening if a student exhibits risk factors, including referral services, and a post-intervention plan to help the school and community cope with the aftermath of suicide should it occur.

The administration will inform staff of District policies, procedures, and plans for suicide prevention, intervention, and post-intervention. The District will actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or engage in self-harm. When District staff become aware of a student exhibiting potential suicidal behavior, they should immediately escort the student to a member of the District's crisis intervention team and report the behavior to an administrator.

Suicide prevention will also be incorporated into the curriculum, as developmentally appropriate, to educate students and done in a manner so as not to sensationalize the topic, but to provide students with information and resources on this important mental health issue. In addition, the District will foster interagency cooperation that will enable staff to identify and access appropriate community resources to aid students in times of crisis.

The District will inform students, staff, and parents or guardians of the 988 hotline which connects callers to the National Suicide Prevention Lifeline. Individuals can call or text 988 to be connected to the hotline. The 988 hotline is intended for anyone who is: suicidal; experiencing a mental health or substance use-related crisis; or experiencing any kind of emotional distress.

**Professional Development/Learning and Training**

Staff training and professional development/learning on suicide and crisis intervention should be offered annually. The training should include: information on how to identify warning signs for suicide, and the protocols to follow when referring a student thought to be at risk for suicide; a description of the roles and responsibilities of the crisis intervention team; and the flow of communication and the tasks each role of the crisis intervention team undertakes.

(Continued)



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Students

**SUBJECT: SUICIDE (Cont'd.)**

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District  
#5681 -- School Safety Plans  
#7550 -- Dignity for All Students  
#7553 -- Hazing of Students

Adopted: 6/21/07  
Revised: 3/7/13; 3/16/23

## Personnel

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STAFF)****Prohibited Conduct**

The District, recognizing that students are often influenced by teachers and other members of a school's staff, impresses upon staff the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, will set a positive example for students.

Accordingly, when in the workplace or when the effects of these actions may impair job performance, staff are prohibited from consuming, sharing, selling, using, and/or possessing:

- a) Illegal drugs;
- b) Cannabis (marijuana) or any other controlled substance in schedules I through V of the Controlled Substances Act;
- c) Counterfeit and designer drugs;
- d) Drug paraphernalia; or
- e) Alcohol

Exceptions may exist for authorized medical cannabis use.

Additionally, the misuse and/or unprescribed use of prescription and over-the-counter drugs is prohibited in the workplace or when the effects of these actions may impair job performance.

Further, all staff are bound by the conduct prohibitions contained in District policy #5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use.

**Disciplinary Measures**

Staff will be informed of the range of penalties or consequences, up to and including, termination of employment, that may be imposed for engaging in prohibited conduct. Penalties and consequences will be in accordance with any applicable law, District policy, collective bargaining agreement, and/or other similar document.

(Continued)

## Personnel

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STAFF)**  
**(Cont'd.)****Information on Substance Use Related Services**

The Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff.

The designated individual(s) for the District are the school counselors and social workers.

Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

20 USC §§ 6083(a), 7118, and 7973(a)  
41 USC § 8101 et seq.  
Cannabis Law § 127  
Civil Service Law § 75  
Education Law §§ 409, 2801, 3020-a, and 3038  
Labor Law § 201-d  
Penal Law § 222.10  
Public Health Law §§ 1399-n and 1399-o

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property  
#5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use  
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances (Students)  
District *Code of Conduct*

Adopted: 6/21/07  
Revised: 4/17/18; 6/4/20; 4/6/22

**SUBJECT: CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS****Corporal Punishment**

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

Whenever a school employee uses physical force against a student, the school employee will immediately report the situation to the building principal or designee who will within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent will submit a written report semi-annually to the Commissioner of Education, with copies to the Board, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

**Emergency Interventions**

If alternative procedures and methods which do not involve physical force do not work, then the use of reasonable physical force is permitted for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining or removing a disruptive student.

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

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) or person(s) in parental relation of the student will be notified on the same day whenever an emergency intervention is utilized. When the student's parent or person in parental relation cannot be contacted on the same day after reasonable attempts are made, the building principal will record the attempts and, when applicable, report the attempts to the committee on special education (CSE).

(Continued)

**SUBJECT: CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS (Cont'd.)**

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

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

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

Education Law § 4402  
8 NYCRR §§ 19.5, 100.2(l)(3), and 200.22(d)

NOTE: Refer also to Policy #7313 -- Suspension of Students

Adopted: 6/21/07  
Revised: 12/3/09; 3/16/23

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS**

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law and/or the rules of the school (i.e., the District *Code of Conduct*). The reasonableness of any search involves a twofold inquiry: 1) School officials must first determine whether the action was justified at its inception, and 2) determine whether the search, as actually conducted, was reasonably related in scope to the circumstances which justified the interference in the first place.

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

- a) The age of the student;
- b) The student's school record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed;
- d) The probative value and reliability of the information used as a justification for the search;
- e) The school official's prior knowledge of and experience with the student; and
- f) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.

**Strip Searches**

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. Strip searches are intrusive in nature and are almost never justified. If school officials have highly credible evidence that such a search would prevent danger or yield evidence, such a search may be conducted under exigent circumstances. In the alternative, if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

Scope of Search

School officials are authorized to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will produce evidence that the student has violated or is violating the law and/or the *Code of Conduct*.

(Continued)



**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**

School officials, whenever possible, will seek the least intrusive means to conduct a search to safeguard the privacy interests of students in their person and property.

**Searches and Seizure of School Property**

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time without prior notice and without their consent. The purpose of these searches, when they occur, is to ensure the safety of students, faculty, and staff, enhance school security and prevent disruptions of the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over this property. However, a student's personal belongings contained within a locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

**Parent Notification**

The student's parent or guardian will be notified if any illegal, prohibited, or dangerous articles or materials are found in the student's locker, vehicle, or other property or possessions, or on the student's person, as a result of a search conducted in accordance with this policy.

**Documentation of Searches**

The designated school official conducting the search will be responsible for the custody, control and disposition of any illegal, prohibited or dangerous items taken from the student. The school official or designee must 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 or secured by alternate means.

This school official will also be responsible for promptly documenting information about the search including, but not limited to, the reasons for the search, the purpose of the search, the type and scope of the search, and the results of the search.

**Questioning of Students by School Officials**

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

(Continued)

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**

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

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

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

**Law Enforcement Officials**

A cooperative effort will be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

**School Resource Officers**

Districts may utilize School Resource Officers (SROs), law enforcement officers who work within the school building. There are different types of SROs: those employed by the District and those employed by local law enforcement. SROs, acting in their capacity as law enforcement, are held to a different search standard than District staff. Searches by law enforcement SROs must be justified by probable cause, not the District's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search, the District or law enforcement, and that the appropriate standard for the search has been met.

(Continued)



**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)****Dissemination of Information**

Copies of this policy will be distributed to students when they enroll in school, and will be included in the District *Code of Conduct* available to students and parents at the beginning of each school year.

**Interrogation of Students by Law Enforcement Officials**

Generally, police authorities may only interview students on school premises without the permission of the parent or guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent or guardian.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent or guardian.

If possible, questioning of a student by police should take place in a private area outside the presence of other students but in the presence of the building principal or designee.

**Child Protective Services' Investigations**

Occasionally, Child Protective Services (CPS) may desire to conduct interviews of students on school property. These interviews generally pertain to allegations of suspected child abuse or maltreatment. The Board encourages cooperation with CPS with respect to access to records and access to any child named as a victim, any of the victim's siblings, or any other child residing in the same home as the named victim, in accordance with applicable law.

Education Law §§ 1604(9), 1604(30), 1709(2), 1709(33), and 2801  
Family Court Act § 1024  
Social Services Law §§ 411-428  
8 NYCRR § 100.2(l)

Adopted: 6/12/07

Revised: 12/3/09; 2/3/11; 5/20/14; 6/1/17; 4/16/19

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT****Overview**

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses complaints of discrimination and/or harassment made under applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, or other document such as the District's *Code of Conduct*. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

In accordance with applicable federal and state laws and regulations, the District does not discriminate on the basis of any legally protected class or category in its education programs and activities or when making employment decisions. Further, the District prohibits discrimination and harassment on school property and at school functions on the basis of any legally protected class including, but not limited to:

- a) Race;
- b) Color;
- c) Religion;
- d) Disability;
- e) National origin;
- f) Sexual orientation;
- g) Gender identity or expression;
- h) Military status;
- i) Sex;
- j) Age; and
- k) Marital status.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of discrimination and/or harassment. The District will promptly respond to reports of discrimination and/or harassment, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)).

Scope and Application

This policy outlines the District's general approach to addressing complaints of discrimination and/or harassment. This policy applies to the dealings between or among the following parties on school property and at school functions:

- a) Students;
- b) Employees;
- c) Applicants for employment;
- d) Paid or unpaid interns;
- e) Anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace;
- f) Volunteers; and
- g) Visitors or other third parties.

Further, discrimination and/or harassment that occurs off school property and somewhere other than a school function can disrupt the District's educational and work environment. This conduct can occur in-person or through phone calls, texts, emails, or social media. Accordingly, conduct or incidents of discrimination and/or harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* may address misconduct related to discrimination and/or harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved, where the alleged discrimination and/or harassment occurred, and the basis of the alleged discrimination and/or harassment. These documents must be read in conjunction with this policy.

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

**Definitions**

For purposes of this policy, the following definitions apply:

- a) "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 any District elementary or secondary school, or in or on a school bus or District vehicle.
- b) "School function" means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

**What Constitutes Discrimination and Harassment**

Determinations as to whether conduct or an incident constitutes discrimination and/or harassment will be made consistent with applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, or other document such as the District's *Code of Conduct*. These determinations may depend upon a number of factors, including, but not limited to: the particular conduct or incident at issue; the ages of the parties involved; the context in which the conduct or incident took place; the relationship of the parties to one another; the relationship of the parties to the District; and the protected class or characteristic that is alleged to have been the basis for the conduct or incident. The examples below are intended to serve as a general guide for individuals in determining what may constitute discrimination and/or harassment. These examples should not be construed to add or limit the rights that individuals and entities possess as a matter of law.

Generally stated, discrimination consists of the differential treatment of a person or group of people on the basis of their membership in a legally protected class. Discriminatory actions may include, but are not limited to: refusing to promote or hire an individual on the basis of his or her membership in a protected class; denying an individual access to facilities or educational benefits on the basis of his or her membership in a protected class; or impermissibly instituting policies or practices that disproportionately and adversely impact members of a protected class.

Generally stated, harassment consists of subjecting an individual, on the basis of his or her membership in a legally protected class, to unwelcome verbal, written, or physical conduct which may include, but is not limited to: derogatory remarks, signs, jokes, or pranks; demeaning comments or behavior; slurs; mimicking; name calling; graffiti; innuendo; gestures; physical contact; stalking; threatening; bullying; extorting; or the display or circulation of written materials or pictures.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

This conduct may, among other things, have the purpose or effect of, subjecting the individual to inferior terms, conditions, or privileges of employment; creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities. Petty slights or trivial inconveniences generally do not constitute harassing conduct.

**Civil Rights Compliance Officer**

The District has designated the following District employee to serve as its CRCO:

School Business Administrator; 13190 Park Street, Aiden, NY 14004; 716-937-9116, ext. 4176.

The CRCO(s) will coordinate the District's efforts to comply with its responsibilities under applicable non-discrimination and anti-harassment laws and regulations including, but not limited to: the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

Where appropriate, the CRCO(s) may seek the assistance of other District employees, such as the District's Title IX Coordinator(s) or Dignity Act Coordinator(s) (DAC(s)), or third parties in investigating, responding to, and remedying complaints of discrimination and/or harassment.

**Reporting Allegations of Discrimination and/or Harassment**

Any person may report discrimination and/or harassment regardless of whether they are the alleged victim or not. Reports may be made in person, by using the contact information for the CRCO, or by any other means that results in the CRCO receiving the person's oral or written report. This report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the CRCO.

Reports of discrimination and/or harassment may also be made to any other District employee including a supervisor or building principal. All reports of discrimination and/or harassment will be immediately forwarded to the CRCO. Reports may also be forwarded to other District employees depending on the allegations.

All District employees who witness or receive an oral or written report of discrimination and/or harassment must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination.

