





District Wide School Safety Plan
2026-2027

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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 Erie 1 BOCES Board of Education, the District Superintendent of Erie 1 BOCES 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

Erie 1 BOCES 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. Bus drivers and monitors are not included in the District-Wide School Safety Team as transportation to all BOCES student centers is provided by and coordinated by the component districts.

Dr. Michael Capuana – District Superintendent

John Sherman – Board of Education

James Fregelette – Executive Director

Anedda Trautman – Assistant Superintendent

Eileen Fleming – Director, HR Services

Candace Reimer – Director – Communication Services

Kelly Eisenried – General Counsel

Warren Ristine – Manager, Security, Facility Operations and Material Logistics

Dennis Kwaczala – Senior Coordinator, H, S & 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 District Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

- Efforts may be supplemented by county and state resources through existing protocols.

- 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.

- 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 and adopted by the BOE on or before September 1 of each year after a public hearing and 30-day comment period.

- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

- 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.

- In the 2019 update to the SAVE legislation, districts are now required to post the District-Wide Safety Plan on their district website within 30 days of adoption but no later than October 1 of each year. The URL of the plan along with the Building-Level Emergency Response Plan updates must be provided to NYSED through its Business Portal by October 1. Building-Level Emergency Response Plans are also required to be provided to local Police, State Police and Fire Service by October 1 of each school year.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

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A

BUILDING SAFETY AND SECURITY

School safety assessment – a strategic evaluation and facilities audit to identify emerging and potential school safety problems.

It is the recommendation of the Erie 1 BOCES District-Wide Safety Team that each Erie 1 BOCES Building-Level Safety Team, at the following sites:

1) Erie 1 BOCES Education Campus
2) Harkness Career and Technical Center
3) Kenton Career and Technical Center
4) Northtowns Academy
5) Potter Road Career & Technical Center
6) Winchester Academy (West Seneca)
7) Edge Academy
8) CTE at Calspan

Complete the School Safety Audit Checklist for their site. The findings of the Checklist should be included in the Building Level Plan as an Appendix, and deficiencies should be planned for and/or corrected.

_____
Building Name

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (checks improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				Signage: Drug-free zone signs are posted.
				Bus loading and drop-off zones are clearly defined.
				Parent drop-off and pick-up area is clearly defined.
				There is only one clearly marked and designated entrance for visitors.
				Signs are posted for visitors to report to main office through a designated entrance.
				"Restricted" areas are properly identified.
				Landscaping Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)
				All poisonous shrubs, trees and foliage have been removed.
				Boundary edges are free from trees and telephone poles.
				School Bus Zone: Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				Lighting There is adequate lighting around the building
				Lighting is provided at entrances and other points of possible intrusion.
				Accessible lenses are protected by some unbreakable material.
				Directional lights are aimed at the building
				Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (checks improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas ***Windows and Doors*** Entrances to school property can be observed from the school and are adequately secured after hours
				If campus style, doors are locked when classrooms are vacant
				Ground floor windows: no broken panes and locking hardware in working order
				Basement windows are protected with grill or well cover.
				Outside hardware has been removed from all doors except at point of entry.
				Play Areas Play areas are fenced
				Good visual surveillance of play equipment is possible
				Vehicular access to play areas is restricted
				Vehicular and bicycle parking Visual surveillance of bicycle racks is possible
				Visual surveillance of parking lots from main office is possible
				Driver education vehicles are secure
				Students are issued parking stickers for assigned parking areas
				Student access to parking area is restricted to arrival and dismissal times
				Parking area has been designated for students who must leave school during regular hours to begin work

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas ***Security*** All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms
				Students are issued identification badges
				There are written regulations restricting student access to school grounds & buildings
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms
				The school ground is free from graffiti, trash and/or debris

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (checks improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Interior
				The entrance lobby is visible from the main office
				Visitors are required to sign in
				Proper identification is required of vendors, repairmen, etc.
				Visitors are issued ID cards or badges
				Full and part-time staff, including bus drivers, are issued ID cards or other identification
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school
				Students are required to have written permission to leave school during school hours
				Lighting
				The hallways are properly lighted
				Bathrooms are properly lighted
				Bathrooms are supervised by staff
				Stairwells are properly lighted
				Switches and controls are properly located and protected
				Access to electrical panels is restricted
				The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored
				Doors
				Faculty members are required to lock classrooms upon leaving
				Multiple entries to the building are controlled and supervised
				Doors accessing internal courtyards are securely locked
				Mechanical rooms and other hazardous storage areas are kept locked
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school
				Signage
				Exit signs are clearly visible and pointing in the correct direction

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (checks improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				Miscellaneous Does vandalism take place? If yes, check all areas that apply: Γ Classrooms Γ Locker rooms Γ Hallways Γ Play areas Γ Bathrooms Γ Other _____
				Vandalism takes place during: (check all that apply): Γ Before School Γ During School hours Γ After School Γ Weekends Γ Other _____
				Do assault and battery incidents take place? If yes, check all areas that apply: Γ Classrooms Γ Locker rooms Γ Hallways Γ Play areas Γ Bathrooms Γ Other _____
				During what periods of the day do assault and batter incidents happen? Γ Before School Γ Change of class Γ After School Γ Lunch period Γ Other _____

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. The following is a list of variables that are present at Erie 1 BOCES sites and will be identified specifically in the building level plan:

ON-SITE

- Various chemical storage areas
- Welding/hot work area
- Indoor vehicle transportation areas
- Compressed gas storage areas
- Paint spray booths
- Areas of student congregation
- Student/teacher/administrator conference area
- Boiler/mechanical rooms

OFF-SITE

- Major highways (chemical transport)
- Airport (flight path)
- Railroad
- Certain industrial sites (refineries, etc)
- Creeks

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

_____ (Building Name)

OFF-SITE

SITE	MATERIAL

ON-SITE

SITE	MATERIAL

NOTE: This page will be completed and inserted into each Erie 1 BOCES building level plan.

