

Iroquois Central School District

District Wide School Safety Plan (SAVE)

2026 – 2027 School Year

Updated 7/2026

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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 21st 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 Iroquois Central School District Board of Education, the Superintendent of Iroquois 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 Iroquois 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.

School Business Administrator

Supervisor of Transportation

High School Principal

Middle School Principal

Intermediate School Principal

Director of Facilities

School Resource Officer

Athletic Director

Director of Technology

Board of Education

Insurance Representative

Erie 1 BOCES Health, Safety, & Risk Management

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.

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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)
 - The building safety audit checklist should be completed for each district facility. The findings will remain confidential, deficiencies will be addressed and corrected.
- **Threat Assessment Teams** - as a violence prevention and intervention strategy, the district may establish or participate in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team.
 - Depew UFSD district and building administrators have received training on behavioral threat assessment and using behavioral threat assessment teams in their buildings. These teams will be utilized in assessing student safety when necessary.
 - Annual staff training will include information regarding the purpose and procedures of this team.

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

BUILDING	SITE	MATERIAL
Marilla, Int/Middle, High School	Proximity to Bullis, Girdle Roads	Potential chemical release from vehicle
Wales, Int/ Middle, High School	Proximity to agricultural areas	Potential agricultural chemical release

ON-SITE

BUILDING	SITE	MATERIAL
Int/Middle & High School	Science Lab	Chemicals
Int./Middle School	Pool	Chemicals

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 Board of Education.

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

HOLD IN PLACE/HOLD

Hold In Place

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

Hold in Place Objectives

- To minimize injury.
 - To locate and contain any device.
 - To facilitate emergency responses.
 - To establish safe routes and designated areas.
1. The HOLD procedure may be implemented in two ways:
 - a. HOLD in place:
 - Teachers and students remain in assigned rooms.
 - All students should be accounted for roll-call by teachers.
 - Names of students not accounted for should be referred to 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. HOLD 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).

SHELTER IN PLACE/SHELTER

Shelter In Place

There are times when it is necessary to keep students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or be evacuated. In most cases, a shelter in place is activated when there is a threat of or actual weather related incident.

Shelter in Place Objectives

- To minimize injury.
 - To contain any 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.
 - Move away from windows if situation warrants.
 - All students should be accounted for roll-call by teachers.
 - Names of students not accounted for should be referred to 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.
 - Stay together at all times.
 - Keep away from windows and entrance doors if situation warrants.
 - Students should be accounted for by roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.
 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.

SECURE LOCKOUT

A “Secure 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.

Secure 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.

Secure Lockout Procedures:

- Secure Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in secure lockout because they were notified by police of a local situation, there is no need to call to advise police of the secure lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the secure 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.
- Secure 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 CONFIDENTIAL BUILDING LEVEL EMERGENCY PLANS ONLY. ******

FACILITIES AGREEMENTS

STATEMENT

Iroquois 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.

Iroquois 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

CONTACT DISTRICT FOR THIS INFORMATION

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
High School	9-12			
Middle School	6-8			
Intermediate School	4-5			
Elma Primary	UPK-3			
Marilla Primary	UPK-3			
Wales Primary	UPK-3			

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Doug Scofield	652-3000 x1001
<i>President, Board of Education:</i>	TBD	652-3000 x1000
<i>Business Administrator:</i>	John Wolski	652-3000 x1201
<i>Vice President, Board of Education</i>	TBD	652-3000 x1000
<i>AHERA Designee:</i>	Glen Goerke	652-3000 x1952
<i>Principal(s)/Bldg.:</i>	Chris Ginestre Ross Esslinger Ryan Harding Kathryn Goldman Amy Stanfield Kimberly Morrison	652-3000 x7001 652-3000 x6001 652-3000 x5000 652-3000 x2001 652-3000 x3001 652-3000 x4001
<i>Supt. Bldgs. & Grounds:</i>	Jim May	652-3000 x1950
<i>Crew Chiefs:</i>	Chad Krajewski - HS Steve Starke – Int/MS Shannon Royer - Elma Michael Scaccia – Marilla Al Summers - Wales	652-3000 x7950 652-3000 x6950 652-3000 x2950 652-3000 x3950 652-3000 x4950
<i>Transportation Supervisor:</i>	Eric Nagel	652-3000 x8000
<i>School Nurse:</i>	Jennifer Brooks – HS Macie Giczkowski – MS Maria Feneziani - Int Katie Steck - Elma TBD – Marilla Jessica Ostrowski – Wales Amy Mangual – Floater	652-3000 x7600 652-3000 x6600 652-3000 x5600 652-3000 x2600 652-3000 x3600 652-3000 x4600