(Continued)



**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

In addition to complying with this policy, District employees must comply with any other applicable District policy, regulation, procedure, collective bargaining agreement, or other document such as the District's *Code of Conduct*. Applicable documents include, but are not limited to, the District's policies, regulations, and procedures related to Title IX, sexual harassment in the workplace, and the Dignity for All Students Act (DASA).

If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

**Grievance Process for Complaints of Discrimination and/or Harassment**

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of discrimination and/or harassment based on any legally protected class and will promptly take appropriate action to protect individuals from further discrimination and/or harassment. The CRCO will oversee the District's investigation of all complaints of discrimination and/or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

If an investigation reveals that discrimination and/or harassment based on a legally protected class has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

**Knowingly Makes False Accusations**

Any employee or student who knowingly makes false accusations against another individual as to allegations of discrimination and/or harassment will face appropriate disciplinary action.

**Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)**

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of discrimination and/or harassment.

Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

Where appropriate, follow-up inquiries will be made to ensure that the discrimination and/or harassment has not resumed and that those involved in the investigation have not suffered retaliation.

**Confidentiality**

To the extent possible, all complaints will be treated as confidential. Disclosure may be necessary in certain circumstances such as to complete a thorough investigation and/or notify law enforcement officials. All disclosures will be in accordance with law and regulation.

**Training**

In order to promote familiarity with issues pertaining to discrimination and harassment in the District, and to help reduce incidents of prohibited conduct, the District will provide appropriate information and/or training to employees and students. As may be necessary, special training will be provided for individuals involved in the handling of discrimination and/or harassment complaints.

**Notification**

Prior to the beginning of each school year, the District will issue an appropriate public announcement or publication which advises students, parents or legal guardians, employees, and other relevant individuals of the District's established grievance process for resolving complaints of discrimination and/or harassment. This announcement or publication will include the name, office address, telephone number, and email address of the CRCO(s). The District's website will reflect current and complete contact information for the CRCO(s).

A copy of this policy and its corresponding regulations and/or procedures will be available upon request and will be posted and/or published in appropriate locations and/or District publications.

**Additional Provisions**

Regulations and/or procedures will be developed for reporting, investigating, and remedying allegations of discrimination and/or harassment.

8 USC § 1324b

29 USC § 206

42 USC § 1981

Age Discrimination Act of 1975, 42 USC § 6101 et seq.

Age Discrimination in Employment Act of 1967 (ADEA), 29 USC § 621 et seq.

Americans with Disabilities Act (ADA), 42 USC § 12101 et seq.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT  
(Cont'd.)**

Equal Educational Opportunities Act of 1974, 20 USC § 1701 et seq.  
 Genetic Information Non-Discrimination Act (GINA), 42 USC § 2000ff et seq.  
 National Labor Relations Act (NLRA), 29 USC § 151 et seq.  
 Section 504 of the Rehabilitation Act of 1973, 29 USC § 790 et seq.  
 Title IV of the Civil Rights Act of 1964, 42 USC § 2000c et seq.  
 Title VI of the Civil Rights Act of 1964, 42 USC § 2000d et seq.  
 Title VII of the Civil Rights Act of 1964, 42 USC § 2000e et seq.  
 Title IX of the Education Amendments Act of 1972, 20 USC § 1681 et seq.  
 Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 USC § 4301 et seq.  
 28 CFR Part 35  
 29 CFR Chapter I – National Labor Relations Board  
 29 CFR Chapter XIV – Equal Employment Opportunity Commission  
 34 CFR Parts 100, 104, 106, 110, and 270  
 45 CFR Part 86  
 Civil Rights Law §§ 40, 40-a, 40-c, 47-a, 47-b, and 48-a  
 Civil Service Law §§ 75-b and 115  
 Correction Law § 752  
 Education Law §§ 10-18, 313, 313-a, 2801, 3201, and 3201-a  
 Labor Law §§ 194-a, 201-d, 201-g, 203-e, 206-c, and 215  
 New York State Human Rights Law, Executive Law § 290 et seq.  
 Military Law §§ 242, 243, and 318  
 8 NYCRR § 100.2  
 9 NYCRR § 466 et seq.

NOTE: Refer also to Policies #3421 -- Title IX and Sex Discrimination  
 #6120 -- Equal Employment Opportunity  
 #6121 -- Sexual Harassment in the Workplace  
 #6122 -- Employee Grievances  
 #7550 -- Dignity for All Students  
 #7551 -- Sexual Harassment of Students  
 #8130 -- Equal Educational Opportunities  
 #8220 -- Career and Technical (Occupational) Education  
 District *Code of Conduct*

Adopted: 12/18/07

Revised: 1/6/11; 1/19/12; 3/6/14; 3/19/15; 6/3/21



B

## **B. BUILDING RELATED**

**\*\*CONFIDENTIAL\*\***

Response Action:Person(s) Responsible

- |  |                               |
|--|-------------------------------|
| 1. Upon discovery or detection of an electrical system failure:<br>a. Sound fire alarm if there is any question as to the safety of the building occupants<br>b. Notify Director of Facilities III<br>c. Notify Maintenance Crew Chief | 1. First person on the scene. |
| 2. Notify Building Administrator   | 2. Maintenance Crew Chief     |
| 3. Evaluate problem insofar as possible  | 3. Director of Facilities III |
| 4. Notify Superintendent   | 4. Building Administrator     |
| 5. Curtail or cease building operations, as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications   | 5. Building Administrator     |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action  | 6. Director of Facilities III |
| 7. Termination of Contingency:<br>Notify staff, parents and students   | 7. Superintendent             |

Comments:

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Response Action:Person(s) Responsible

- |   |                               |
|---|-------------------------------|
| 1. Upon discovery or detection of a gas leak notify Director of Facilities III  | 1. First person on the scene  |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise   | 2. Director of Facilities III |
| 3. Notify Director of Facilities III  | 3. Maintenance Crew Chief     |
| 4. Notify Building Administrator  | 4. Director of Facilities III |
| 5. Notify Superintendent  | 5. Building Administrator     |
| 6. Curtail or cease building operations as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications | 6. Building Administrator     |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action   | 7. Director of Facilities III |
| 8. Termination of Contingency:<br>Notify staff, parents and students  | 8. Superintendent             |

Comments:

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Response ActionPerson(s) Responsible:

- |   |  |
|---|--|
| 1. Upon discovery or detection of heating system failure notify Maintenance Crew Chief  | 1. First on scene                                  |
| 2. Notify Director of Facilities III or Business Official   | 2. Maintenance Crew Chief                          |
| 3. Notify Building Administrator  | 3. Director of Facilities III                      |
| 4. Evaluate problem insofar as possible   | 4. Director of Facilities III or Business Official |
| 5. Notify Superintendent  | 5. Building Administrator                          |
| 6. Curtail or cease building operations as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications | 6. Building Administrator                          |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action   | 7. Director of Facilities III                      |
| 8. Termination of Contingency: Notify staff, parents and students   | 8. Superintendent                                  |

Comments:

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Response Action:

1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school
2. Establish remedial response, as appropriate for the day incident occurred
  - a. Shelter at School
  - b. Early Dismissal
  - c. Evacuate
  - d. Resume normal activity
3. Revise pupil transportation system as necessary
4. Notify school districts of any changes
5. Notify staff, parents, and students
6. Recovery
  - a. Assess damage, cause, effect, remediation
  - b. Cleanup; following insurance company concurrence
  - c. Ascertain insurance settlement, if any
  - d. Develop architectural/engineering solutions as needed
  - e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency
  - f. Progress with work in accordance with procedures for any public capital project.

Person(s) Responsible:

1. Building Administrator, Superintendent
2. Building Administrator, Superintendent
3. Superintendent, Building Administrator, Transportation Supervisor
4. Superintendent
5. Superintendent
6. Board of Education, Superintendent, Director of Facilities III or Business Official

Comments:

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Response Action:

1. Upon discovery or detection of a sewer system failure, notify the Maintenance Crew Chief
  2. Notify Director of Facilities III
  3. Evaluate problem insofar as possible
- Business
4. Notify Building Administrator
  5. Notify Superintendent
  6. Curtail or cease building operations, as appropriate:
    - a. Shelter at School
    - b. Early Dismissal
    - c. Evacuate
    - d. Resume normal activity
    - e. Make proper notifications
  7. Evaluate problem and commence appropriate remedial action
  8. Termination of Emergency
    - a. Notify staff, parents and students
    - b. Resume building operation

Person(s) Responsible:

1. First at scene
2. Maintenance Crew Chief
3. Maintenance Crew Chief,  
Director of Facilities III or  
Official
4. Director of Facilities III or Business  
Official
5. Building Administrator
6. Building Administrator
7. Director of Facilities III, Superintendent,  
Board of Education, Business Official
8. Superintendent

Comments:

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Response Action:Person(s) Responsible:

- |  |  |
|--|--|
| 1. Upon discovery or detection of water failure notify Maintenance Crew Chief  | 1. First on scene                                |
| 2. Notify Director of Facilities III   | 2. Maintenance Crew Chief                        |
| 3. Evaluate problem insofar as possible.<br>Crew<br>Commence established remedial response   | 3. Director of Facilities III, Maintenance Chief |
| 4. Notify Building Administrator   | 4. Director of Facilities III                    |
| 5. Notify Superintendent   | 5. Building Administrator                        |
| 6. Curtail or cease building operations, as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity | 6. Superintendent                                |
| 7. Termination of Contingency<br>a. Notify staff, parents and students<br>b. Resume building operation   | 7. Superintendent                                |

Comments:

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## **B. NATURAL DISASTERS**

Response Action:Person(s) Responsible:

1. Monitor weather and road conditions
2. Close schools if conditions deteriorate
3. Institute a Go-Home plan
4. Notify parents via radio & television

1. Superintendent
2. Superintendent
3. Superintendent
4. Superintendent

Comments:

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Response Action:Person(s) Responsible:

- |   |                                     |
|---|-------------------------------------|
| 1. Monitor the closeness and intensity of the storm     | 1. Building Administrator           |
| 2. Curtail all outdoor activities if conditions warrant | 2. Building Administrator           |
| 3. Summon all persons into building(s)                  | 3. Building Administrator; teachers |
| 4. Termination of contingency                           | 4. Building Administrator           |

Comments:

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Response Action:

1. Monitor any weather bureau tornado watch/warning
2. If tornado is imminent, curtail all outdoor activities
3. Summon all persons into building(s)
4. If tornado is sighted in vicinity of school, institute "Take Cover" plan.
5. Termination of contingency
6. Recovery: if building is damaged, refer to contingency plans for System Failures
7. Curtail or cease building operations as appropriate:
  - a. Shelter at School
  - b. Early Dismissal
  - c. Evacuate
  - d. Resume normal activity

Person(s) Responsible:

1. Building Administrator, Superintendent
2. Building Administrators
3. Building Administrators
4. Building Administrators; teachers
5. Building Administrator
6. Superintendent
7. Superintendent

Comments:

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1. In the event of imminent danger due to a natural or man made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students **should know** their designated shelter areas.
5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.
6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.
7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

Response Action:Person(s) Responsible:

1. Follow directions of county emergency announcements made on local radio.

1. Superintendent

2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake.

2. Superintendent; Building Administrator

3. Notify other school districts of pending problems and actions to be taken.

3. Director of Facilities III or Business Official

4. Notify parents via radio & television.

4. Superintendent

Comments:

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Response Action:Person(s) Responsible:

1. Monitor weather and road conditions,  
contact local disaster coordinator.

1. Superintendent

2. Curtail or cease building operations,  
as appropriate:  
a. Early Dismissal  
b. Shelter at School  
c. Evacuate  
d. Resume normal activity

2. Superintendent

3. Notify parents via radio & television

3. Superintendent

Comments:

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## **B. ENVIRONMENTAL**

Response Action:Person(s) Responsible:

1. Notify Building Administrator
2. Notify 911 (Local Fire Department)
3. Implement Evacuation Plan.  
Direction of evacuation depending  
on wind direction.
4. Notify Superintendent

1. First person on the scene
2. Building Administrator
3. Building Administrator, Fire  
Department
4. Building Administrator

Comments:

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Response Action:

1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.
2. Notify Building Administrator, Maintenance Crew Chief, Director of Facilities III.
3. Notify School District AHERA designee.
4. Shut down or modify air handling unit to restrict air movement.
5. Contact Asbestos Response Team (see next page).
6. Lock and secure room in closed condition.
7. If possible, duct tape perimeter of door.
8. Post signs to prevent entry by unauthorized persons, if needed.
9. Curtail or cease building operations, as appropriate.
  - a. Evacuate
  - b. Early Dismissal
10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM).
11. After receiving sampling results, determine if there was a fiber migration throughout the building. If air sampling shows a migration, plan strategy. If no fiber migration took place, resume normal activity for next day.  
**Maintain security of the release area.**
12. Make proper notifications.