B

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

In the event that the following response actions, emergency closing, early dismissal, evacuation, shelter in place, lockdown, lockout are activated, the following actions will be implemented as developed and written in the Building Level Plans.

1. Assess the situation – Incident Commander/Designee
2. Response Action implementation
3. Notification of Parents/Guardians
4. Recovery
5. Evaluation

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day for inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations and other communications media.

While schools are in session, in the event of an emergency or an act of nature, the District Superintendent/designee may choose to close one or more buildings in the BOCES. The District Superintendent/designee shall place the safety of students as the primary consideration in the closing of any school building.

The District Superintendent/designee is also empowered to close BOCES offices and other non-student-related services when in his/her discretion conditions warrant the closing.

Staff attendance will be governed by contract and/or emergency response to the situation by the District Superintendent or his/her designee.

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 district superintendent or the home school district superintendent.

1. Contact each 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 or adults 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 / EVACUATE RECOMMENDATIONS

In the event of an imminent emergency that requires specific **EVACUATION OR EVACUATE** procedures. They are as follows:

1. The central 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 Executive Director will inform staff of the decision to evacuate and where the building population will be evacuated to.

   Items to consider for evacuation:
   a. Total accountability of staff
   b. Adults with disabilities
   c. Transportation – staff automobiles
   d. Time of travel and length of stay – temporary
   e. Notification of immediate family
   f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures should 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 registers.

5. Transportation needs.

6. Staff should prepare for evacuation **AS TIME PERMITS**
   a. Coats, purses, car keys
   b. Consideration to staff with cars

SHELTER IN PLACE / SHELTER

Shelter in Place or Shelter

There are times when it is necessary to remain in place or move the school population to a single or multiple location(s) in the school building. This is called a "Shelter in Place / Shelter". In most cases, a shelter in place is done when there is a threat of or actual weather related incident or a bomb threat.

Shelter in Place Objectives

- To minimize injury death.
- To locate and contain any device or weather damage.
- To facilitate emergency responses.
- To establish safe routes and designated areas.

1. The SHELTER in place or Shelter procedure may be implemented in two ways:
   a. SHELTER in place or Shelter:
      - Teachers and students remain in assigned rooms.
      - All staff should be accounted for by attendance clerk.
      - Names of students not accounted for should be referred to attendance officer.
      - Staff 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) or Shelter:
      - Staff will be given directions as to where to assemble.
      - Movement of staff to locations should be done in a quiet, orderly fashion.
      - Staff should be accounted for by rollcall by teachers.
      - Names of staff 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. District 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).

NOTE: The district has a specific Shelter in Place / Shelter Plan per building.

LOCKDOWN

Secure students and staff inside locked classrooms during incidents that pose an immediate threat of violence in or around school. The procedures are as follows:

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** Office door(s) and have staff take a away from door. 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 an 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 staffs' 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 master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.**

NOTE: The district has a specific Lockdown Plan per building.

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.

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 lockout. However, the school should keep the police advised of any change in status to your building.
- If the school campus buildings are initiating the lockout due to a situation or potential incident discovered at the E1B campus, 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.
- Work and meetings 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.

NOTE: The district has a specific SECURE LOCKOUT Plan per building.

2227

Hold-in-Place or Hold

A “Hold-in-Place or Hold” is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated.

Hold-in-Place / Hold Objective

- This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold-in-Place / Hold will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**

  Consider using language similar to this in your announcement:

  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
  - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
  - ***Provide specific incident instructions***

- Use clear, concise language to provide direction to the school based on the situation.

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place /Hold is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.

- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety

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

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED

IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

EVACUATING SITE	RECEIVING SITE

FACILITIES AGREEMENTS STATEMENT

Erie 1 BOCES 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, 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, 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 requested 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.

Erie 1 BOCES

AGREEMENT

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

_____
Facility Name

Hereby agrees that its facilities are 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

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
Northtowns				
Harkness				
Kenton				
Potter Road				
Edge				
Winchester				
CTE at Calspan				

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

SCHOOL	# STUDENTS	# TEACHER/STAFF
Component School Buildings (28)		

Contact Person and Phone Number:
Patrick Canfield, Associate Director – (716) 821-7018

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	CONTACT #
District Superintendent:	Dr. Michael Capauna	716-821-7001
President, Board of Education:	John Sherman	716-693-5403
Vice President, Board of Education	Edward Cavan	716-836-2145
Director of Facilities:	Warren Ristine	716-821-7045
AHERA Designee:	James Fregelette	716-821-7045
Principal(s)/Bldg.:	Harkness – Kevin Hurley Potter Road – Luke Vogel Kenton – John Wodjeski Northtowns Academy- Terry Ruh Edge Academy – Jacki Boss Winchester Academy – Dr. Liza Fiorello CTE at Calspan – Simone Klubek	716-961-4070 716-821-7331 716-961-4010 716-961-4040 716-558-5050 716-558-5088 716-558-5565
Head Custodian(s):	E1B Ed. Campus- Warren Ristine Harkness – Joe Roetzer Potter Road – Nick Notaro Kenton – Joseph Warren	716-821-7045 716-961-4070 716-821-7331 716-961-4010

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. Telephone – use of a designated extension or private line that may 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. Each school 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

Transportation to all BOCES student centers is provided by and coordinated by the component districts.