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

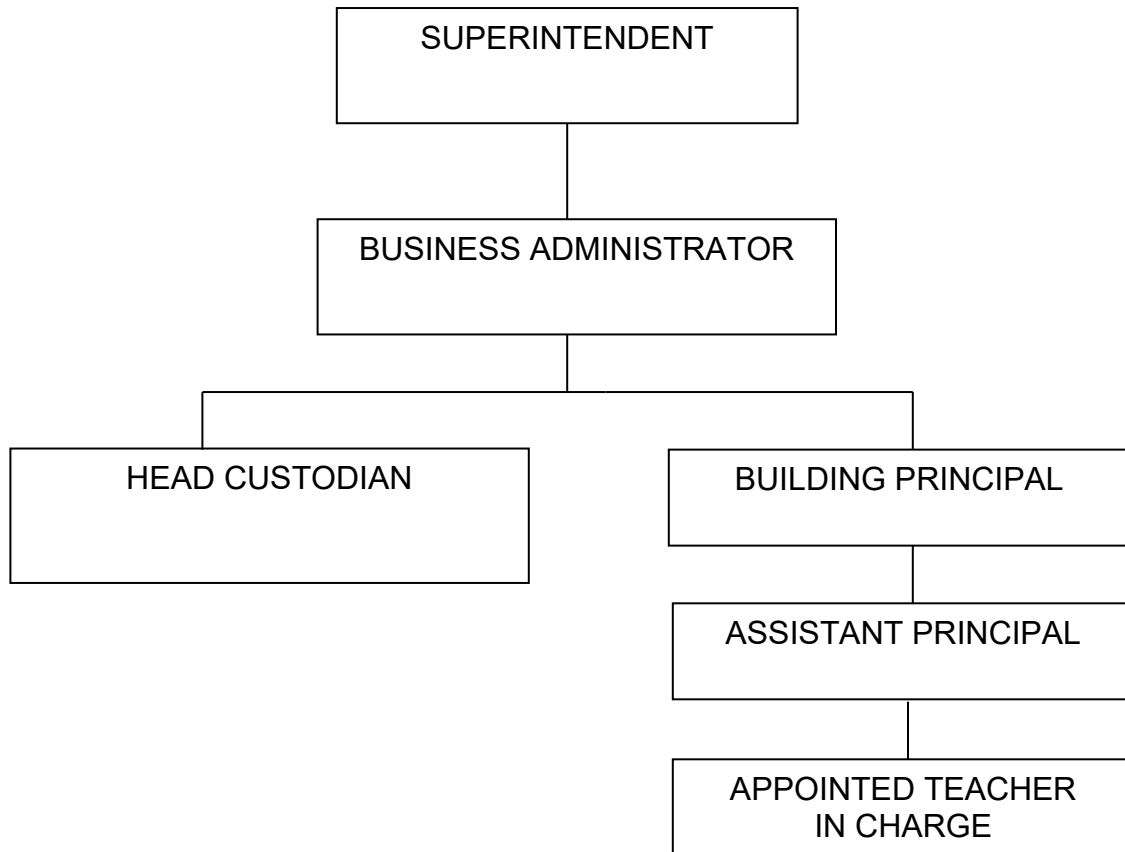
****For Security Purposes, Contact Transportation Department****

****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

Incident Commander (IC) <i>(Superintendent)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander <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.
Public Information Officer (PIO) <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. <u>ALL</u> media contact will be through this individual.
Liaison Officer <i>(Head Custodian, Building Principal)</i>	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer <i>(Building Principal, Head Custodian)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer <i>(Head Custodian, Building Principal)</i>	Provides resources and all other services needed to support the incident.
Planning Officer	Develops the Incident Action Plan (IAP) to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration <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

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	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.
Parent/Guardian Liaison	Handles all communications with parents and oversees the release of students after all attendance procedures are completed at the alternate site.
Site Management Attendance Coordinator	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.
Transportation Coordinator(s)	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.
Mechanical Services Liaison	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.
Off-Site Emergency Coordinator(s)	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.
Other Personnel	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 Iroquois 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 Iroquois 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
- Hold Procedures
- Lockdown Procedures
- Secure 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

Per the amendment of section 155.17 of the Commissioner's Regulations relating to school safety plan requirements dated July 31, 2024 requires that drills be: (1) conducted in a trauma-informed, developmentally and age-appropriate manner; (2) not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; (3) occur after annual training in emergency procedures has been provided to students and staff; (4) be completed on different days of the week and during different times of the school day; and (4) at the time that drills are conducted, students and staff shall be informed it is a drill.

Definitions:

Trauma means an emotional response to a deeply distressing or disturbing experience such as violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

The purpose of the drills is to practice staff and student actions during an emergency. When drills are conducted, students and staff must be informed it is a drill.