Person(s) Responsible:

1. First person on scene
2. First person on scene
3. Building Administrator
4. Building Maintenance
5. AHERA Designee
6. AHERA Designee
7. AHERA Designee
8. AHERA Designee
9. Building Administrator
10. AHERA Designee
11. Superintendent
12. Superintendent

Comments:

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AHERA Designee

Name: Paul Karpik

Phone Number - Work: 937-9116, x4176

Accredited Handlers

Jason Beechler  
Adam Kowalik

(716) 937-9116, x4504

Equipment Location

**\*\*CONFIDENTIAL\*\***

Response Action:Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:<br>a. Activate fire alarm<br>b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene  |
| 2. Curtail or cease building operations:<br>a. Evacuate<br>b. Sheltering   | 2. Building Administrator |
| 3. Summon fire department  | 3. Building Administrator |
| 4. Notify Superintendent   | 4. Building Administrator |
| 5. Upon their arrival, advise fire department of the situation and follow their instructions   | 5. Building Administrator |
| 6. Termination of Emergency  | 6. Fire department        |
| 7. Resume, curtail or cease building operation, as appropriate   | 7. Superintendent         |
| 8. Make proper notifications   | 8. Superintendent         |

Comments:

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Response Action:Person(s) Responsible:

- |   |                               |
|---|-------------------------------|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:<br>a. Notify Director of Facilities III<br>b. Notify Building Administrator | 1. First person on scene      |
| 2. Evaluate the problem insofar as possible:<br>a. Stop source of spill if possible<br>b. Commence established remedial response                            | 2. Director of Facilities III |
| 3. Notify the local fire department and follow their instructions.  | 3. Director of Facilities III |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted:<br>DEC Hotline: 1-800-457-7362  | 4. Director of Facilities III |
| 5. Notify Superintendent.   | 5. Building Administrator     |
| 6. Contact Erie 1 BOCES, Safety Risk, if Necessary.   | 6. Superintendent             |
| 7. Curtail or cease building operation, as appropriate:<br>a. Early Dismissal<br>b. Evacuate<br>c. Resume normal activity                                   | 7. Superintendent             |
| 8. Make proper notifications.   | 8. Superintendent             |

Comments:

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Response Action:Person(s) Responsible:

- |   |   |
|---|---|
| 1. Upon discovery or detection of smoke or fire or evidence thereof, sound fire alarm immediately.                                | 1. First person(s) on scene               |
| 2. Evacuate the building.   | 2. Building Administrator                 |
| 3. Summon Fire Department.  | 3. Building Administrator/Designee        |
| 4. Upon arrival, advise Fire Department of the situation and follow their instructions.   | 4. Building Administrator                 |
| 5. Notify Superintendent.   | 5. Building Administrator                 |
| 6. Termination of emergency.  | 6. Fire Department                        |
| 7. Resume, curtail or cease building operation, as appropriate:<br>a. Evacuate<br>b. Early Dismissal<br>c. Resume normal activity | 7. Superintendent                         |
| 8. Make proper notifications.   | 8. Superintendent, Building Administrator |

Comments:

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## **B. CIVIL DISTURBANCES**



## **BOMB THREAT GUIDELINES**

### **General**

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
  - Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
  - Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

### **Receiving Bomb Threats**

#### **Written Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- **CONFIDENTIAL**

#### **Telephone or Other Verbal Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- **CONFIDENTIAL**

## **BOMB THREAT GUIDELINES (Con't.)**

- **CONFIDENTIAL**

### **Suspicious Packages**

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- **CONFIDENTIAL**

## **BOMB THREAT GUIDELINES (Con't.)**

- **Do not open** or squeeze the envelope or package.
- **Do not pull** or release any wire, string, or hook.
- **Do not** turn or shake the letter or package.
- **Do not** put the letter or package in water or near heat.
- **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- **Do** move people away from the suspected envelope or package.
- **Do** notify the state and/or local police (911).
- **Do activate your emergency plan for dealing with bombs.**

### **Investigating Bomb Threats**

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services-including bomb squads, hazardous materials management, county, and state emergency management agencies.
  - Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
  - Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- **CONFIDENTIAL**

### **PRE-CLEARANCE AND SECURITY SCREENING IN LIEU OF EVACUATION (DURING TESTING)**

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

## **BOMB THREAT GUIDELINES (Con't.)**

- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

### **School Employee Involvement**

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- School employees who volunteer or by job duty are assigned to assist, should have access to building keys, floor plans, and information about shut-off valves for heat, electricity, water, and ventilation (HVAC).

**\*\*FORM CONFIDENTIAL\*\***

**\*\*FORM CONFIDENTIAL\*\***

**\*\*CONFIDENTIAL\*\***

**TELEPHONE THREAT FORM**

**\*\*CONFIDENTIAL\*\***



**\*\*CONFIDENTIAL\*\***

Response Action:Person(s) Responsible:

- |   |                                   |
|---|-----------------------------------|
| 1. Identify hostage situation                             | 1. First person on scene          |
| 2. Notify Building Administrator                          | 2. First person on scene          |
| 3. Activate Lockdown Plan                                 | 3. Principal                      |
| 4. Notify the local police and follow their instructions. | 4. Building Administrator         |
| 5. Notify Superintendent                                  | 5. Building Administrator         |
| 6. Notify parents or spouse of hostage(s)                 | 6. Superintendent                 |
| 7. Termination of emergency                               | 7. Police, Building Administrator |
| 8. Make proper notifications                              | 8. Superintendent                 |

Comments:

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Response Action:Person(s) Responsible:

- |   |                                    |
|---|------------------------------------|
| 1. Identify intruder  | 1. First person on scene           |
| 2. Notify Building Administrator  | 2. First person on scene           |
| 3. Activate the Lockdown Plan   | 3. Principal                       |
| 4. Confront intruder, if prudent and wise   | 4. Building Administrator          |
| 5. Escort intruder out of the building. Record make, color and license plate number of vehicle  | 5. Building Administrator          |
| 6. If intruder refuses to leave, maintain surveillance. If the intruder does leave but circumstances lead you to expect trouble, summon the local police. | 6. Building Administrator          |
| 7. Advise police of situation and follow their instructions   | 7. Building Administrator          |
| 8. Notify Superintendent  | 8. Building Administrator          |
| 9. Notify staff and students of incident  | 9. Building Administrator          |
| 10. Termination of Contingency  | 10. Police, Building Administrator |

Comments:

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Response Action:Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Assemble Threat Assessment Team. *                            | 1. Principal              |
| 2. Inform building principal of implied threat or direct threat. | 2. First person on scene  |
| 3. Determine level of threat with Superintendent/ Designee. *    | 3. Principal/Designee     |
| 4. Contact appropriate law enforcement agency, if necessary.     | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate.            | 5. Building Administrator |

**NOTE:    \*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

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Response Action:

Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Assemble Threat Assessment Team. *  | 1. Principal              |
| 2. If warranted, isolate the immediate area and evacuate if appropriate.   | 2. First person on scene  |
| 3. Inform Superintendent.  | 3. Principal/Designee     |
| 4. If necessary, initiate lockdown procedure and contact law enforcement agencies.   | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures. | 5. Building Administrator |

**NOTE:**      **\*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

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**\*\*CONFIDENTIAL\*\***

# **B. MEDICAL EMERGENCIES/ MENTAL HEALTH RESPONSE**

Response Action:Person(s) Responsible:

- |  |   |
|--|---|
| 1. Summon help or request someone to call for help           | 1. First person on scene                            |
| 2. Identify the stricken person                              | 2. First person on scene, trained medical personnel |
| 3. Protect the injured or ill person from further injury     | 3. First person on scene, trained medical personnel |
| 4. Comfort the victim and administer first aid, if necessary | 4. Trained medical personnel                        |
| 5. Assess the need for further medical attention             | 5. Trained medical personnel                        |
| 6. Notify Building Administrator                             | 6. Trained medical personnel                        |
| 7. Notify parent or guardian                                 | 7. Building Administrator                           |

**RECOMMENDATIONS:**

In each case, the guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment such as will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian.

Signed instructions for emergencies from parents, guardians and from school personnel should be on file in the school medical office and the school main office. These signed statements should include the name and age of the person (pupil or employee) name, address and telephone number where one or both parents may be reached at home and at work; name, address and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address and telephone number of the family physician (or Christian Science practitioner), family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached; religion of the victim; and any special condition which should require special handling.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc.



## **STUDENT MENTAL HEALTH EMERGENCY RESPONSE**

### **GENERAL GUIDELINES**

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or person in parental relation to the student, or an appropriate professional.
2. The administrator will immediately refer the matter to the Student Support Center (SSC) and contact the parent, guardian, or person in parental relation to the student.
3. The SSC will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

### **POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT**

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.
2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.
3. Provide support to the student. Assist him or her with re-entry.
4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.
5. Complete any required paperwork, including any incident reports.
6. Maintain confidentiality as required by law or best practices.

Response Action:Person(s) Responsible:

- |  |                                 |
|--|---------------------------------|
| 1. Relocate pupils away from danger area.  | 1. School bus driver, students  |
| 2. Render first aid to injured persons.  | 2. Qualified person(s) on scene |
| 3. If necessary, request emergency assistance.<br>Ambulance, fire department and/or police.          | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request<br>spare vehicle to transport uninjured pupils. | 4. Qualified person(s) on scene |
| 5. Identify the victims and where they are being<br>transported to.                                  | 5. Qualified person(s) on scene |
| 6. Notify parents or spouse of the victims.  | 6. Building Administrator       |
| 7. Complete School District Accident Report Forms.   | 7. School Nurse                 |

Comments:

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C

## **C. PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN**

Utilize telephone lists, as well as television and radio media to notify parents and spouses of an emergency involving an occupied school facility.

Designate a reception center at a location away from the incident. Provide this information during the notification process.

Several factors should be considered when selecting a reception center. They are as follows:

Physical Space:	Select a site that will accommodate a large influx of people to include parents and/or spouses and District representatives.
Containment:	Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.
Necessary Accommodations:	Select a location that permits direct access to restrooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/Agencies:	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.
Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

## C. SAMPLE

### THREATS OF VIOLENCE IN THE SCHOOL: NOTIFICATION TO PARENT/GUARDIANS

\_\_\_\_\_  
(Date)

Dear Parents/Guardians:

Due to recent events which have occurred in schools throughout the country, our School District has placed renewed efforts and priority on helping to ensure a safe and secure school environment for our students and staff, and to implement measures to prevent school violence.

We are asking your cooperation in helping us address the issue of violence in our schools. It is only through cooperation with the home that the schools can be successful in implementing appropriate standards of student behavior.

Attached to this letter is a copy of our School District Policy addressing Threats of Violence in the School. We have also enclosed for your review a copy of a summary of the *Code of Conduct for the Maintenance of Order on School Property* which provides a list of sample proscribed activities (which is not intended to be exhaustive), as well as the range of disciplinary actions which may be taken. The complete *Code of Conduct* shall be available upon request.

Effective immediately, if your child threatens violence against others, whether staff and/or students, or makes threats involving the school or school buildings, he/she will face immediate disciplinary action as well as possible referral to local law enforcement agencies.

Additionally, the School District retains the right to seek restitution for any costs or damages incurred as a result of a student's actions and/or threats, such as the evacuation of the school building.

We are requesting that you discuss with your child the importance of his/her cooperation in reporting threats of violence against others, suicide threats, or threats involving the school building by calling the school hotline or reporting the threat to faculty members or the building principal.

Please discuss the attached Policy and *Code of Conduct* summary with your child, and sign and return the bottom portion of this form to the classroom teachers within the next seven (7) days.

Sincerely,

\_\_\_\_\_  
(Principal)

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Please detach and have your child return to his/her classroom teacher.

My child, \_\_\_\_\_, and I have read, discussed and understand the Policy addressing Threats of Violence in the School and the *Code of Conduct* summary.

Signature of Parent(s)/Guardian(s) \_\_\_\_\_ Date \_\_\_\_\_

## EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the superintendent or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts between 6:00 – 6:30 a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

### Delayed School Plan

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

“A” Schedule (One-hour delay in all school starting times):

All schools will begin one hour later than normal starting times and dismiss at regular time.