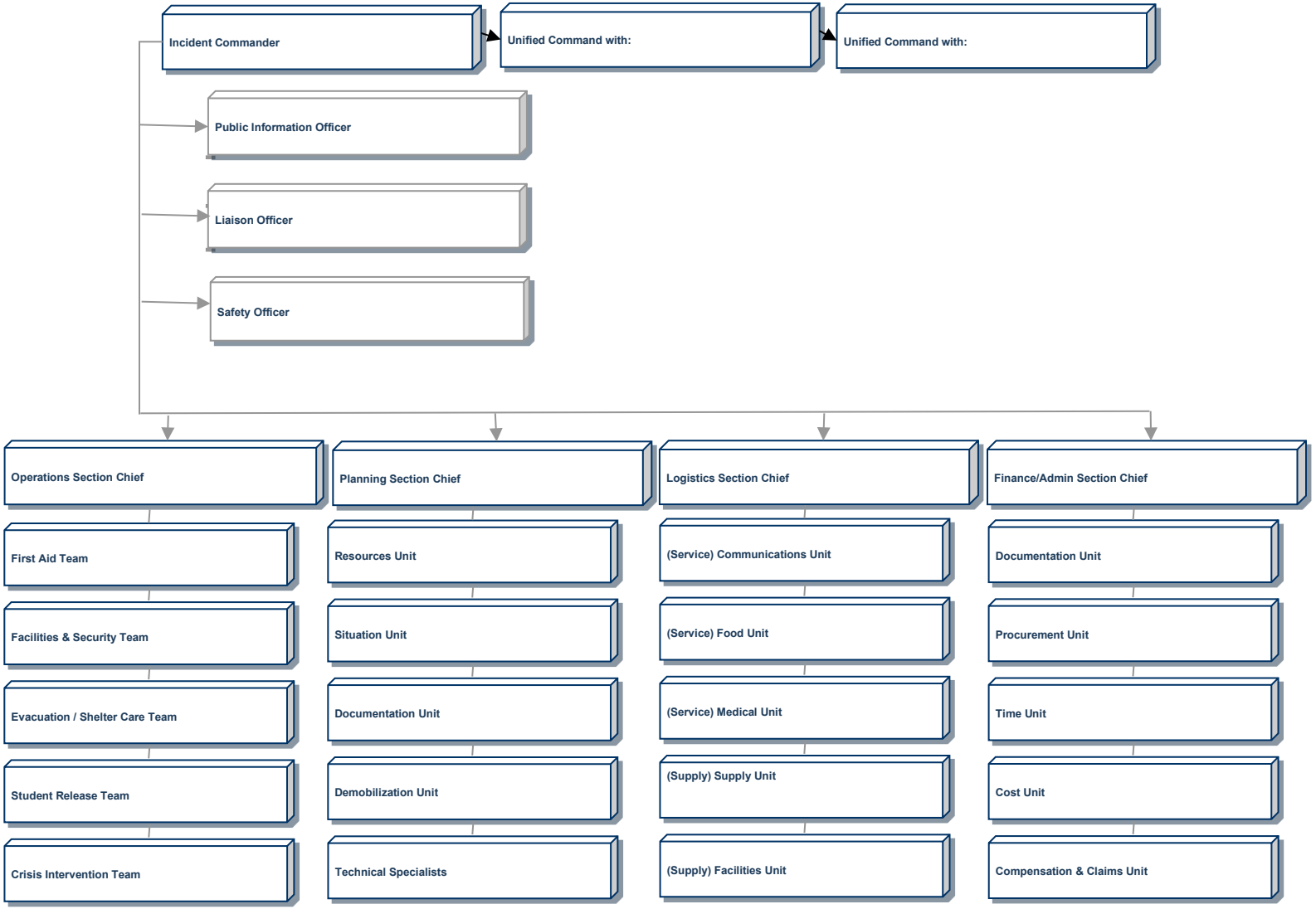
In an emergency, each Division will contact the component district transportation services directly. Contact numbers are available at the building level.

Erie 1 BOCES has a number of transportation vehicles available for safety & security purposes. This list is kept on file with Building & Grounds.

D

D. CHAIN OF COMMAND DISTRICT INCIDENT COMMANDER/DESIGNEE

This organization utilizes the Incident Command System (FEMA)


Incident Commander
Unified Command with:
Unified Command with:
Public Information Officer
Liaison Officer
Safety Officer
Operations Section Chief
Planning Section Chief
Logistics Section Chief
Finance/Admin Section Chief
First Aid Team
Facilities & Security Team
Evacuation / Shelter Care Team
Student Release Team
Crisis Intervention Team
Resources Unit
Situation Unit
Documentation Unit
Demobilization Unit
Technical Specialists
(Service) Communications Unit
(Service) Food Unit
(Service) Medical Unit
(Supply) Supply Unit
(Supply) Facilities Unit
Documentation Unit
Procurement Unit
Time Unit
Cost Unit
Compensation & Claims Unit

VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves to Erie 1 BOCES:

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

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

2. Emergency incident within Erie 1 BOCES which requires the assistance of an outside agency.

   When the Fire Department is called by Erie 1 BOCES, then the fire chief or ranking officer is in charge. The building planning committee should then act as a resource and coordinating agency within the school district.

   When a law enforcement agency is called by Erie 1 BOCES, 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 Erie 1 BOCES' Emergency coordinator and planning committee will act as a resource and coordinating agency within Erie 1 BOCES.