Schools and districts will follow requirements if they opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation.

F

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

The Iroquois 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 Iroquois Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Iroquois 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
- Hold Drills
- Lockdown Drills
- Secure 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 OrderN/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 7571
- 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 ProgramsN/A

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

Building Related

- Emergency Utility Shut-Offs3101
- Loss of Power3102
- Natural Gas Leak3103
- Heating System Failure.....3104
- Loss of Building.....3105
- Sewage System Failure3106
- Water System Failure.....3107

Natural Disasters

- Storm-Snow/Ice3120
- Storm-Thunder/Lightning.....3121
- Tornado3122
- Take Cover Plan.....3122
- Earthquake3123
- Flood3124

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

Environmental

- Airborne Gases.....3130
- Asbestos Fiber Release Episode3131
- Asbestos Response Team.....3131
- Explosion3132
- Oil/Gasoline/Hazardous Material3133
- Fire3134

Civil Disturbances

- Bomb Threat3140
- Biological Release Threat (Telephone)3141
- Telephone Threat Form.....3142
- Biological Release Threat (Letter/Package)3143
- Hostage3144
- Intruder.....3145
- Threats of Violence.....3146
- Acts of Violence3147
- NYS Police Threat Assessment Model (2007)3148

Medical Emergencies

- General Guidelines for Medical Emergencies/ Mental Health Response.....3150
- School Bus Accident and/or Fire3151
- Cardiac Emergency Response Plan..... 3152

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 and3200
Reception Center Plan
- Threats of Violence: Notification Memo3205
To Parent(s)/Guardian(s)
- Emergency Closing.....3210
- Delayed Plan3210
- Early Dismissal Plan.....3210

A



Book	Iroquois CSD Policy Manual
Section	3000 Community Relations
Title	Code of Conduct on School Property
Code	3410
Status	Active
Adopted	June 25, 2009
Last Revised	October 17, 2018

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, 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 and 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 and/or verbal threats, intimidation or abuse, 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.

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 possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- g. Provisions for responding to acts of discrimination and harassment against students by employees or students on school property or at a school function 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;
- 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
- 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 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 the beginning of each school year;
- c. Informing students and parents or persons in parental relation to students of their access to a complete and/or summary of the Code of Conduct at the beginning of each school year and making the Code of Conduct available thereafter upon request;
- d. Providing every teacher access to the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code; and
- e. Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members upon request.

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 801-a, 2801 and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law Section 142
8 NYCRR Section 100.2(l)(2)

NOTE: Refer also to District Code of Conduct on School Property

Adopted: 6/25/09	Amended - First Reading - 8/22/18
Amended - First Reading 7/2/12	Second Reading - 9/19/18
Second Reading 8/29/12	Adopted - 10/17/18
Adopted 9/2/12	

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

Students

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)

Students

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)

Students

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)

Students

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 at 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).

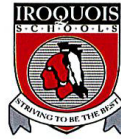
Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Act and Education Law Article 89. This policy shall not be deemed to authorize suspension of students with disabilities in violation of those authorities.

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 of 2015 (ESSA)
18 USC Sections 921(a) and 930
Criminal Procedure Law Section 1.20(42)
Education Law Sections 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



Book	Iroquois CSD Policy Manual
Section	7000 Students
Title	Alcohol, Tobacco, Drugs and Other Substances (Students)
Code	7320
Status	Active
Adopted	October 23, 2019

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

Prohibited Conduct

The Board recognizes that the misuse of alcohol, tobacco, electronic cigarettes (e-cigarettes), 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, drugs, or other prohibited substances on school grounds or at school-sponsored events.

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, 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 individuals for the District are the School Counselors.

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 Sections 6083(a), 7118, and 7973(a)
 Education Law Sections 409, 2801, and 3038
 Public Health Law Section 1399-o

NOTE: Refer also to Policies #3280 -- [Use of School Facilities, Materials, and Equipment](#)
 #3410 -- [Code of Conduct](#)
 #5640 -- [Smoking/Tobacco Use](#)

#6150 -- Alcohol, Tobacco, Drugs, and Other Substances (Staff)
#8210 -- Safety Conditions and Prevention Instruction
District Code of Conduct

Amended:

1st reading: 8/26/19

2nd reading: 9/18/19

Adopted: 10/23/19



Book	Iroquois CSD Policy Manual
Section	7000 Students
Title	Suicide
Code	7571
Status	Active
Adopted	April 6, 2011
Last Revised	October 19, 2022

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.