“B” Schedule (Two-hour delay in all school starting times):

All schools will begin two hours later than normal starting times and dismiss at regular time.

## **EMERGENCY CLOSINGS – Continued**

### **Early Dismissal School Plan**

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

- 1) The media will be called and the public will be informed of the decision.
- 2) Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the principal).
- 3) Elementary students can be released to the custody of their parent/guardian or another designated adult.

### **Staff Assignments**

The superintendent is responsible for the effective operation of the School District at all times. Under Education Law, Sections 1711 and 3012, the Superintendent is empowered to require certain groups of employees to work while other employees are not required to work because the absence of students reduces the productivity of these employees.

When schools are officially closed for students due to inclement weather or other emergency conditions:

- 1) In general, school-based personnel will not report with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
- 2) The Business Office, the Transportation Supervisor and the Superintendent will report to work, along with other designated employees.
- 3) Principals will remain responsible for security of their schools and for seeing that the building and grounds are made as ready as possible for school on the next scheduled day.

### **Parent/Guardian Notifications**

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members.

## EMERGENCY CLOSINGS - Continued

<u>Responsibility</u>	<u>Action</u>
<b>Before School</b>	
Superintendent/Designee	<ol style="list-style-type: none"> <li>1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.</li> <li>2) Makes decision as to closing.</li> <li>3) If decision is to close, notifies: <ol style="list-style-type: none"> <li>a. Radio stations</li> <li>b. Principals</li> </ol> </li> </ol>
<b>During School</b>	
Transportation Supervisor	<ol style="list-style-type: none"> <li>1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.</li> <li>2) Informs Superintendent of adverse conditions.</li> </ol>
Superintendent	<ol style="list-style-type: none"> <li>3) Makes decision as to closing.</li> </ol>
Superintendent/Designee	<ol style="list-style-type: none"> <li>4) If decision is to close, notifies: <ol style="list-style-type: none"> <li>a. Transportation Supervisor</li> <li>b. Radio and television stations</li> <li>c. Principals</li> <li>d. Staff and Students</li> </ol> </li> </ol>
Transportation Supervisor	<ol style="list-style-type: none"> <li>5) Notifies drivers and substitutes where Necessary.</li> <li>6) Reschedules school pickups as soon as decision is made.</li> </ol>



## **SECTION 4000:      COMMUNICATION WITH OTHERS**

A. Description of the arrangements for obtaining assistance during emergencies from emergency service organizations and local government agencies

- Step-by-Step Procedures .....4100

B. Procedures for obtaining advice and assistance .....4200  
from local government officials including the county or city officials  
responsible for implementation of Article 2-B of the Executive Law

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

- Statement .....4300

In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

- School population, .....4305
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency.

A

**A. IN THE EVENT OF AN EMERGENCY OR VIOLENT INCIDENT THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES**

<b>STEP 1</b>	Call 911
<b>STEP 2</b>	<p>Give Specific Information to the 911 Dispatcher</p> <ul style="list-style-type: none"><li>• What type of emergency</li><li>• Where – address, room, what floor</li><li>• Who/how many are affected</li><li>• Directions to access the scene</li></ul>
<b>STEP 3</b>	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
<b>STEP 4</b>	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary or if a disaster is declared which will invoke Article 2-B (See page 4200)
<b>STEP 5</b>	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

B

- §29-a. Suspension of other laws
- §29-b. Use of civil defense forces in disasters
- §29-c. Radiological preparedness
- §29-d. Reports

## HISTORY:

Add, L 1978, ch 640, § 3, eff Apr 1, 1979

## CROSS REFERENCES:

This article referred to in §§ 20, 21; CLS Unconsol ch 131 § 20.

**§ 20. Natural and man-made disasters; policy; definitions**

1. It shall be the policy of the state that:
  - a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;
  - b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;
  - c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;
  - d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and
  - e. state and local plans, organizational arrangements, and response capability required to execute the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.
2. As used in this article the following terms shall have the following meanings:
  - a. "disaster" means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.
  - b. "state disaster emergency" means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.
  - c. "municipality" means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.
  - d. "commission" means the disaster preparedness commission created pursuant to section twenty-one of this article.
  - e. "emergency services organization" means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.
  - f. "chief executive" means:
    - (1) a county executive or manager of a county;
    - (2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;
    - (3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and
    - (4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

C

**C. IN THE EVENT OF AN EMERGENCY WITHIN THE  
SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE  
SUPERINTENDENT, OR DESIGNEE, OF THE  
ALDEN CENTRAL SCHOOL DISTRICT WILL:**

- 1) Act as the chief communication liaison for the non-public  
Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available

## C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	St. John The Baptist 2028 Sandridge Road Alden, NY 14004 937-9483
Principal/Location/Phone:	Jonna Johnson 937-9483 Cell: 908-6550
Assistant Principal/Location/Phone:	
Others:	Father Daniel Serbicki (Pastoral Administrator) 2021 Sandridge Rd. Alden, NY 14004 937-6959
Grades:	PreK – 8
Number of Students:	140
Hours of School:	7:50 AM – 2:00 PM
Transportation:	Supplied by various public school districts and also by private family.



Facility Name/Address/Phone:	Precious People 12001 Broadway Alden, NY 14004 937-0315
Owner/Phone:	Anita Fisher 937-0315 / (c) 208-7511
Alternate Contact/Phone:	Samantha Zelinski (c) 716-256-0245
Others:	
Ages Served:	6 weeks – 13 years
Number of Students:	25 - 30
Hours of School:	6:00 AM – 6:00 PM
Transportation:	Provided by parents/guardians, ACSD transportation.

Facility Name/Address/Phone:	Imagination Station 12835 Broadway Alden, NY 14004 937-4602
Director/Phone:	Shannon Hahn 937-4602 / (c) 585-861-0448
Administrator/Phone:	Alyssa Mullen (c) 216-385-6651
Others:	
Ages:	6 weeks – 12 years
Number of Students:	Approximately 100
Hours of School:	6:00 AM – 6:00 PM
Transportation:	Provided by parents/guardians, ACSD transportation.

## **SECTION 5000:        PREVENTION AND INTERVENTION STRATEGIES**

- A. Policies and procedures related to school building ..... 5100  
security, including, where appropriate, the use of school safety officers and/or security devices  
or procedures
- Safety/Security
- B. Procedures for the dissemination of informative materials ..... 5200  
regarding the early detection of potentially violent behaviors, including, but not limited to:
- Board of Education Policies
  - Community Notification of Sex Offenders
  - Staff Development Training
  - Building Staff Meetings
  - Crisis Management
- C. Appropriate prevention and intervention strategies such as: .....5300
- Collaborative agreements with local law enforcement  
officials (Memorandum)
  - Non-violent conflict resolution training program
  - Peer mediation programs and youth courts
- D. Strategies for improving communication among students .....5400  
and between students and staff and reporting of potentially violent incidents, such as the  
establishment of:
- Youth-run programs,
  - Peer mediation,
  - Conflict resolution,
  - Creating a forum or designating a mentor for students  
concerned with bullying or violence,
  - Establishing anonymous reporting mechanisms for  
school violence, and
  - Others based on district need
- E. Description of duties, hiring and screening process, and..... 5500 - 5506  
required training of hall monitors and other school safety personnel.

A

**\*\*CONFIDENTIAL POLICIES HAVE BEEN OMITTED\*\***

B

**\*\*CONFIDENTIAL PROCEDURES HAVE BEEN OMITTED\*\***

C



# DRAFT

## MEMORANDUM OF UNDERSTANDING

Between the

\_\_\_\_\_ POLICE DEPARTMENT

AND

\_\_\_\_\_ SCHOOL DISTRICT

**MEMORANDUM OF UNDERSTANDING BETWEEN THE**  
**\_\_\_\_\_ POLICE DEPARTMENT AND**  
**THE \_\_\_\_\_ SCHOOL DISTRICT**

**PROJECT “SAVE” (Safe Schools Against Violence in Education)**

While violence isn’t the only safety issue schools face, the past decade has witnessed numerous acts of tragic violence in schools in all parts of the nation. Since 1992, twenty-two schools throughout the country have experienced multiple victim homicides. In the last three years alone, nine acts of violence on school grounds have resulted in the deaths of twenty-five students and four teachers, and the wounding of another seventy-two students and three school employees. These senseless acts of violence have occurred in urban, suburban and rural communities where people previously believed that such an incident could not happen in their schools. Fortunately, no school in New York State has been the site of the types of horrific violence that have occurred in other schools throughout the nation.

New York State schools, however, are not free of the types of violent student behavior and student victimization that seriously impede the educational progress of students. The 1999 Youth Risk Behavior Survey (YRBS), conducted by the Centers for Disease Control and Prevention, was administered to a representative sample of students throughout New York State high schools. The survey results document the continued presence of safety concerns on the part of many students. Students being threatened bodily harm by beating or with a weapon on school property, bringing weapons to school for protection and students not attending school due to concern for their safety were reported in the survey.

The “SAVE” legislation requires school districts to work collaboratively with local law enforcement agencies to develop strategies that will create an environment that will be conducive to the learning and teaching process.

## **GENERAL STATEMENT**

The \_\_\_\_\_ Police Department and the Board of Education for the \_\_\_\_\_ School District recognize that the abuse of alcohol and other drugs and the threat to personal safety are societal problems and the remediation of these problems must begin at the community level. These two groups pledge to adopt a formal “Memorandum of Understanding” that will outline for both, the rights and responsibilities each will assume to affect positive change.

Both parties agree that as we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior, that the role of students, teachers, staff and the law enforcement officials involved must be clearly understood.

## **PROCEDURE**

Any student or School District employee will immediately report any of the aforementioned noncompliance of the School District “Drug Free Policy” and “Gun Free Policy” directly to the building administrator. The building administrator shall have authority to take appropriate action immediately and will notify the Superintendent as soon as is reasonably possible.

## **MEMORANDUM OF UNDERSTANDING**

The \_\_\_\_\_ School District and the \_\_\_\_\_ Police Department agree to work collaboratively in developing a “Memorandum of Understanding” that addresses the following:

- 1) The types of incidents that require notification of the police department.
- 2) The expectations of the students, counselors, teachers and administrators regarding the discovery of alcohol and other drugs, or weapons in school, on school grounds or at school sponsored activities.
- 3) The notification process necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
- 4) The procedures outlining the actions of law enforcement officers when contraband is turned over to them by school officials.
- 5) The procedures by which students and parents will be notified of the adoption of this Memorandum of Understanding.

## **POLICE DEPARTMENT ACTION**

- 1) The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with all school personnel.
- 2) The police will respond to any call relating to violations of the law as soon as is reasonably possible.
- 3) If a student is arrested, notification of parent/guardian will follow the District "Code of Conduct" policy.
- 4) In instances where the removal of the student is essential to insure the safety of himself/herself or others, the police will do so immediately and work with the School District to contact the parent/guardian as soon as is reasonably possible.
- 5) The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.
- 6) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
- 7) A designated officer will be appointed to serve on the District "Building Level SAVE Team." (Liaison)
- 8) School administration will be notified by the police regarding incidents that were reported but not by school administration.
- 9) All police personnel will receive a copy of the procedures.

## **ACTIONS OF SCHOOL PERSONNEL**

- 1) The School District will have a procedure in place that will be used to report incidents of abuse, possession of alcohol or drugs, drug paraphernalia and dangerous weapons to school administration.
- 2) All school personnel will receive a copy of the procedure.
- 3) The building administrator/designee is authorized to call the police liaison to report any illegal activity or need for assistance.

## **WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR**

- 1) Possession of alcohol by a minor.
- 2) Possession of illegal drugs or misuse of over the counter drugs.
- 3) The possession of drug paraphernalia.
- 4) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
- 5) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
- 6) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school-sponsored events.

## WHAT SHOULD BE REPORTED TO THE POLICE

- 1) Possession of alcohol by a minor aged.
- 2) Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, all steroids and designer drugs.
- 3) Any student in possession of or under the influence of alcohol or other drugs for whom a parent or immediate family member cannot be contacted.
- 4) Intoxication of any student that is deemed to be a behavior or safety problem to school personnel or other students or school property.
- 5) Possession of drug paraphernalia as described in the penal law.
- 6) Possession of illegal weapons.
- 7) Where there is a threat of bodily harm or homicide to anyone on school property or school sponsored events, the individual threatened may elect to file a formal complaint with the police department.