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location:

Erie 1 BOCES Education Campus
355 Harlem Road
West Seneca, NY 14224
Board Room
Phone: (716) 821-7001
Fax: (716) 821-7242

Alternate Location:

Harkness Center
99 Aero Drive
Cheektowaga, NY 14225
Conference Room
Phone: (716) 961-4070
Fax: (716) 632-1076

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) *(District Superintendent)*	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander *(District Superintendent's Designee)*	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) *(District Superintendent/Designee)*	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. **ALL** media contact will be through this individual.
Liaison Officer *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer *(Building Principal, Supt. of Buildings & Grounds/Director of Facilities)*	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Provides resources and all other services needed to support the incident.
Planning Officer *(Health, Safety & Risk Management Manager)*	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration *(Business Official)*	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	Sending site coordinator who will prepare to release the students to the new location and oversee 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 oversee 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 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 these 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.

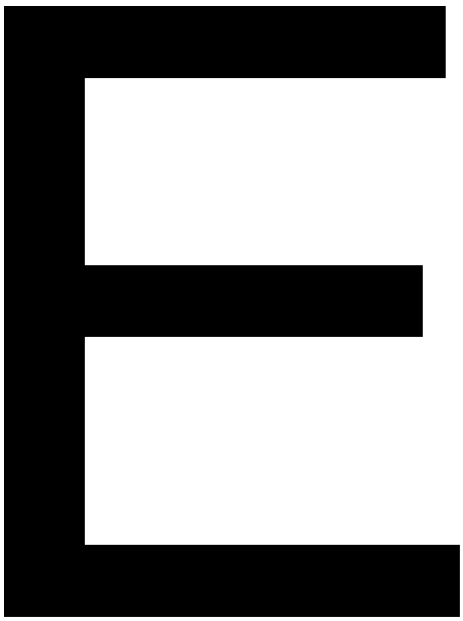
Containment: Ensure the site does not permit access by the media to the Command Post or student population.

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 District Superintendent, 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.



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

Erie 1 BOCES 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. Erie 1 BOCES 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.

Schools will also be required to review current NYS emergency response terms annually.

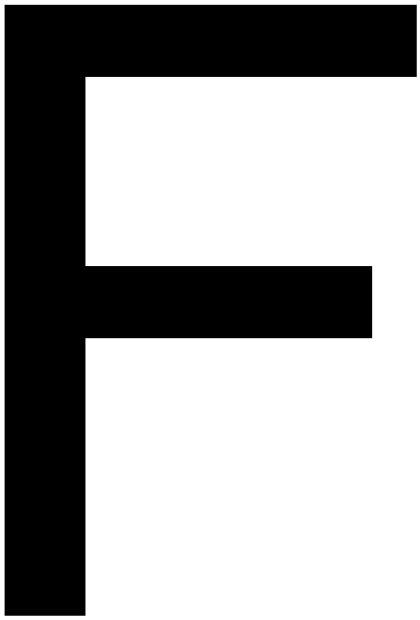
Schools will also be required to establish procedures regarding notification of parents or persons in parental relation regarding drills.

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

- Evacuation / Evacuate Procedures
- Shelter in Place / Shelter Procedures
- Hold in Place / Hold Procedures
- Lockdown Procedures
- Secure Lockout Procedure
- 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
- Attendance Procedures

Erie 1 BOCES Polices:

- Buildings Covered by the District-Wide Plan
- Erie 1 BOCES Code of Conduct
- Appendix 3 - Erie 1 BOCES SRO Agreements
- Appendix 4 - Erie 1 Pandemic Influenza Plan
- Appendix 5 – Erie 1 BOCES Remote Instruction Plan



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

Erie 1 BOCES, in coordination with local and county emergency responders, will conduct and review drills, such as tabletops, that are components of the Comprehensive District Wide Multi-Hazard Plan. Erie 1 BOCES will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, Erie 1 BOCES and 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 important aspects of the event/training. The three 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
- Shelter In Place Drills
- Lockdown 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, Activation of AED).

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, but not limited to, an act of 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. At the time that drills are conducted, students and staff shall be informed it is a drill.

Schools and districts will provide 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.

TABLETOP EXERCISES

What are they?

An activity in which key staffs 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

Policy Number:

- Code of Conduct ..... See Appendix 2
- Student Conduct 6210
- Student Suspension 6212
- Weapons in Schools 6240
- Gun Free Schools 6241
- Alcohol, Drugs and Other Substances (Students).....6220
- Alcohol, Drugs and Other Substances (Personnel).....5160 - 5161
- Corporal Punishment/Physical Restraint.....6211
- Searches and Interrogations 6230
- Anti-Harassment 2420
- Power to Suspend: Alternative Education Programs.....6212.1
- Dignity for all Students 6461

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

Building Related

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

Natural Disasters

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

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

Environmental

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

Civil Disturbances

- Bomb Threat 3140
- Biological Release Threat (Telephone)....3141
- Telephone Threat Form....3142
- Biological Release Threat (Letter/Package)....3143
- Hostage/Kidnapping....3144
- Intruder....3146
- Threats of Violence 3147
- Acts of Violence 3148
- Threat Condition Protective Considerations....3149

Cardiac Emergency Response Plan, Public Health, Medical and Mental Health *Emergencies*

- General Guidelines for Medical Emergencies 3150
- Cardiac Emergency Response Plan……3151
- Student Mental Health Emergency Response……...3152
- School Bus Accident and/or Fire....3153

C. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parent(s)/Spouse(s) Notification and Reception Center Recommendations 3200
- Parent Notification Centers 3201
- Emergency Closing....3210
- Delayed Plan....3210
- Early Dismissal Plan 3210
- SED Reporting Form When Plan is Activated and as a Building is Closed 3211

A

A. POLICIES & PROCEDURES

REFER TO DISTRICT

POLICY MANUAL

B

B. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off. Details are available with Building Level Safety Plan.