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 4/6/11

Revised 8/24/22, 9/21/22, 10/19/22



Book	Iroquois CSD Policy Manual
Section	6000 Personnel
Title	Alcohol, Tobacco, Drugs, and Other Substances (Staff)
Code	6150
Status	Active
Adopted	June 25, 2009
Last Revised	October 23, 2019

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

Prohibited Conduct

The Board, recognizing that students are often influenced by teachers and other members of a school's staff. As such, it is important for the staff to recognize the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, will set a positive example for students.

The Board, therefore, prohibits staff from consuming, sharing, selling, using, and/or possessing illegal drugs, counterfeit and designer drugs, drug paraphernalia, or alcohol in the workplace or when the effects of these actions may impair job performance. Additionally, the Board prohibits the misuse and/or unprescribed use of prescription and over-the-counter drugs in the workplace or when the effects of these actions may impair job performance.

In accordance with law, regulation, and District policy, smoking (including vaping) is prohibited on school grounds; within 100 feet of the entrances, exits, or outdoor areas of any of the District's schools; and/or at any school-sponsored event or activity that occurs off school grounds.

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 in accordance with any applicable law, District policy, collective bargaining agreement, and/or other similar document.

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 staff.

The designated individual(s) for the District is/are the Superintendent and/or the Business Administrator.

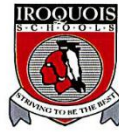
Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

20 USC Sections 6083(a), 7118, and 7973(a)
 41 USC Section 8101 et seq.
 Civil Service Law Section 75
 Education Law Sections 409, 2801, 3020-a, and 3038
 Public Health Law Section 1399-o

NOTE: Refer also to Policies #3410 -- Code of Conduct
#5640 -- Smoking/Tobacco Use
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances (Students),
District Code of Conduct

Amended:
1st reading: 8/26/19
2nd reading: 9/18/19
Adopted: 10/23/19

Adopted: 6/25/09



Book	Iroquois CSD Policy Manual
Section	7000 Students
Title	Corporal Punishment/Emergency Interventions
Code	7350
Status	Active
Adopted	June 25, 2009
Last Revised	March 15, 2023

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).

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 Section 4402
8 NYCRR Sections 19.5, 100.2(l)(3), and 200.22(d)

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

Adopted: June 25, 2009
Revised: Revised: January 18, 2023, February 15, 2023, March 15, 2023

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.

(Continued)

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

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*.

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 such 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 his or her 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.

(Continued)

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

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.

(Continued)

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

Dissemination of Information

Copies of this Regulation 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 neglect. 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



Book	Iroquois CSD Policy Manual
Section	3000 Community Relations
Title	Non-Discrimination and Anti-Harassment in the District
Code	3420
Status	Active
Adopted	June 9, 2021

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.

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.

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.

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 shall designate two district employees annually at the reorganizational meeting to serve as CRCOs.

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.

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.

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.

42 USC Section 1324b

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

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

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

Equal Educational Opportunities Act of 1974, 20 USC Section 1701 et seq.

Genetic Information Non-Discrimination Act (GINA), 42 USC Section 2000ff et seq.

National Labor Relations Act (NLRA), 29 USC Section 151 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 790 et seq.

Title IV of the Civil Rights Act of 1964, 42 USC Section 2000c et seq.

Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.

Title IX, 20 USC Section 1681 et seq.

USERRA, 38 USC Section 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

Civil Rights Law Sections 40, 40-c, 47-a, 47-b, 48-a, and 115

Correction Law Section 752
Education Law Sections 10-18, 313, 313-a, 2801, 3201, and 3201-a
Labor Law Sections 194-a, 201-d, 201-g, 203-e, 206-c, 215
New York State Human Rights Law, Executive Law Section 290 et seq.
Military Law Sections 242, 243, and 318
8 NYCRR Section 100.2
9 NYCRR Section 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
District Code of Conduct

Adopted – June 9, 2021
2nd reading – April 14, 2021
1st reading – March 17, 2021

B

B. BUILDING RELATED

****CONFIDENTIAL****

Response Action:Person(s) Responsible

- | | |
|---|-------------------------------|
| 1. Upon discovery or detection of an electrical system failure: <ul style="list-style-type: none">a. Sound fire alarm if there is any question as to the safety of the building occupantsb. Notify Head Custodianc. 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. Head Custodian |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none">a. Shelter at Schoolb. Early Dismissalc. Evacuated. Resume Normal Activitye. Make proper notifications | 5. Building Administrator |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action | 6. Head Custodian |
| 7. Termination of Contingency:
Notify staff, parents and students | 7. Superintendent |

Comments:

Response Action:Person(s) Responsible

- | | |
|---|------------------------------|
| 1. Upon discovery or detection of a gas leak notify Head Custodian | 1. First person on the scene |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise | 2. Head Custodian |
| 3. Notify Head Custodian | 3. Maintenance Crew Chief |
| 4. Notify Building Administrator | 4. Head Custodian |
| 5. Notify Superintendent | 5. Building Administrator |
| 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 | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Head Custodian |
| 8. Termination of Contingency:
Notify staff, parents and students | 8. Superintendent |