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(Signature) President – Board of Education

Date

---

(Signature) Superintendent

Date

---

(Signature) Building Principal

Date

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(Signature) Chief of Police

Date

D

The Alden Central School District recognizes the importance of good communication among students and between students and staff, and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Alden School community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff and parents.
- Pay attention to what students are saying.
- Peer listening and mediation.
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior.
- Encourage communication among parents, students, staff and community members about any concerns to appropriate resource people in schools and communities.
- Foster collaboration among school, home and community for peaceable schools.
- Train staff to listen and question effectively.

E



## **E. DESCRIPTION OF DUTIES, HIRING AND SCREENING PROCESS, REQUIRED TRAINING OF HALL MONITORS AND OTHER SCHOOL SAFETY PERSONNEL.**

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the Alden Central School District, or shall be determined by the Alden Central School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Alden Central School District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1<sup>st</sup>, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

If the Alden Central School District uses the service of a contractual security company, the district should verify with the Department of State's License Bureau to ensure that the prospective contractor is an authorized employer in good standing.

If the Alden Central School District, a public (exempt) entity, employs at least one security guard, then the District is subject to the Security Guard Act of 1992 (General Business Law § 89-f (5), (7)). Any public entity employing a security guard must ensure that the security guard is registered with the NYS Department of State. The Department of State will only register applicants who have satisfied the requirements established by the Secretary. Registration for a security guard is effective two years. No school district shall knowingly employ a person as a security guard unless: the school district has verified with the Department (State) that such person possesses a valid registration card which has not expired or been revoked; or such school district has filed with the Department (State) in a manner prescribed by rules and regulations promulgated by the Department. (Duties of a security guard and requirements and of a NYS Security Guard.

**E. DESCRIPTION OF DUTIES, HIRING AND SCREENING  
PROCESS, REQUIRED TRAINING OF HALL MONITORS  
AND OTHER SCHOOL SAFETY PERSONNEL -  
CONTINUED**

License are included in the appendix) A district employing a security guard must provide proof of self insurance or liability insurance coverage to the Department of State in the Amount of \$100,000 per occurrence and \$300,000 in the aggregate (General Business Law § 89-g (6)). A licensed security guard in New York State must undergo an Investigation. Within five business days after the receipt of an application the department (state) shall transmit to the division (DCJS) two sets of fingerprints and the fee required pursuant to paragraph (b) of subdivision ten of section eighty-nine-h of Gen. Bus. Law and cause to be conducted a search of state files to ascertain whether the applicant has been charged with or convicted of a serious offense and may cause to be conducted an investigation to verify the information contained in the application provided. Under section 89-o of the General Business Law, the secretary of state is empowered to adopt rules and regulation implementing the provisions of this article. Such rules and regulations shall include criteria for determining whether a person is a security guard or whether a particular function is a security guard function as defined by subdivision six of section eighty-nine –f of this article.

## **Job Description – Monitor**

Provided by Erie County Civil Service

SCHOOL MONITOR SCHOOLS  
ERIE COUNTY  
SCHOOLS  
DISTRICT

**DISTINGUISHING FEATURES OF THE CLASS:** The work involves performing non-teaching duties in overseeing student activities during regular school session and after hours in a suburban school district. This work of ordinary difficulty, involving responsibility of assisting teachers and administrators by performing assigned routine tasks, including the supervision and care of children. The incumbent must be firm, but courteous and congenial in exercising their influence on students. Since there are definite limits in the type and complexities of assignments, the class of school monitor differs in that respect from teacher aide, which usually involves duties of greater difficulty, generally requiring specific skills or abilities. Work is performed under the direct supervision of a principal, teacher or school administrator. Does related work as required.

### **TYPICAL WORK ACTIVITIES:**

Assists in supervising recreation and lunch periods and study halls; Guides children safety across streets and intersections; Maintains order in gymnasiums, locker rooms, swimming pools, and assigned areas before and after school; Oversees students passing between classes and in locker rooms and on premises before and after school; Issues athletic supplies and equipment when required; Helps children in lower grades with wearing apparel; May assist in arraigning and ordering films, projectors, VCR. and other learning aides as required; May be assigned to assist bus drivers with pupils boarding, riding and leaving school busses.

### **FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Ability to establish good relationships and get along well with children, and command their respect; ability to maintain order and to enforce school regulations with firmness; ability to get along with teachers, administrators, and others; ability to understand and follow oral and written instructions; good power of observation; dependability; neat personal appearance; tact; courtesy; good judgement; physical condition commensurate with the demands of the position.

## **Job Description – Monitor - Continued**

### **MINIMUM QUALIFICATIONS:**

- A. Graduation from high school or possession of a high school equivalency diploma; or four (4) years experience in the care and supervision of children; or
- B. An equivalent combination of training and experience as defined by the limits of (A.) and (B.)

NOTE: Verifiable part-time and or volunteer experience will be pro-rated toward meeting full-time experience requirements

NOTE: A person assigned to this position does not have the authority to direct traffic. This is the function of a police officer only.

## **Job Description – Security Guard**

Provided by the NYS Department of State

### **Description**

A security guard is defined as a person employed within New York State, other than active police officers and federally regulated personnel, to principally perform one or more of the following duties without performing the functions of a private investigator.

Protection of individuals and/or property from harm, theft or other unlawful activity; Deterrence, observation, detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property; Street patrol service; Response to but not installation or service of a security system alarm installed and/or used to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of protected premises.

### **Registration Requirements**

An applicant must file an application with the New York State Department of State's Division of Licensing Services in order to become registered as a security guard. In addition, the applicant must meet the following requirements:

- Complete a minimum of 8 hours of pre-assignment training
- Not have been convicted of a serious offense
- Be of good moral character and fitness
- Not have been discharged from a correctional/law enforcement agency for incompetence or misconduct

Individuals that meet these qualifications, and those indicated below will be issued a photographic ID card signifying that they are authorized to perform security guard functions. Since these ID cards are made by the Department of Motor Vehicles (DMV) using the image on file in their office from the individual's NYS Driver's License or Non-Driver ID card, applicants must provide their 9-digit DMV ID number where requested on their Security Guard application. Once their Security Guard application is approved for registration, the applicant's name and DMV number are sent to DMV to have an ID card made. The Department of Motor Vehicles will mail the ID card to the applicant's residence address on file with the Department of State.

## **Job Description – Security Guard - Continued**

### **Age**

Must be at least 18 years of age.

### **Training**

Security guards are required to complete training programs administered by the Division of Criminal Justice Services, Bureau for Municipal Police. Those courses are:

- 8 hours pre-assignment training
- 16-hour on the job training (must be completed within 90 days of employment)
- 8 hours of annual in service
- 47-hour firearms course for security guards who carry a firearm
- Holders of a special armed guard registration card must complete an additional
- 8-hour in service training course annually.

### **Fees**

\$36 - 2-year registration

\$50 - Fingerprint fee payable to Division of Criminal Justice Services with original application

\$25 - Renewal fee, every 2 years

### **Licensing Authority**

New York State Department of State  
Division of Licensing Services  
84 Holland Avenue  
Albany, New York 12208-3490  
Phone: (518) 473-2739  
Fax: (518) 473-2730/1

### **Occupational Reference Codes**

33-9032 - Security Guards - Dictionary of Standard Occupational Classifications,  
October 2000

**APPENDIX I: SCHOOL RESOURCE OFFICER (SRO)  
AGREEMENT**

## SCHOOL RESOURCE OFFICER AGREEMENT

☒ APPROVED  
2/17/22 *Sub*

This Agreement made the 17<sup>th</sup> day of February by and between the County of Erie (hereinafter "County") through the Sheriff's Office (hereinafter "Sheriff") 10 Delaware Avenue, Buffalo, NY 14202 and the Alden Central School District, 13190 Park Street, Alden, NY 14004 (hereinafter "District").

### WITNESSETH

WHEREAS, School Resource Officers (hereinafter "SROs") are vital to the safety of students and surrounding communities, in that they help promote a safe environment in schools so the focus can be on the delivery of instruction; and

WHEREAS, SROs serve a multifaceted purpose in our schools including serving as first responders for any and all incidents on a school district's campus whether it's violence between students/staff, an individual in a school or on the campus without permission, or a medical emergency; and

WHEREAS, the Alden Central School District is desirous of obtaining the services of a full-time SRO in an attempt to deter criminal behavior through positive interactions with students, staff and the public during school hours; and

WHEREAS, the Sheriff is desirous of providing law enforcement and related services to the District; and

WHEREAS, the Sheriff has conferred with the District and all parties agree that it is in the best interests of the District, the Sheriff and the citizens to establish this program; and

WHEREAS, the Sheriff has agreed to provide and assign one full time uniformed Road Patrol Deputy to be utilized as an SRO; and

WHEREAS, to enable the Sheriff to provide a full time SRO, the District will compensate the Sheriff as provided herein;

WHEREAS, the District and the County, acting through its Sheriff, desire to set forth in this Agreement the specific terms and conditions of the services to be performed and provided by the SRO in the District;

NOW, THEREFORE, in consideration of the above recitals, mutual promises and covenants contained herein, the parties hereto agree as follows:

1. Purpose of Agreement: The purpose of this agreement is for the Sheriff to provide one uniformed deputy sheriff - criminal assigned as SRO who will be a visible, active law enforcement figure on campus to deal with law enforcement matters originating on campus and to work with the District to provide alcohol and drug



education, maintain a peaceful campus environment, and take appropriate action regarding on-campus or school-related activity, attend sporting events and extra-curricular activities when needed, and to provide other functions as mutually agreed upon by both parties.

2. Term: The Sheriff hereby agrees to provide the services of an SRO to the Alden Central School District, and the District agrees to compensate the Sheriff for those services pursuant to the terms herein. An SRO shall be supplied to the District from September 1<sup>st</sup>, 2021 (or as soon as practical thereafter) to June 30<sup>th</sup> 2022 and September 1<sup>st</sup> 2022 (or as soon as practical thereafter) to June 30<sup>th</sup> 2023 pursuant to the terms contained herein. Thereafter, unless either party provides at least thirty (30) calendar day's written notice to the other party of their intention to terminate this agreement, this agreement will automatically renew for a period of ten (10) months under the same time frame and provisions set forth herein.
3. Termination: Either party has the right to terminate this agreement upon thirty (30) days written notice to the other party. In the event this contract is terminated with proper written notice, the accounts between the parties will be adjusted and prorated as of such termination date. Upon termination, compensation will be made to the Sheriff for all services performed to the date of termination. The District shall be entitled to a pro-rated refund for any pre payments made to the Sheriff for that period of time when SRO services are not provided because of such termination.

a) Written notice shall be delivered as follows:

Alden Central School District	Erie County Sheriff's Office
Adam Stoltman, Superintendent	Hon. Sheriff John C. Garcia
13190 Park Street	10 Delaware Avenue
Alden, NY 14004	Buffalo, NY 14202

4. Relationship of Parties: The Sheriff shall have the status of an independent contractor for the purposes of this Agreement. The deputy assigned as an SRO to the District shall remain an employee of the Erie County Sheriff's Office subject to departmental supervision, policies, and general orders and ultimately reporting to the Sheriff. The Workers' Compensation Law shall apply in the case of any injury to the SRO, and the County shall pay all premiums and/or expenses related to such insurance. The SRO shall not be deemed an employee of the District and the District shall pay no monetary consideration of any kind directly to the SRO in connection with the services provided to the District. The SRO will be subject to current procedures in effect for law enforcement officers including attendance at all mandated trainings.
5. School Resource Officer Selection, Transfer and Removal: All appointments will be made by the Sheriff. The Sheriff's Office, in its sole discretion, shall have the authority to discipline SRO's.

a) Qualifications:

1. SRO's must meet the following minimum requirements and be acceptable to the District:
  - i. The candidate must be a volunteer candidate possessing basic job knowledge, two (2) years of police work experience, attitude and communication skill necessary for the position.
  - ii. The candidate must be a full-time employee of the Sheriff's Office Police Services Division.
  - iii. The candidate must have completed appropriate training and possess state certification needed for the title of Deputy Sheriff - Criminal. Personnel promoted from this title to Detective, Sergeant, Lieutenant and Captain can also be considered for assignment.

b) Selection:

1. The Sheriff shall canvass those employees meeting the minimum qualifications and provide an opportunity for the District to interview any candidate requesting consideration.
2. If, after discussion with the Sheriff, the District feels that no candidate is acceptable, the parties will decide whether or not to seek a new candidate pursuant to the terms described herein or to void the Agreement in full.