POTTER ROAD CAREER & TECHNICAL CENTER	
	LOCATION OF SHUT OFF
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

HARKNESS CAREER & TECHNICAL CENTER	
	LOCATION OF SHUT OFF
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

KENTON CAREER & TECHNICAL CENTER	
	LOCATION OF SHUT OFF
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

NORTHTOWNS ACADEMY	
	LOCATION OF SHUT OFF
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

LOSS OF POWER 3102

Response Action:	Person(s) Responsible
1. Upon discovery or detection of an electrical system failure: a. Sound fire alarm if there is any question as to the safety of the building occupants b. Notify head of Building Maintenance c: Notify Supt. of Buildings & Grounds or Director of Facilities	1. First person on the scene.
2. Notify Building Administrator	2. Head of Building Maintenance
3. Evaluate problem insofar as possible	3. Supt. of Buildings & Grounds, or Director of Facilities
4. Notify District Superintendent	4. Building Administrator
5. Curtail or cease building operations, as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	5. Building Administrator
6. Evaluate problem and commence appropriate remedial action	6. Supt. of Buildings & Grounds or Director of Facilities
7. Termination of Contingency: Notify staff, parents and students	7. District Superintendent

Comments:

Response Action:	Person(s) Responsible
1. Upon discovery or detection of a gas leak notify Head of Building Maintenance	1. First person on the scene
2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise	2. Head of Building Maintenance
3. Notify District Superintendent of Buildings and Grounds or Director of Facilities	3. Head of Building Maintenance
4. Notify Building Administrator	4. Supt. of Buildings & Grounds or Director of Facilities
5. Notify District Superintendent	5. Building Administrator
6. Curtail or cease building operations as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Supt. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. District Superintendent

Comments:

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HEATING SYSTEM FAILURE 3104

Response Action	Person(s) Responsible:
1. Upon discovery or detection of heating system failure notify Head of Building Maintenance	1. First on scene
2. Notify Supt. of Buildings & Grounds or Director of Facilities	2. Head of Building Maintenance
3. Notify Building Administrator	3. Supt. of Buildings & Grounds or Director of Facilities
4. Evaluate problem insofar as possible	4. Supt. of Buildings & Grounds or Building Administrator
5. Notify District Superintendent	5. Building Administrator
6. Curtail or cease building operations as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Supt. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. District Superintendent

Comments:

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Response Action:	Person(s) Responsible:
1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school	1. Building Administrator, District Superintendent
2. Establish remedial response, as appropriate for the day incident occurred a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume normal activity	2. Building Administrator District Superintendent
3. Revise pupil transportation system as necessary	3. District Superintendent, Building Administrator, Transportation Supervisor
4. Notify school districts of any changes	4. District Superintendent
5. Notify staff, parents, and students	5. District Superintendent
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.	6. Board of Education Superintendent; Director of Facilities or Supt. of Buildings & Grounds; Business Official

Comments:

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SEWAGE SYSTEM FAILURE 3106

Response Action:	Person(s) Responsible:
1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance	1. First at scene
2. Notify Supt. of Buildings & Grounds or Director of Facilities	2. Head of Building Maintenance
3. Evaluate problem insofar as possible	3. Head of Building Maintenance, Supt. of Buildings & Grounds or Director of Facilities
4. Notify Building Administrator	4. Supt. of Buildings & Grounds or Director of Facilities
5. Notify District Superintendent	5. Building Administrator
6. Curtail or cease building operations, as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume normal activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Director of Facilities, Supt. of Buildings & Grounds, Superintendent, Board of Education, Business Official
8. Termination of Emergency a. Notify staff, parents and students b. Resume building operation	8. District Superintendent

Comments:

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WATER SYSTEM FAILURE 3107

Response Action:	Person(s) Responsible:
1. Upon discovery or detection of water failure notify Head of Building Maintenance	1. First on scene
2. Notify Supt. of Buildings & Grounds or Director of Facilities	2. Head of Building Maintenance
3. Evaluate problem insofar as possible. Commence established remedial response	3. Supt. of Buildings & Grounds, or Director of Facilities; Head of Building Maintenance
4. Notify Building Administrator	4. Supt. of Buildings & Grounds or Director of Facilities
5. Notify District Superintendent	5. Building Administrator
6. Curtail or cease building operations, as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume normal activity	6. District Superintendent
7. Termination of Contingency a. Notify staff, parents and students b. Resume building operation	7. District Superintendent

Comments:

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B. NATURAL DISASTERS

Response Action:	Person(s) Responsible:
1. Monitor weather and road conditions	1. District Superintendent
2. Close schools if conditions deteriorate.	2. District Superintendent
3. Institute Go Home Plan	3. District Superintendent
4. Notify parents via radio & television	4. District Superintendent

Comments:

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

Comments:

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TORNADO

Response Action:	Person(s) Responsible:
1. Monitor any weather bureau tornado watch/warning	1. Building Administrator, District Superintendent
2. If tornado is imminent, curtail all outdoor activities	2. Building Administrators
3. Summon all persons into building(s)	3. Building Administrators
4. If tornado is sighted in vicinity of school, institute “Take Cover” plan.	4. Building Administrators; teachers
5. Termination of contingency	5. Building Administrator
6. Recovery: if building is damaged, refer to contingency plans for system failures	6. District Superintendent
7. Curtail or cease building operations as appropriate: a. Shelter in Place b. Early Dismissal c. Evacuate d. Resume normal activity	7. District 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. District Superintendent
2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake.	2. District Superintendent; Building Administrator
3. Notify other school districts of pending problems and actions to be taken	3. Supt. of Buildings & Grounds, or Director of Facilities
4. Notify parents via radio & television	4. District Superintendent