Comments:

Response ActionPerson(s) Responsible:

- | | |
|---|--|
| 1. Upon discovery or detection of heating system failure notify Maintenance Crew Chief | 1. First on scene |
| 2. Notify Head Custodian or Business Official | 2. Maintenance Crew Chief |
| 3. Notify Building Administrator | 3. Head Custodian |
| 4. Evaluate problem insofar as possible | 4. Head Custodian or Business Official |
| 5. Notify Superintendent | 5. Building Administrator |
| 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 | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Head Custodian |
| 8. Termination of Contingency: Notify staff, parents and students | 8. Superintendent |

Comments:

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, Head Custodian or Business Official

Comments:

Response Action:

1. Upon discovery or detection of a sewer system failure, notify the Maintenance Crew Chief
2. Notify Head Custodian
3. Evaluate problem insofar as possible
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,
Head Custodian or Business
Official
4. Head Custodian or Business
Official
5. Building Administrator
6. Building Administrator
7. Head Custodian, Superintendent,
Board of Education, Business Official
8. Superintendent

Comments:

Response Action:Person(s) Responsible:

1. Upon discovery or detection of water failure notify Maintenance Crew Chief

1. First on scene

2. Notify Head Custodian

2. Maintenance Crew Chief

3. Evaluate problem insofar as possible. Commence established remedial response

3. Head Custodian, Maintenance Crew Chief

4. Notify Building Administrator

4. Head Custodian

5. Notify Superintendent

5. Building Administrator

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

6. Superintendent

7. Termination of Contingency
a. Notify staff, parents and students
b. Resume building operation

7. Superintendent

Comments:

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:

Response Action:Person(s) Responsible:

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

1. Building Administrator
2. Building Administrator
3. Building Administrator; teachers
4. Building Administrator

Comments:

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:

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. Head Custodian or Business Official |
| 4. Notify parents via radio & television. | 4. Superintendent |

Comments:

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:

B. ENVIRONMENTAL

Response Action:

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

Person(s) Responsible:

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

Comments:

Response Action:

1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.
2. Notify Building Administrator, Maintenance Crew Chief, Head Custodian.
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:

AHERA Designee

Name: Glenn Goerke

Phone Number - Work: (716) 652-3000, x1951

Accredited Handler(s)

James Konwiczka (716) 652-3000, x1951

Equipment Location

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Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:
a. Activate fire alarm
b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene |
| 2. Curtail or cease building operations:
a. Evacuate
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:

Response Action:Person(s) Responsible:

- | | |
|---|---------------------------|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:
a. Notify Head Custodian
b. Notify Building Administrator | 1. First person on scene |
| 2. Evaluate the problem insofar as possible:
a. Stop source of spill if possible
b. Commence established remedial response | 2. Head Custodian |
| 3. Notify the local fire department and follow their instructions. | 3. Head Custodian |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted:
DEC Hotline: 1-800-457-7362 | 4. Head Custodian |
| 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:
a. Early Dismissal
b. Evacuate
c. Resume normal activity | 7. Superintendent |
| 8. Make proper notifications. | 8. Superintendent |

Comments:

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:
a. Evacuate
b. Early Dismissal
c. Resume normal activity | 7. Superintendent |
| 8. Make proper notifications. | 8. Superintendent, Building Administrator |

Comments:

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.
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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.
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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:

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:

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

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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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.
Ambulance, fire department and/or police. | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request
spare vehicle to transport uninjured pupils. | 4. Qualified person(s) on scene |
| 5. Identify the victims and where they are being
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:

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

Steps to Take in a Cardiac Emergency:

1. **Scene Safety:** When victim is found on the ground or floor, make sure the scene is safe before approaching.
2. **Recognize the Emergency:** Identify the victim as unconscious, not breathing, or not moving.
2. **Call 9-1-1:** Have someone immediately call 911 if you have not and provide the location of the emergency
3. **Activate the CERP:** Have someone call the office and alert the **Cardiac Emergency Response Team (CERT)** and the school administration.
4. **Begin CPR:** If the victim is unresponsive and not breathing, initiate CPR if you are trained.
5. **Retrieve the AED:** If available, send someone to obtain the AED if not obtained by the by the **CERT** and follow its prompts for use.
6. **Direct EMS to the Scene:** Assign a staff member to meet EMS and direct them to the location.
7. **Follow the CERP:** Adhere to the specific steps outlined in the school's CERP.
8. **Continuously Assess and Provide Care:** Monitor the victim's condition and continue CPR or AED use until EMS arrives.
9. **Post-Event Review:** After the incident, conduct a debriefing with those involved to evaluate the effectiveness of the CERP and identify areas for improvement.