c) Removal:

1. In the event the District to which the SRO is assigned feels that the particular SRO is not effectively performing their duties and responsibilities as SRO, the Superintendent may recommend to the Sheriff that the SRO be removed from the SRO program and state the reasons therefore in writing.
2. If the Sheriff or Superintendent so desires, the parties shall meet with the SRO to mediate or resolve any problems which may exist. At such meetings, specified members of the staff of the school or Sheriff's office may be required to be present.
3. If, after no mediation is sought or within a reasonable amount of time after commencement of the mediation, the problem cannot be resolved, the Sheriff may dismiss or reassign a SRO from their assignment.
4. The Sheriff, based on Department Rules, Regulations, and/or General Orders and when it is in the best interest of the Sheriff may dismiss or reassign an SRO from their assignment.
5. In the event of a resignation, dismissal or reassignment of a SRO from the assignment or in case of long-term absence by said SRO, the Sheriff shall attempt to provide a temporary replacement for the SRO and within thirty (30) calendar days of receiving notice of such absence, dismissal, resignation, or reassignment provide for the selection of a full time replacement SRO as described herein. In the event a replacement is not secured, the annual compensation to Erie County will be reduced accordingly

6. School Resource Officer Responsibilities:

- The SRO shall work in concert with the District, school administrators and staff to maintain a safe environment that is conducive to learning, instruction and educational service.
- The SRO shall coordinate daily duties and assignments while working at the District with the applicable building principal and/or Superintendent
- The SRO shall act as a role model for students, educators, counselors and police officers
- The SRO shall serve as a member of the District and Building safety committees and assist the District, to the extent necessary beyond that provided by the District safety officer, in developing plans and strategies to prevent and/or minimize dangerous situations which may occur on campus or during sponsored events.
- The SRO shall act as a guest speaker in addressing tobacco, alcohol, and other drugs, bullying, gangs, violence prevention, safety and security when invited to do so by the principal or member of the faculty.
- The SRO shall develop expertise in presenting various subjects to the students including basic understanding of the laws and the role of the police officer within the criminal justice system.
- The SRO shall encourage and participate in small group discussions with students based upon material presented in class to further establish rapport with the students.
- The SRO shall act as a liaison with law enforcement (or other) agencies and provide basic information and assistance concerning students in the District served by the SRO and may also be assigned non campus investigations of matters related to the district which the SRO is assigned.
- The SRO shall gather information regarding potential problems such as criminal activity and student unrest, as well as attempt to identify particular individuals who may be a disruptive influence to the school and/or students.
- The SRO can assist in maintaining order and enforcing District policies on District property. The SRO will determine if/when it's appropriate to take law enforcement action as required and consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the appropriate school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the District and related District functions, to the extent that the SRO may do so under the authority of law. Whenever practicable, the SRO shall advise the appropriate principal before requesting additional police assistance on campus.
- The SRO can assist in resolving student conflict but shall not act or be designated as a school or District disciplinarian.
- The SRO shall become familiar with community agencies which offer aid to youths and their families and refer students and/or their families to the appropriate agencies for assistance when the need is determined.
- Though it is expected that the SRO be visible during student arrival and departure times, student lunch periods, or times where the students are moving

- between classes (and general hall monitoring) or other monitoring duties, the SRO will not to be regularly assigned to these tasks.
- The SRO can perform other duties as may be mutually agreed upon by Sheriff and District, examples being:
    - Follow-up home visits when needed as a result of District-related student problems.
    - District-related off-campus activities when officer participation is requested by District administration and approved by Sheriff.
    - Response to off-campus, but District-related criminal activity
  - Provided further that nothing required herein is intended to or will constitute a relationship of duty for the assigned SRO or the Sheriff beyond the general duties that exist for law enforcement officers within the state.
  - The SRO shall comply with all state and federal laws as well as all those of the Districts rules and regulations, policies and procedures related to investigations, interviews, and search and arrest procedures.
    - SROs should not detain students or otherwise interrogate them for the purpose of determining the students' (or their families') immigration status, as such status is irrelevant to the school safety objectives an SRO is tasked with ensuring

#### 7. Costs:

- Base Payment: In consideration for providing an SRO, the District shall be responsible for the SRO's entire base compensation as provided in appendix A of this agreement, including all base and line up pay, fringe benefits, uniform allowance and costs associated with approved leave being taken, up to the total amount set forth herein\*. At any time the SRO is changed for any reason, an updated appendix A shall be provided and all parties agree that those costs shall supersede any previous Appendix A, and those costs shall be reimbursed as described herein.
- \*Additional Services and payment: It's understood that the District shall be responsible for any overtime costs (pay and fringe) earned by the SRO when the District or Sheriff has required the SRO to remain on, or return to duty beyond the eight and one quarter (8.25) hour school day or five (5) day work week for any work that is performed in the interest of the District. A good faith estimates of \$7500 has been included in appendix A, actual costs may be lower or higher. The district shall reimburse the Sheriff at the next regular billing cycle any funds owed. The SRO shall be compensated overtime pay as set forth and determined by the provisions of any Collective Bargaining Agreement (hereinafter CBA) by and between County of Erie and the Sheriff of Erie County and The Erie County Sheriff's Police Benevolent Association (hereinafter PBA).
- The Sheriff will, when available, supply the SRO with a conspicuously marked patrol vehicle and be responsible for all of the operational costs of the SRO vehicle, including, but not limited to, maintenance, fuel and repairs. The District will allow the SRO sufficient time off campus for maintenance

to be conducted and any hours spent on this function shall be considered hours worked as an SRO under this agreement.

- The Sheriff will pay for and arrange for initial training and certification of any newly assigned SRO from a state or nationally recognized provider. The District acknowledges and agrees that any training may occur during normal school days and any hours worked while at training shall be considered hours worked as an SRO under this agreement. The Sheriff shall endeavor to provide the District at least ten (10) calendar days written notice of any such training requirements.
- Any SRO training requested or required by the District shall be arranged and paid for by the District and any hours worked while attending training shall be considered hours worked as an SRO under this agreement.
- The Sheriff and District shall communicate and allow for any training that either party feels will be beneficial to the officer's daily responsibilities as an SRO.
- The County/Sheriff shall invoice the Districts an amount for the full District fiscal year in ten (10) equal monthly installments for base services provided. The district acknowledges that appendix A is for a specific Deputy and that should a replacement for SRO be made, appendix A will be amended to reflect costs associated with any new personnel and that the new appendix shall supersede any previous one and the district will be responsible for any differences in costs.

8. Time and Place of Performance:

- The duty hours, leave and compensation shall be determined by the provisions of any CBA. The Sheriff shall provide the SRO, Monday thru Friday and on all days that the District is in session. Whenever possible, it is the intent of the parties that the SRO's duty hours shall conform to the school day. The daily shift for the SRO will be 7:15 a.m. to 3:30 p.m. at the District campus. The SRO shall log the hours spent at each campus and provide a copy of said log to the Sheriff and, upon request, to the District.
- The District shall provide the Sheriff a school calendar on or before July 1<sup>st</sup> of each year.
- In case of emergency or a school district closing due to weather or other emergency/need, the SRO will be assigned to County duties for the day and same shall be considered hours worked under this agreement.
- The Sheriff will attempt to restrict the assigned SRO's daily activities to those consistent with the District's interests.
- Regular working hours may be adjusted on a situational basis with the consent of the SRO, the SRO's supervisor, and in compliance with any CBA. These adjustments should be approved prior to their being required and should be to cover scheduled school-related activities requiring the presence of a law enforcement officer.

#### 9. District Responsibilities:


- The District will provide the full time SRO with facilities and materials, which are deemed necessary for the performance of the SRO duties.
- The District will provide access to a private office and such equipment as is necessary at his/her assigned schools. The equipment shall include a desk with drawers, a work table, telephone, filing space capable of being secured, internet service, office supplies, and access to clerical assistance.
- Pursuant to the Family Education Rights and Privacy Act (FERPA) the District hereby designates each SRO as the District's "Law enforcement Unit" for the purpose of enforcing any federal, state or local law and maintain the physical security and safety of the schools to which they are assigned, and as such shall have access to student education records as appropriate in order to carry out their SRO duties. The parties agree that all information exchanged is considered confidential and protected under Federal and New York State Confidentiality Laws including FERPA, HIPPA, and issues pertaining to Alcohol and Substance Abuse. Notwithstanding the foregoing, the SRO shall act as a law enforcement official and any information received in such capacity shall not be protected unless specifically protected under the heretofore mentioned laws and rules. This provision shall survive termination of this Agreement.
- The District shall conduct such searches of students, possessions, and vehicles as it deems appropriate and is responsible for complying with all applicable laws and regulations regarding searches by school personnel. The SRO may provide protection for the safety of all persons involved in the search. If the search uncovers evidence of criminal misconduct, the evidence will be held and turned over to the SRO. All inquiries and searches conducted by the SRO shall be in compliance with State and Federal Law as well as the District's rules, regulations, policies, and procedures.
- The District shall notify the SRO in all cases involving possession, sale or distribution of controlled substances on school property or at school activities.
  - Any controlled substance or suspected controlled substance confiscated by the school officials shall be turned over to the SRO for proper identification and further handling. The SRO will be available to testify at any related school disciplinary hearing
  - If there is probable cause to believe that a student or any other person has sold or is selling controlled substances at or near a school, the SRO shall be notified and the SRO will conduct the appropriate investigation, notify or cause to be notified the District for proper support and assistance, and/or take other appropriate law enforcement action.
- The District shall notify the SRO in all cases, allegations or concerns pertaining to threats of weapons or mass violence.




- The SRO will conduct the appropriate investigation, notify or cause to be notified the District for proper support and assistance and/or take other appropriate law enforcement action.
  - By June 15<sup>th</sup> of each year that this agreement remains in effect, the District shall provide an evaluation to the Sheriff which shall contain feedback/assessment on the performance of the SRO throughout the school year. Such evaluation shall be separate and advisory only with respect to any Sheriff's applicable evaluation procedure.
10. **Indemnity:** To the extent permitted by law, the County and Sheriff covenant and agree to indemnify and save harmless the District, its Board, Administrators, employees and agents from and against any and all claims, actions, damages, liability, loss and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any negligent act or omission, intentional tort, breach of contract, prima facie tort, or any other loss, of the County and/or Sheriff, their Officers, employees and/or agents in the performance of this Agreement. Additionally, the County and Sheriff covenant and agree to indemnify and save harmless the District, its Board, Administrators, employees and agents from and against any and all claims, actions, damages, liability loss and expense, including attorney's fees, arising from or out of allegations of unfair or unlawful employment practices brought by any deputy officers assigned as SROs.
  11. **Governing Law:** This agreement shall be constructed and enforced in accordance with the laws of the State of New York with venue in the County of Erie.
  12. **Entire Agreement:** Upon the execution and delivery hereof, this instrument shall constitute the entire agreement between the parties. This Agreement cannot be changed orally, but only by an agreement in writing and signed by the party against whom enforcement of any waiver, change, modification or discharge is sought. While this agreement remains in effect, each year during the months of July and August, either party may propose to re-open negotiations on a specific issue or set of issues. The opposing party shall not arbitrarily deny such a request.
  13. This Agreement shall not become effective until the approval of same by the Board of Education of the Alden Central School District.
  14. The signatories agree and acknowledge that they have the authority to execute this agreement on behalf of their respective parties.
  15. The County agrees to secure and maintain, at County's own expense all insurance coverages indicated herein from one or more insurance companies which are licensed to write such insurance in New York State and which carry an A.M. Best "Secure" rating of B+ or better. The County shall maintain in full force and effect during the term of this agreement comprehensive commercial liability insurance, automobile liability insurance, worker's compensation, New York disability and

employer's liability insurance, and all such coverage must name as additional insured the District, its employees, administrators, authorized volunteers, student teachers, and members of the Board of Education. The County will provide, prior to commencing services, Certificates of Insurance acceptable to the District, together with copies of all endorsements evidencing Additional Insured coverage and the requirement of advance notice to the District, as the Certificate Holder, of modification, expiration, non-renewal, or cancellation of policies. The County will also provide to the District, on a timely basis, copies of any subsequently issued endorsements that amend any coverage, limits, or notice requirements, and any amended or updated Certificates of Insurance.