Comments:

Response Action:	Person(s) Responsible:
1. Monitor weather and road conditions, contact local disaster coordinator	1. District Superintendent
2. Curtail or cease building operations, as appropriate: a. Early Dismissal b. Shelter in Place c. Evacuate d. Resume normal activity	2. District Superintendent
3. Notify parents via radio & television	3. District Superintendent

Comments:

B. ENVIRONMENTAL

Response Action:	Person(s) Responsible:
1. Notify Building Administrator	1. First person on the scene
2. Notify 911 (Local Fire Department)	2. Building Administrator
3. Implement Evacuation Plan. Direction of evacuation depending on wind direction.	3. Building Administrator, Fire Department
4. Notify District Superintendent	4. Building Administrator

Comments:

Response Action:	Person(s) Responsible:
1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.	1. First person on scene
2. Notify Building Administrator Notify Head of Building Maintenance and Supt. of Buildings & Grounds	2. First person on scene
3. Notify school district AHERA designee	3. Building Administrator
4. Shut down or modify air handling unit to restrict air movement.	4. Building Maintenance
5. Contact Asbestos Response Team (see next page)	5. AHERA Designee
6. Lock and secure room in closed condition.	6. AHERA Designee
7. If possible, duct tape perimeter of door	7. AHERA Designee
8. Post signs to prevent entry by unauthorized persons, if needed	8. AHERA Designee
9. Curtail or cease building operations, as appropriate a. Evacuate b. Early Dismissal	9. Building Administrator
10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM)	10. AHERA Designee
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.**	11. District Superintendent
12. Make proper notifications.	12. District Superintendent

Comments:

AHERA Designee

Name: James Fregelette

Phone Number - Work: (716) 821-7100

Accredited Handlers:

Phone Number – (716) 821-7440

Dennis Kwaczala
Kevin Burd
Dave Kasprowicz
Karen Rozuk
Adam Kneis

Equipment Location

Health, Safety & Risk Management Office

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 District 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. District Superintendent
8. Make proper notifications	8. District Superintendent

Comments:

Response Action:	Person(s) Responsible:
1. Upon the discovery or detection of an oil/gasoline spill on school property: a. Notify Director of Facilities or Superintendent of Buildings & Grounds 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. Director of Facilities or Supt. of Buildings & Grounds
3. Notify the local fire department and follow their instructions	3. Director of Facilities or Supt. of Buildings & Grounds
4. Within 2 hours of discovery of leak or spill the DEC (Department of Environmental Conservation) must be contacted DEC Hotline: 1-800-457-7362	4. Director of Facilities or Supt. of Buildings & Grounds
5. Notify District Superintendent	5. Building Administrator
6. Contact Erie 1 BOCES, Safety Risk, if necessary	6. District Superintendent
7. Curtail or cease building operation, as appropriate: a. Early Dismissal b. Evacuate c. Resume normal activity	7. District Superintendent
8. Make proper notifications	8. District 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 Administrator/Designee	3. Building
4. Upon arrival, advise Fire Department of the situation and follow their instructions	4. Building Administrator
5. Notify District 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. District Superintendent
8. Make proper notifications	8. District Superintendent, Building Administrator

Comments:

B. CIVIL DISTURBANCES

New York State Education Department
Bomb Threat Response Guideline

Revised February 2007

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.
- Handling of written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

Telephone or Other Verbal Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- The **NYSP Bomb Threat Instruction Card** should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.

BOMB THREAT GUIDELINES (Con't.)

- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

Information to be asked of the caller includes:

  - Where is the bomb located?
  - When will the bomb go off?
  - What does the bomb look like?
  - What kind of explosive is involved?
  - Why was the bomb placed?
  - What is your name? (The caller may be caught off guard and give you his or her name).

- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile – Handle with Care," "Rush – Do Not Delay, " " To Be Opened in the Privacy of ___," " Prize Enclosed," or " Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have not postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

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.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and consult with them to make their decision (joint decision making – unified command).
- Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.

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).

PLACE THIS CARD

UNDER YOUR

TELEPHONE

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller:_____ Race:_____

Age:_____ Length of Call:_____

ADDITIONAL INFORMATION
ON REVERSE

BOMB THREAT INSTRUCTIONS

Number at which call is received:

_____

Time:_____ Date:_____

CALLER'S VOICE:

___	Loud	___	Soft
___	High	___	Deep
___	Intoxicated	___	Disguised
___	Calm	___	Angry
___	Fast	___	Slow
___	Stutter	___	Nasal
___	Distinct	___	Slurred
___	Accent (type) _____		
___	Other Characteristics:_____		

If voice is familiar, who did it sound like?_____

BACKGROUND SOUNDS:

___	Voices	___	Airplanes
___	Quiet	___	Trains
___	Animals	___	Music
___	Street Traffic	___	Factory Machinery
___	Office Machinery		
___	Other_____		

THREAT LANGUAGE:

____	Well spoken (educated)	____	Incoherent
____	Foul	____	Taped
____	Irrational	____	Message read by threat maker

REMARKS:

Report call immediately to:

Phone Number:_____

_ _

Date: _____
Name: _____
Position: _____
Phone Number:_____



School Bomb Threat Reporting Form

In 1999, the Office of Facilities Planning started collecting data on school bomb threats via a reporting form included in the February 1999 school bomb threat guidance document issued by the State Education Department and the State Police. This process predated the Uniform Violent Incident Reporting (UVIR) process mandated by Project SAVE – which also includes school bomb threat data.