Key Responsibilities of a Cardiac Emergency Response Team:

- **Prompt Response:** Rapidly responding to the emergency and initiating care.
- **CPR and Defibrillation:** Performing chest compressions and using an automated external defibrillator (AED) if available.
- **Communication:** Effectively communicating with other healthcare professionals about the situation.
- **Monitoring:** Continuously monitoring the patient's vital signs and response to treatment.
- **Coordination:** Coordinating with other emergency responders, such as paramedics, as needed.
- **Debriefing and Documentation:** Participating in post-event debriefing and documenting the event.

Schools are required to have a CPR/AED certified individual who can operate an AED during school hours as well as at after-hours school sponsored activities and events.

Automatic External Defibrillators (AEDs) are located in all district schools with clearly marked signs over their locations. District staff are trained how to call for help using their office or classroom phones. Also, AED location information is provided on maps in the Building Level Emergency Response Plans. AED cases contain supplies for first responders including gloves, CPR barrier mask, alcohol wipes, razor, towelette and scissors.

Travelling AED units are housed with the physical education department and are provided to athletic teams and trainers.

Effective January 20, 2026, amendments to Education Law § 2801-a(2)(h) require that the school safety training for students and staff required in the district-wide school safety plan must now include training in sudden cardiac arrest.

Additionally, effective January 20, 2026, Education Law § 2801-a(2)(n), provides that district-wide school safety teams may provide voluntary first aid, CPR/AED training to school staff, including members of the building level emergency response teams. If provided, Education Law and Commissioner's Regulations referenced above require such training to be in accordance with PHL §3000-b.

Staff outside or off campus property should always carry communication devices and emergency contact information for assistance. This information is refreshed with staff during annual training.

***Emergency contact numbers for obtaining help:**

Number to call for help in school building 911 and (716) xxx-xxxx.

Number to call for help on school grounds 911 and (716) xxx-xxxx.

Number to call to notify if SCA occurs at offsite location 911, and (716) xxx-xxxx.

Secondary contact number if primary not available: (716) xxx-xxxx

****PHONE NUMBERS LISTED IN BUILDING LEVEL PLAN****CPR/AED Certified School Personnel**

Staff Name	Title	Telephone Number	Location	Availability
	Administrators Nurses Teachers Coaches Counselors		Throughout Iroquois CSD	x Before School x After School x School Day x Athletic Events x School Events x Other

****NAMES AND PHONE NUMBERS LISTED IN BUILDING LEVEL PLAN****Automated External Defibrillator (AED) Locations**

Note: All AEDs are clearly labeled and stored in appropriate storage cabinets or go bags/cases in all Iroquois CSD Buildings.

Number of AEDs inside the building depends on building size.

Iroquois CSD currently has a total of 19 AED Units

AED locations are noted on building level emergency response plan maps in Appendix X in accordance with Commissioner's regulation 155.17(c)(2)(iii).

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)

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>
Before School	
Superintendent/Designee	1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns. 2) Makes decision as to closing. 3) If decision is to close, notifies: a. Radio stations b. Principals
During School	
Transportation Supervisor	1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns. 2) Informs Superintendent of adverse conditions.
Superintendent	3) Makes decision as to closing.
Superintendent/Designee	4) If decision is to close, notifies: a. Transportation Supervisor b. Radio and television stations c. Principals d. Staff and Students
Transportation Supervisor	5) Notifies drivers and substitutes where Necessary. 6) Reschedules school pickups as soon as decision is made.

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 Procedures4100

B. Procedures for obtaining advice and assistance4200
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.

- Statement4300

A

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

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher • What type of emergency • Where – address, room, what floor • Who/how many are affected • Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	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)
STEP 5	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
IROQUOIS 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

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:
- School Safety Plans
 - Community Notification of Sex Offenders
 - Professional Growth/Development
 - Code of Conduct
- C. Appropriate prevention and intervention strategies such as:5300
- Collaborative agreements with local law enforcement
officials (Memorandum)
 - Responses to Acts of Violence: Implied or Direct Threat 5302
 - Threat Assessment: Prevent or Intervene Prior To Acts of Violence5305
- D. Strategies for improving communication among students5400
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.