DATE

2/17/22  
  
Adam Stoltman, Superintendent  
Alden Central School District


  
Hon. Sheriff John C. Garcia  
Erie County Sheriff's Office

APPROVE AS TO FORM:

(Electronically Signed)

GREGORY P KAMMER  
Assistant Erie County Attorney

Doc # : \_\_\_\_\_

 4/20/22  
County of Erie  
County Executive/Deputy County Executive



**Erie County Sheriff's Office - School Resource Officer  
Alden Central School - Deputy Ashley Piel  
SRO 10 Months**

		<b><u>Annual Amount</u></b>
<b><u>Personal Services</u></b>		
Deputy Sheriff Criminal - Base Pay (Step A)		81,426
Line-Up		2,879
Estimated Overtime		7,500
Uniform Allowance		1,500
<b>Total Personal Services</b>		<b>73,305</b>
<b>Employee Benefits</b>	<b>55.00%</b>	<b>33,598</b>
<b>Total Cost</b>		<b>106,903</b>

## **APPENDIX II: DISTRICT COMMUNICABLE DISEASE CONTINUITY OPERATION PLAN**



# **ALDEN CENTRAL SCHOOLS**

## **District Communicable Disease Continuity Operations Plan**

**Date of Approved Plan: March 18, 2021**

**This plan has been developed in accordance with NYS legislation S8617B/A10832.**

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## Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the Alden Teachers Association (ATA), Alden Central School Administrators Association, Alden Central School Employees Association (ACSEA), Alden Central School Related Personnel Association (ACSRPA) and Civil Service Employees Association, Inc. (CSEA) as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of Alden Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.



Signed on this day: 3/18/2021

Signature: \_\_\_\_\_

By: Adam Stoltman  
Title: Superintendent of Schools

## Record of Changes

[illegible]

# Purpose, Scope, Situation Overview, and Assumptions

## Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

## Scope

This plan was developed exclusively for and is applicable to Alden Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

## Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 Severe Acute Respiratory Syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations, as needed
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

## **Planning Assumptions**

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following considerations have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

## **Concept of Operations**

The Superintendent of Alden Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of Alden Central School District shall be notified by email and/or District messaging system with details provided, as possible and necessary, with additional information and updates provided on a regular basis. All District employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and/or District messaging system. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or his designee will maintain communications with the public and constituents, as needed, throughout the implementation of this plan.



The Superintendent of Alden Central School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of Alden Central School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications, as necessary.

## **Mission Essential Functions**

When confronting events that disrupt normal operations, Alden Central School District is committed to ensuring that essential functions will continue even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of Alden Central School District

The Alden Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Alden Central School District have been identified as:

## EXAMPLES

Essential Function	Description	Priority
<b>Superintendent of Schools</b>	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH and NYSED requirements. Establishes communication with staff and parents to execute and standardize District goals. Establishes contacts to provide outside organizations with information relative to District plans and procedures. Communicates with the Board of Education directly.	<b>1</b>
<b>Business Administrator</b>	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools, the Director of Student and Staff Learning, and the Director of Instructional & Information Technology/CIO. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	<b>1</b>
<b>Director of Instructional &amp; Information Technology/CIO</b>	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Business Administrator. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the District are being met. Reports to the Superintendent of Schools and Business Administrator directly. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and nursing staff.	<b>1</b>
<b>Administration</b>	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish District goals. Communicates regularly with the Director of Student and Staff Learning, Director of Instructional & Information Technology/CIO and Business Administrator. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish District goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees on District policy. This includes cleaning regime, scheduling and any changes to their duties. Monitors and requests building safety equipment and supplies as needed.	<b>1</b>

<b>Director of Facilities III</b>	Coordinates functions with the Superintendent of Schools, Business Administrator, administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the District. Instructs and informs staff of District policy and procedures, including personal protection, cleaning procedures and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in District policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow District policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CCD, DOL and DOH policies while on School District property.	<b>1</b>
<b>Business Office</b>	Assists the Superintendent of Schools with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligations; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions. Provides payroll support to make sure staff are paid to provide essential functions as directed by the Superintendent.	<b>1</b>
<b>Technology Department</b>	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools, Director of Instructional & Information Technology/CIO and administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.	<b>1</b>
<b>Nurses</b>	Assists with the goals of the District. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving District goals. Provides support and assistance to carry out	<b>1</b>

	orders from the School Physician, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	
<b>Maintenance Staff</b>	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities III and Business Administrator. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times. The Director of Facilities III will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	<b>1</b>
<b>Food Service</b>	All Food Service operations will be determined by the Business Administrator. All District protocols will be initiated by the District Food Service Manager.	<b>1</b>
<b>Board of Education</b>	The Board of Education and Superintendent of Schools will dictate school policy and procedures.	<b>1</b>
<b>Building Secretaries</b>	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to District safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	<b>2</b>
<b>Custodial Staff</b>	Custodial staff will work as directed by the Director of Facilities III and Business Administrator. The Director of Facilities III and Business Administrator will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitization and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The District will provide custodial staff with the required personal	<b>2</b>

	protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the District. As with all staff, custodial personnel will follow District protocols required by the CDC, DOL (PESH), DOH and the District while providing services and on breaks.	
<b>Instructional Staff</b>	The Director of Student and Staff Learning and the Director of Instructional & Information Technology/CIO will work with the Superintendent and administration to determine the level of on-site education and/or implement the District Remote Learning Plan.	<b>2</b>
<b>Transportation</b>	Transportation will provide services directed by the Business Administrator. The Transportation Supervisor will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and the Transportation Supervisor has received proper training for cleaning and sanitizing buses. The Transportation Supervisor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Supervisor will schedule staff and bussing pickup and drop-off according to the needs of District. The District will continually inform staff and parents of changes to procedures as necessary.	<b>2</b>
<b>Outside Contractors</b>	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities III. All outside contractors will notify the Director of Facilities III when they arrive on site. Outside contractors will be informed of District procedures and policy before they are allowed to work on the premises. Companies performing work on-site will provide their employees with the proper PPE to comply with District policy. Outside contractors who do not or cannot work safely will not be allowed on District property.	<b>2</b>
<b>Outside Deliveries</b>	Deliveries will be coordinated with the Director of Facilities III, building custodians and laborers. The Director of Facilities III will inform companies of District policy and procedures in advance. All delivery agents will be required to notify the District prior to arrival on District grounds and strictly adhere to District policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	<b>2</b>

## Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire District.
Operations	Business Administrator	The Business Administrator ensures all essential functions are maintained.
Information Technology	Director of Instructional & Information Technology/CIO	The Director of Instructional & Information Technology/CIO establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Education	Director of Student and Staff Learning, Student Support Staff, Director of Instructional & Information Technology/CIO and Instructional Staff	The Director of Student and Staff Learning and the Director of Instructional & Information Technology/CIO determine the educational plan.
Facilities	Director of Facilities III	The Director of Facilities III maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The principals, assistant principals, and directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds, Custodial, Cleaning and Maintenance Staff, including Laborers and Groundsmen	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	District Clerical Staff	Provides necessary support for all administrators.
Health Services	Nursing	Directs all Health Services.

## **Reducing Risk Through Remote Work and Staggered Shifts**

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

### **Remote Work Protocols**

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
  - a. Internet capable laptop
  - b. Necessary peripherals
  - c. Access to VPN and/or secure network drives
  - d. Access to software and databases necessary to perform their duties
  - e. A solution for telephone communications
    - i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the District administrative staff will determine the level of remote working for all District employees in conjunction with all NYSDOH guidelines.

### **Staggered Shifts**

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Alden Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Director of Facilities III and Business Administrator will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

## **Personal Protective Equipment**

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns or aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for at least six months
  - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE must be stored in a manner which will prevent degradation
  - b. Employees and contractors must have immediate access to PPE in the event of an emergency
  - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Business Administrator and Director of Facilities III will be responsible for insuring the proper PPE is available at all buildings, with the Principals, Nurses or Custodial staff, for required applications. The District will work to ensure to maintain a six-month supply of PPE as directed above for all faculty, staff and students. An extra supply of PPE will be available in all buildings with the principals, nurses or custodial staff. The Alden Central School District participates in Cooperative Bid Purchasing Agreements where possible that provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus PPE can only be made by the Director of Facilities III or the Custodial Supervisor, as this will ensure the accurate accountability of all supplies on hand. The Director of Facilities III and Custodial Supervisor will be responsible for keeping accurate records and reporting.

## **Staff Exposures, Cleaning and Disinfection**

### **Staff Exposures**

Staff may become ill during the day and require nursing intervention. The Fever/Symptom Flowsheet is appropriate for use by the School Nurse for employees in determining when to release an individual based on an assessment of possible COVID-19 illness. Their return-to-work issues, however, are more appropriately managed by the Department of Human Resources since Federal and State regulations play a role in employee matters.



When the school has a confirmed positive COVID-19 case, the School Nurse will follow the Fever/Symptoms Protocols Flowsheet kept in the health office, including the return to school protocol. The criteria include the CDC recommendations of 3 days with no fever, and respiratory symptoms have improved (e.g., cough, shortness of breath) and ten days since symptoms first appeared. If an employee has close contact with a confirmed COVID-19 case but is not experiencing COVID-19 symptoms, the employee may return to work following a 10-day self-quarantine. There are instances where an asymptomatic essential or critical worker may be allowed back for the safe operation of the District. In that situation, the school medical director can discuss the matter with the Superintendent on a case-by-case basis.

## **Cleaning and Disinfection**

### **FACILITIES**

#### **Before Reopening:**

Prior to reopening the school buildings, administrators will consult the most recent state and federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. Administrators will also ensure that appropriate inventory of personal protective equipment (PPE), and cleaning/disinfection supplies have been purchased. The District will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. The District will also train all faculty and staff ("employees") on the precautions either remotely or in-person.

#### **Once Opened:**

A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment (restrooms, offices, break rooms, classrooms, and other spaces throughout each building). Daily disinfecting and cleaning will be conducted in high-touch areas (door handles, sink handles, railings, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently touched areas will require daily disinfection as well.

Office spaces will be cleaned on second shift daily. High-touch areas in office spaces will be disinfected daily.

Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. If playgrounds are open, they will be disinfected daily.

Coverage hours for cleaning staff will be expanded to allow more frequent cleaning throughout the day, including cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.

Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning; and keep it on file at each building.

Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties.

The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document "Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19." Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.

The District will comply with previous requirements for Lead-In-Water testing as required by NYSDOH Regulations 67-4. Drinking fountains with bottle fillers will be used in areas where available.

If an employee becomes ill with COVID-19, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC, Erie County Health Department, and NYSDOH recommendations.

Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

Any before and after child-care will follow the same procedures and requirements for social distancing, face coverings and masks, as well as cleaning and disinfecting procedures.

## **CAFETERIA**

### **Before Meal Consumption:**

- Areas where meals are to be eaten must be cleaned with a disinfectant and wiped down with a clean, dry towel.
- Hands should be washed prior to going to the cafeteria to pick up meals or prior to the delivery of meals to the classroom.
- Spills and debris should be removed, and if needed, the spill surface cleaned with a pre-saturated towel and disposed of after use.
- Spraying cleaning solution on any dining surface while there is food present is prohibited by health department.

### **After Meal Consumption:**

- All tables and eating areas must be cleaned and disinfected prior to the next group of students arriving for meals or instruction.
- All debris and spills will be cleaned prior to spraying the tables and eating areas with disinfectant cleaners.
- All surfaces will be wiped with clean wiping cloths or paper towels.

### **Trash and Trays:**

- When reusable trays and plates are used, there should be a designated space or container for placing these after use.
- As much food debris as possible should be removed into a trash container before the reusable items are stacked.
- Liquids should not be put into trash containers. Buckets or sinks should be provided to prevent garbage bags from leaking.

## **TRANSPORTATION**

The school bus is an extension of the classroom, and services will be provided to all students with consistency and equity. Alden Central School District will perform regular school bus disinfection measures. This includes:

- School buses will be cleaned/disinfected after A.M. and P.M. routes daily.
- High contact areas will be wiped down after every A.M. and P.M. route.
- Buses will not be equipped with hand sanitizer.
- Ventilation using windows and roof hatches will be used, weather permitting.

## **Employee and Contractor Leave**

Public health emergencies are extenuating and unanticipated circumstances in which Alden Central School District is committed to reducing the burden on its employees and contractors. These policies may be altered based upon changes in law or regulation, as applicable.

The Alden Central School District will follow guidance and requirements in place by Federal and State employee law, FMLA, executive orders and other potential sources.