Since the UVIR system is now operational, please note that we are no longer accepting the 1999 bomb threat reporting form. Please report all bomb threat data annually on the UVIR. This will eliminate duplicate work by both school and SED staff. For additional guidance on the UVIR, please
see: http://www.emsc.nysed.gov/sss/SAVE/.

BIOLOGICAL RELEASE THREAT BY TELEPHONE 3141

Response Action:	Person(s) Responsible:
Upon notification of a Biological Release by telephone:	
1. The person receiving the call should gather as much information as possible by using the supplied “Telephone Threat Form.”	1. First to contact
2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.	2. First to contact
3. Contact the building principal, if this happens in Central Office contact the District Superintendent by telephone.	3. First to contact
4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	4. Principal, District Superintendent
5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.	5. Principal, District Superintendent
6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.	6. Principal, District Superintendent, Teachers, Staff
7. Activate the Shelter in Place plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator: a. Free movement throughout the building b. Food preparation and distribution c. Let staff and students know of the situation and how often they will be updated	7. Principal, District Superintendent Teachers, Staff
8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster Coordinator District Superintendent
9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.	9. District Superintendent
10. If the incident escalates, arrangements should be made for the following: 1. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. 2. Staging area for the media. Timely reports given to avoid inaccurate information.	10. District Superintendent
11. Implement appropriate plan a) Resume normal activity b) Early dismissal	11. District Superintendent

Comments:

TELEPHONE THREAT FORM

School Building: _____

Date: _____

Time: _____

Recall to best of knowledge exact words of caller:

Questions to be asked:

1. Where is the package located?

2. What does it look like?

3. What is in the package?

4. Why are you doing this?

5. What is your address?

6. What is your name?

Voice: Male _____ Child _____ Young _____

Female _____ Old _____ Middle Aged _____

Accent _____

Background noise? _____

Have you heard voice before? _____

Person receiving call? _____

BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE 3143

Response Action:	Person(s) Responsible:
Upon notification of a Biological Release by letter or package:	
1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area.	1. First to contact
2. Secure the area, do not leave or let anyone into the area.	2. First to contact
3. Contact the building principal, if this happens in Central Office contact the District Superintendent by telephone.	3. First to contact
4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	4. Principal, District Superintendent
5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.	5. Principal, District Superintendent
6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.	6. Principal, District, Superintendent, Teachers, Staff
6. Activate the shelter in place plan. Curtail following until an assessment is made police, fire and local disaster coordinator:	7. Principal, District the Teachers, Staff by
7. Free movement throughout the building a. Food preparation and distribution b. Let staff and students know of the situation\ c. and how often they will be updated	
8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster Coord. District Superintendent
9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.	9.District Superintendent
10. If the incident escalates, arrangements should be made for the following: 1) Staging area for parents/guardians coming to the building to pick up their child/children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. 2) Staging area for the media. Timely reports given to avoid inaccurate information.	10.DistrictSuperintendent
11. Implement appropriate plan Resume normal activity a) Early dismissal	11.District Superintendent

Comments:

_____

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 the Lockdown Plan	3. Principal
4. Notify the local police and follow their instructions.	4. Building Administrator
5. Notify District Superintendent	5. Building Administrator
6. Notify parents or spouse of hostage(s)	6. District Superintendent
7. Termination of emergency	7. Police, Building Administrator
8. Make proper notifications	8. District 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	
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 District 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. Use of staff trained in de-escalation or other strategies to diffuse the situation.	1. Principal
2. Inform building principal of implied threat or direct threat.	2. First person on scene
3. Determine level of threat with District Superintendent/Designee	3. Principal/Designee
4. Contact appropriate law enforcement agency, if necessary.	4. Building Administrator
5. Monitor situation, adjust response as appropriate, include the possible use of Emergency Response Team.	5. Building Administrator

Comments:

Response Action:	Person(s) Responsible:
1. Determine level of threat with District Superintendent/Designee	1. Principal
2. If warranted, isolate the immediate area and evacuate if appropriate.	2. First person on scene n
3. Inform District 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

Comments:

THREAT CONDITION PROTECTIVE CONSIDERATIONS

Based on the elevated threat of terrorist attacks, the United States Department of Homeland Security has developed the National Terrorism Advisory System, or NTAS, which replaces the color-coded Homeland Security Advisory System (HSAS). This new system more effectively communicates information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector. These alerts will include a clear statement that there is an imminent threat **or** elevated threat**. Using available information, the alerts will provide a concise summary of the potential threat, information about actions being taken to ensure public safety, and recommended steps that individuals, communities, businesses and governments can take to help prevent, mitigate or respond to the threat. The following steps should be considered when an imminent threat alert is issued.**

1) Review the Building-Level Emergency Response Plan with all staff/students and especially the local emergency coordinator.
2) Conduct training drills or exercises to test the plan.
3) Review Incident Command Procedures with the individuals assigned this responsibility.
4) Prepare to answer questions from concerned parents and guardians.
5) Be prepared for media questions
6) Prepare your student attendance and release to parents plan.
7) Respond to children's fears regarding the threat. Have counselors available if possible. The American Red Cross web site is an excellent source for information. (www.RedCross.org)
8) Heighten your security of the buildings. Don't forget the exterior of the buildings.
9) Remind staff and students to be aware of their surroundings and report anything out of the ordinary.
10) Inspect all packages (assigned individual, isolated location, personal protective measures)
11) If the need is felt, implement a photo ID check and escort visitors to their destination. Unless their identity is familiar.
12) Increase communication with police, fire and local emergency coordinator.
13) Inventory District Resources. These include personnel, food, water, communications and transportation.
14) Consider individuals with special needs.
15) Rapid communication systems. You don't want to wait for valuable information. Ensure that School District Maintenance staff can shutdown mechanical, electrical and plumbing systems at a moment's notice.