(Signature) President – Board of Education

Date

(Signature) Superintendent

Date

(Signature) Building Principal

Date

(Signature) Chief of Police

Date

Responses to Acts of Violence: Implied or Direct Threats

In situations in which Implied or Direct threats of violence by students, teachers, other school personnel or visitors to the school have been made, Depew UFSD recognizes the need to take immediate action. These actions may be taken in the following manner:

- 1) Following the Memorandum of Understanding developed collaboratively between local police agencies and Depew UFSD.
- 2) Following procedures outlined in the District Code of Conduct document.
- 3) Use of personnel trained in de-escalation or other strategies to diffuse the situation. The personnel could include but not limited to Administrators, Staff, Guidance Counselors, Social Workers, Security Personnel, etc. Inform staff and students on the importance of reporting the implication after a proper assessment is made. Monitor the situation and adjust the response as appropriate.
- 4) Determine the level of threat with the District Superintendent/Designee

Responses to Acts of Violence

In situations where acts of violence have occurred by students, teachers, other school personnel or visitors recognize the need to take immediate action. In the event or events of acts of violence, zero-tolerance has been considered but will not be implemented. Response actions could include:

- 1) Determine the level of threat with the District Superintendent/Designee
- 2) If the situation warrants, isolate the immediate area and evacuate if appropriate.
- 3) Follow the procedures listed on page 4100 for procedures to obtain the assistance of emergency response agencies.
- 4) Staff and students are asked to inform the Principal/District Superintendent immediately.
- 5) Follow the Memorandum of Understanding developed collaboratively between local police agencies and Depew UFSD.
- 6) If necessary, initiate the Hold in Place and Secure procedures developed for each building.
- 7) Monitor the situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- 8) Keep parents/guardians informed.

Threat Assessment Teams

As a violence prevention and intervention strategy, the district may establish or participate in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team.

- Depew UFSD district and building administrators have received training on behavioral threat assessment and using behavioral threat assessment teams in their buildings. These teams will be utilized in assessing student safety when necessary.
- Annual staff training will include information regarding the purpose and procedures of this team.

D

D. STRATEGIES FOR IMPROVING COMMUNICATION AMONG STUDENTS AND BETWEEN STUDENTS AND STAFF AND REPORTING OF POTENTIALLY VIOLENT INCIDENTS.

The Iroquois 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 Iroquois 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 Iroquois Central School District, or shall be determined by the Iroquois Central School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Iroquois 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 1st, 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 Iroquois 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 Iroquois 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 1: DISTRICT COMMUNICABLE DISEASE
CONTINUITY OPERATION PLAN**

**Public Employer Health Emergency Plan for
Iroquois Central School District**



February 22, 2021

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

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 paragraphs k and l 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 Iroquois Faculty Association, the Iroquois Administrator's Association, and the Civil Service Employee's Association 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 Iroquois CSD, 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 paragraphs k and l 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:

By: Douglas Scofield

Signature:

Title: Superintendent of Schools

Record of Changes

[illegible]

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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 paragraphs k and l 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 Iroquois CSD. 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 at the beginning, middle, and end of each shift
- 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 assumptions 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 Schools, or designee, 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 of Schools.

Upon the determination of implementing this plan, all employees and contractors of Iroquois CSD shall be notified by email and/or mass phone notification, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Stakeholders will be notified of pertinent operational changes by way of email, mass phone notification and electronic mass email distribution. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools, or designee, 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 Schools, his designee, or his successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Iroquois CSD is committed to ensuring that essential functions will be continued 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 Iroquois CSD

The Iroquois CSD 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 a 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 Iroquois CSD have been identified as:

Essential Function	Description	Priority
Administration	Leads operational processes	1
Buildings and Grounds	Ensures the safety of the physical plant.	1
Information Technology	Provides all hardware and software for the town. Maintains the town's network and phone system.	2
Clerical	Assist in Conducting Day to Operation of schools	3
Nurses	Assist with planning and achieving health goals of district	2
Food Service	Community Meals	2

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	• Superintendent • Assistant Superintendent • Director of Special Education and PPS • Business Administrator • Building Administrators	The Administrators lead and direct day to day operations
Buildings and Grounds	• Superintendent of Building and Grounds • Grounds Crew Chief • Grounds workers • Head Custodians • Custodians • Cleaners • Laborers	The facilities staff ensures the safety and cleanliness of our physical plant and grounds.
Information Technology	• Microcomputer Tech Support Specialist • Technician	The IT Director establishes all priorities for IT tasks and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.

Clerical	• Sr. Clerk Typist • Clerk Typist • Managerial/Confidential	Clerical Staff assist in the day to day operation of school buildings and administrative offices
Nurses	• Medical Director • RN • LPN	Testing, Medication Exchange, Immunization, Physical Collection
Food Service	• Food Service Manager • Food service Workers	Plan, Prepare and distribute meals
	•	

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.

1. The designated administrator for each group of employees will approve and assign all remote work for their designated staff.
2. Teachers, Teacher Aides, and Clerical staff will work remotely as situations dictate.
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 IT/Technology Department will facilitate all necessary accommodations for remote work equipment, drives, software, etc.