Employees should review their collective bargaining agreements, if applicable, to determine if they might be eligible for time off, including vacation, selective leave, personal and sick days as well as sections related to unpaid leaves of absences. In addition, employees should review the Board policies in effect, particularly Policy #6550, Leaves of Absence, and Policy #6551, Family and Medical Leave Act, to determine what options may be available. These policies may be altered upon changes in law or regulations, as applicable.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Alden Central School District, and as such are not provided with paid leave time from Alden Central School District, unless required by law.

## **Documentation of Work Hours and Locations**

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.

This information may be used by Alden Central School District to support contact tracing within the organization and may be shared with local public health officials.

## **APPENDIX III: EMERGENCY REMOTE INSTRUCTIONAL PLAN**

**Emergency Remote Instruction Plan Appendix  
District-wide School Safety Plan  
Required for the 2023-2024 School Year**

## **POLICY FOR REMOTE INSTRUCTION**

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Students

### **SUBJECT: REMOTE INSTRUCTION**

#### **Overview**

The District may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

#### **Definitions**

- a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
  - 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
  - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.

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**SUBJECT: REMOTE INSTRUCTION (Cont'd.)**

- d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

**Formats and Methods of Remote Instruction**

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

**Remote Instruction During an Emergency Condition****Emergency Remote Instruction Plan**

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

- a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;
- b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
- c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
- e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

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**SUBJECT: REMOTE INSTRUCTION (Cont'd.)**Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

**Remote Instruction Support**

As necessary, the District will provide instruction on using remote instructional technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

**Compliance with District Policies, Procedures, and the Code of Conduct**

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

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Students

**SUBJECT: REMOTE INSTRUCTION (Cont'd.)**

8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

NOTE: Refer also to Policies #5681 -- School Safety Plans  
#7220 -- Graduation Options/Early Graduation/Accelerated Programs

Adopted: 10/8/20  
Revised: 3/16/23



## **EMERGENCY REMOTE INSTRUCTION PLANS**

The District has done a book study of The Distance Learning Playbook by Doug Fischer and Nancy Frey and utilizes the concepts within this text to support remote instruction. Alden CSD uses 24/7 on demand training through Infobase Learning Cloud <https://www.aldenschools.org/> to support the following topics:

- Flipped Classrooms and Learning
- Microsoft Office Suite (Word, Excel, PowerPoint, Forms, etc...)
- Leading and Engaging in Remote Environments
- Other topics as needed by teachers

In addition, face to face synchronous training has been conducted in the following topics which are supportive of remote learning

- Nearpod
- Zoom
- Microsoft Teams
- OneNote
- Schoology

Ongoing technology support for face to face and remote learning are available through the District's partnership with Erie 1 BOCES.

## **ALDEN HIGH SCHOOL**

### **100% REMOTE INSTRUCTION**

Teachers will maintain continuity of learning daily when learning is remote. Teachers will take attendance every day at the beginning of the block. Teachers will have substantive daily interaction with classes. Learning platforms used will be Schoology, OneNote, etc.

#### **Schedule**

Students will follow the same daily schedule with a 1-4 day rotation for electives. Students will be provided lessons synchronously and asynchronously.

Student day will be 8:45am-3:25pm. Teacher day will be 8:05am-3:35pm.  
Schedule (75-minute blocks)

Block One	8:45 am – 10:01 am
Block Two	10:06 am – 11:21 am
Block Three AB	11:30 am – 12:45 pm
Block Three AC	(11:30 am – 12:05 pm) (12:50 pm – 1:25 pm)
Block Three BC	12:10 pm – 1:25 pm
Advisement	1:30 pm – 12:05 pm
Block Four	2:10 pm – 3:25 pm

#### **Academics/Instruction**

##### **Flipped Classroom approach**

We will use a flipped classroom approach when we are 100% remote. Teacher will provide students with direct instruction asynchronously via video, PowerPoint, Flipgrid etc. (10-15 min max). Students will be responsible to view this instruction the night before attending class (HW). Possibly have students come prepared with questions or guided notes on lesson. During class time (either face to face or remote) students will work on assignments/projects related to the lesson. Teachers will support, reteach, provide additional recourses to students during this class time. All assignments will be turned in via the platforms used by teachers and grades will be submitted into PowerSchool.

##### **TEAMS**

We will continue to use this platform to provide support and daily interaction with all students. Teachers must have this available and open each block to support students on remote learning who have questions or need things retaught.

##### **Daily School Attendance**

All teachers will take attendance daily for students every block. In order to be marked present, the teacher must “see” the student during the scheduled time period via Teams. For First Block Attendance, teachers must enter into Power School by 9 am daily. Attendance will be marked in PowerSchool. If students are marked absent and we are not notified of their absence, the attendance office will call home.

## **Synchronous/Asynchronous Learning**

Synchronous learning students must:

- a) Students will be required to attend class on time via Zoom/Teams for a 15-20 min live lesson. (i.e.: introducing lesson objective, reteaching, clarifying directions, answering questions, etc.) It should not just be a check-in.
- b) For the remainder of the block students will work asynchronously on assignments. Teacher will remain available for any student who needs help.

Asynchronous learning students must:

- a) Show evidence that they have been engaged in work for “said” class sometime during the class period or before the end of the school day. This could look different for each class. The students must, at minimum, show they have been in contact with teacher (either reaching out for support via email/Schoology, TEAMS or checking in for period attendance.
- b) Throughout the block, students will work asynchronously on assignments provided. Teachers will be available for any student who needs help.

## **Grading**

The teachers should update their gradebook on a regular basis to keep students and parents informed on current grades. Students and parents will continue to use the Parent Portal to view grades.

## **Communication**

If students are struggling with work completion, or not attending live lessons, please be sure to communicate your concerns to the parents. These conversations should be documented in PowerSchool. If things do not improve, please contact guidance and administration.

## **ALDEN MIDDLE SCHOOL**

### **100% REMOTE INSTRUCTION**

Teachers will maintain continuity of learning daily when learning is remote. Teachers will take attendance every day at the beginning of the period. Teachers will have substantive daily interaction with classes. Learning platforms used will be Schoology, OneNote, Flipgrid, Teams, Zoom etc.

#### **Schedule**

Students will continue to follow the same daily schedule. Students will be provided lessons synchronously and asynchronously.

Student day will be 8:00-2:30pm. Teacher day will be 7:30am-3:00pm  
Schedule (37 min periods)

Homeroom/Period 1: 8:00 am - 8:37 am  
Period 2: 8:43 am - 9:20 am  
Period 3: 9:26 am - 10:03 am  
Period 4: 10:09 am - 10:46 am  
Period 5: 10:52 am - 11:29 am  
Period 6: 11:35 am - 12:12 pm  
Period 7: 12:18 pm - 12:55 pm  
Period 8: 1:01 pm - 1:38 pm  
Period 9: 1:44 pm - 2:25 pm

#### **Academics/Instruction**

##### **Flipped Classroom approach**

We will use a flipped classroom approach when we are 100% remote. Teacher will provide students with direct instruction asynchronously via video, PowerPoint, Flipgrid etc. (10-15 min max) Students will be responsible to view this instruction the night before attending class (HW). Possibly have students come prepared with questions or guided notes on lesson. During class time (either face to face or remote) students will work on assignments/projects related to the lesson. Teachers will support, reteach, provide additional recourses to students during this class time. All assignments will be turned in via the platforms used by teachers and grades will be inputted into PowerSchool.

##### **ZOOM/TEAMS**

We will continue to use these platforms to provide support and daily interaction with all students. Teachers must have this available and open each period to support students on remote learning who have questions or need things retaught.

##### **Daily School Attendance**

Period 1 teachers will take attendance daily for students on their designated cohort days. In order to be marked present the teacher must "see" the student during the scheduled time period via Zoom/Teams. This must be done at 8:00 am.

On days when student cohorts are not present in school, students must check into their Period 1 class by 8:37am. Attendance will be marked in PowerSchool. If students are marked absent and we are not notified of their absence, the attendance office will call home.

## **Synchronous/Asynchronous Learning**

Synchronous learning students must:

- c) Students will be required to attend class on time via Zoom/Teams for a 10-15 min live lesson. (i.e.: introducing lesson objective, reteaching, clarifying directions, answering questions, etc.) It should not just be a check-in.
- d) For the remainder of the class period, students will work asynchronously on assignments. Teacher will remain available for any student who needs help.

Asynchronous learning students must:

- c) Show evidence that they have been engaged in work for “said” class sometime during the class period or before the end of the school day. This could look different for each class. The students must, at minimum, show they have been in contact with teacher (either reaching out for support via email/Schoology, TEAMS or checking in for period attendance.
- d) Throughout the class period, students will work asynchronously on assignments provided. Teachers will be available for any student who needs help.

## **Grading**

The teachers should update their gradebook on a regular basis to keep students and parents informed on current grades. Students and parents will continue to use the Parent Portal to view grades.

## **Communication**

If students are struggling with work completion, or not attending live lessons, please be sure to communicate your concerns to the parents. These conversations should be documented in PowerSchool. If things do not improve, please contact guidance and administration.

## ALDEN INTERMEDIATE / PRIMARY SCHOOLS

### Platform/Delivery of Materials

All K-5 teachers have a page (deactivated until needed) on their school website that contains the below schedule and link to Microsoft Teams chat. Additionally, this page will host any links, downloads, or attachments needed for remote instruction.

Time	Topic	Method of Delivery
7:05 am – 9:00 am	Teacher Planning/Team Meeting	---
9:00 am – 10:00 am	Core Instruction	Synchronous
10:00 am – 10:30 am	Independent Practice	Asynchronous
10:30 am – 11:00 am	Supplemental Instruction/ Re-Teaching	Synchronous
11:00 am – 12:00 pm	Core Instruction	Synchronous
12:00 pm – 12:30 pm	Independent Practice	Asynchronous
12:30 pm – 1:00 pm	Supplemental Instruction/ Re-Teaching	Synchronous
1:00 pm – 1:30 pm	Special Areas Class	Synchronous
1:30 pm – 2:15 pm	Independent Practice	Asynchronous

### Summary of schedule

#### Planning/Team Meeting

Teachers are provided with time at the start of the day to prepare materials for remote instruction and meet virtually with colleagues (as needed).

#### Core Instruction

Teachers are provided with two synchronous core instruction blocks. These are intended to be used for direct instruction, guided instruction, small group lessons (breakout rooms as needed), etc. They include all students in the classroom.

#### Independent Practice

Students are provided with 30 minutes of independent practice following each core instruction block. These are opportunities for students to work asynchronously on new material introduced or taught during the core instruction block.

#### Supplemental Instruction/Re-Teaching

Teachers will be available synchronously for 30 minute re-teaching blocks to assist those students who struggled during independent practice. This is an optional opportunity for students but teachers are required to be available. Additionally, this time in the schedule is provided for students with IEP who require additional support from a special education teacher in a small setting.

## **ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)**

The Alden Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in PowerSchool. When students do not have internet access, the District works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The District works with the community to provide locations where internet access could be used if they are able to use these locations.

Safety will be the prevailing consideration in situations where remote instruction is not appropriate to meet individualized student needs. The District will follow the requirements of NYSED and the Erie County Department of Health as required.

For students enrolled in highly structured, individualized, special education programs (ex: Self Contained 12:1:1 Classrooms) for whom remote instruction by digital technology is not appropriate, special education teachers and service providers will work to coordinate face-to-face services as allowed.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

The School District's One-to-the-World learning initiative provides computing devices to all students K-12 to be able to participate in synchronous instruction.

## **SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION**

Special education teachers and service providers will implement direct instruction, co-taught, consultant, and resource room services as required by the IEP to the maximum extent practicable and within the NYSED and Erie County Department of Health requirements.

Synchronous instruction and services through Zoom as well as Microsoft Teams will be coordinated and will include office hour periods for additional student support. Teacher aides will meet with students to provide additional review and practice opportunities. Various supports (ex: video routine for speech or physical therapy) for asynchronous learning will be used on an individual student basis.

## **INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS**

Pursuant to Section 175.5 of Education Law the School District may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The District estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A District remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during Instructional Cabinet.

For example, if the School District has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 5 hours, 15 minutes X 3 days = 15 hours, 45 minutes
2. Grades 6-8: 5 hours, 55 minutes X 3 days = 17 hours, 5 minutes
3. Grades 9-12: 6 hours, 30 minutes X 3 days = 19 hours, 30 minutes
4. **For a District-Wide estimated total of 52 hours, 20 minutes**