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, Iroquois CSD will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

- District administration will identify opportunities for staggered shifts should the need arise. Administration will assign and approve all staggered work hours.
- The Buildings and Grounds Department will utilize staggered shifts as dictated by circumstances.

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 and aprons
- Physical barriers/desk shields

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 and contractor 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
4. The Superintendent of Buildings and Grounds, or designee, will be responsible for ensuring that proper PPE is available. The District will work to ensure we maintain an adequate supply of PPE as directed above for all faculty, staff, and students. Requests for additional PPE will be forwarded to the Executive Housekeeper and/or

Director of Special Services. The Iroquois CSD participates in the Orleans-Niagara Cooperative Bid Purchasing Agreement. They provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitizing protocols.

5. Surplus PPE will be stored in a dry, central location. The Superintendent of Buildings and Grounds, or designee, will ensure the accurate accountability of all supplies on hand. The Superintendent of Buildings and Grounds, or designee, will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following public health guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 10 days or other current public health guidance for the communicable disease in question.
 - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. The Superintendent of Schools, or designee, and immediate supervisor(s) will be notified of any exposures to said employees.
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
 2. Public health guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.

- e. The Superintendent of Schools, or designee, will determine if critical essential employees may be permitted to work following potential exposure.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
 - 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 - 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 - 3. Employees should not return to work until they have met the criteria to discontinue home isolation per public health guidance and have consulted with a healthcare provider.
 - 4. Public health criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 72 hours have passed since the last instance of fever without the use of fever-reducing medications. The district will reference appropriate public health guidance for any communicable disease.
 - 5. The Superintendent of Schools, or designee, and immediate supervisor(s) will be notified of any exposures to said employees.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
 - 1. Apply the steps identified in item B, above, as applicable.
 - 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. Public health guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. Public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 - 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools and Erie County Department of Health or their designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).

- b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
4. The Superintendent of Schools, or designee, and immediate supervisors will be notified of any employee/contractor who has tested positive for the communicable disease.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

Public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
 - b. The Superintendent of Building and Grounds, or designee, will coordinate and establish cleaning guidelines and schedules for all Head Custodians, Custodians, and Cleaners to cover the common areas listed above at regular intervals.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Iroquois CSD is committed to reducing the burden on our employees and contractors to the extent possible. The District will comply with any applicable provisions which may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Iroquois CSD, and as such are not provided with paid leave time by Iroquois CSD, 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 Iroquois CSD to support contact tracing within the organization and may be shared with local public health officials.

- All staff are required to complete a daily electronic COVID screening questionnaire through email. Staff unable to access email shall complete hardcopy logs to be maintained by the appropriate supervisor.
- Staff utilize swipe cards to gain access to all buildings. The IT department maintains access to support contact tracing efforts if needed.
- Visitors/Contractors sign hard copy logs at entrances to all buildings. Building Administrative staff collect and maintain said logs.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Iroquois CSD's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Iroquois CSD will coordinate with the Erie County Department of Homeland Security and Emergency Services to help identify and arrange for these housing needs. The Superintendent of Schools, or designee, will coordinate this effort for Iroquois CSD.

**APPENDIX 2: DISTRICT EMERGENCY REMOTE
INSTRUCTION PLAN**

Emergency Remote Instruction Plan Appendix

District-wide School Safety Plan (DWSSP)

APPENDIX 2: Emergency Remote Instruction Plan

INTRODUCTION

The Iroquois Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the District-Wide School Safety Plan. Specifically, the amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities. Additionally, the plan adheres to guidance set forth in the Board of Education policies.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), 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." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Iroquois Central School District shall survey families to find out who has a reliable high-speed internet connection on an as needed basis. 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.

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.

IROQUOIS CENTRAL SCHOOL DISTRICT EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the Board of Education policies.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

PEDAGOGY	All teachers in grades K-12 will use a District provided personal computing device as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of: <u>Synchronous “Live” Instruction</u> - Teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. <i>Teachers will make personal connections with all students during scheduled class times. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i> <u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson. <u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned meeting times. ○ Mute yourself on meets as directed by your teacher. ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.

	Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION (last page of document) for specific guidelines.
NON- INSTRUCTIONAL SERVICES TRANSPORTATION FOOD SERVICE MAINTENANCE CUSTODIAL CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;

3. 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;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

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:

- 450 instructional hours for pupils in half-day kindergarten
- 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.

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-4: 334 minutes X 3 days = 1002 minutes

2. Grades 6-8: 363 minutes X 3 days = 1089 minutes
3. Grades 9-12: 340 minutes X 3 days = 1020 minutes

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.