B. Cardiac Emergency Response Plan, Public Health, Medical and Mental Health

Response Action:	Person(s) Responsible:
1. Summon help or request someone 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. Access 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. is recommended.

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 trained person who can operate an AED during school hours as well as afterhours school sponsored activities.

Automatic External Defibrillators (AEDs) cases are located in Erie BOCES schools and the Campus on walls with clearly marked signs over their locations. School and Campus staffs know 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.

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, and 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 annually 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) 821-7002.

In the Building-Level Safety Plans, certified CPR/AED Personnel must be listed.

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
				☐ Before School ☐ After School ☐ **School Day** ☐ Athletic Events ☐ School Events ☐ Other

Automated External Defibrillator (AED) Locations

Note: All AEDs are clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases in all Erie 1 BOCES Buildings.

Number of AEDs inside the building is depended on building size. Since Erie 1 BOCES's school buildings have no athletic teams, there are no AED units for athletic practices. AED Locations are:

_____

_____

_____

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).

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 personal 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.

Comments:

SCHOOL BUS ACCIDENT AND/OR FIRE 3153

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:

_____

_____

_____

C

C. PARENT(S)/SPOUSE(S) AND RECEPTION CENTER RECOMMENDATIONS

Utilize telephone lists, emergency contact card information or 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 rest rooms 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 District 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.

PARENT NOTIFICATION CENTERS

AFFECTED BUILDING(S)	PARENT/SPOUSE NOTIFICATION SITE LOCATION
Erie 1 BOCES Education Campus	Potter Road CTE Center
Harkness CTE Center Potter Road CTE Center Kenton CTE Center	355 Harlem Road
Northtowns Academy	355 Harlem Road
Edge Academy	355 Harlem Road
Winchester Academy	355 Harlem Road
Erie 1 BOCES Learning Center (West Seneca)	355 Harlem Road
Calspan CTE Center	355 Harlem Road

NOTE: These sites are subject to change depending on the emergency event. The District Superintendent and the Director of Communication Services will decide on the site after consulting with emergency response agency representatives.

EMERGENCY CLOSINGS

The district superintendent is empowered to close Erie 1 BOCES facilities, 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 district 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, Fire 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, staff, and parents. Either the district superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock 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 district superintendent is responsible for the effective operation of the school district at all times. Under Education Law, Sections 1711 and 3012, the district 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 Superintendent of Buildings and Grounds, and the district 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/SED/Staff 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

School officials must inform parents and guardians as soon as possible of an incident that results in the activation of the school emergency management plan, along with actions taken to protect the safety and well-being of students, staff and property.

Section 155.13(e) of the Commissioner's Regulations requires that district superintendents not in a supervisory district are to notify the State Education Department as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building in the district. A superintendent of a school within a supervisory district is to notify the BOCES District Superintendent as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building. The BOCES District Superintendent is to notify the State Education Department of all school building closures not related to routine snow emergencies.

Responsibility		Action

Before School (Due to Weather or Facility Related)

District 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 and Television Stations
		b. Principals

During School (Due to Weather, Facility Related or Civil Disturbance)

District Superintendent/Designee	1)	Makes decision as to closing after consulting with the Highway Department, Police and/or Fire officials.
District Superintendent/Designee	2)	If decision is to close, notifies:
		a. Transportation
		b. Radio and television stations
		c. Principals
		d. Staff and Students
		e. Parents/Guardians

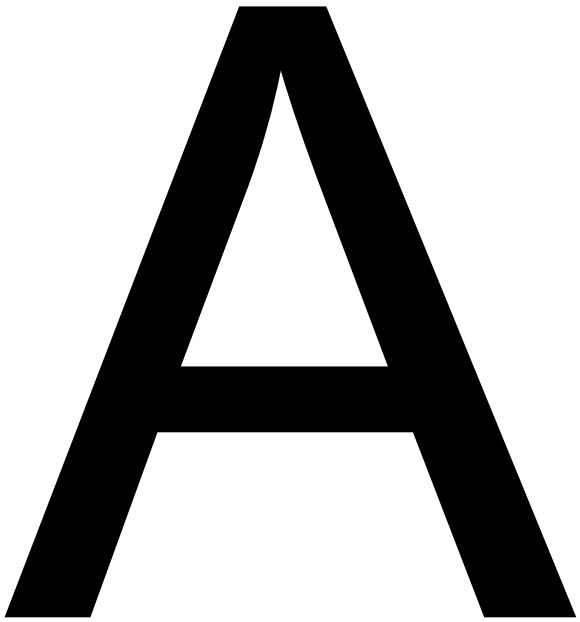
SECTION 4000: COMMUNICATION WITH OTHERS

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

- Step-by-Step Procedures 4100

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

C. Procedures for Communication and Notification with other educational agencies..... …4300



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

STEP 1	Incident Commander or Designee Dial 9 (outside line) – 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). Article 2-B is declared by the Chief Executive Officer of the municipality in which the school district is part of.
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

ə29-a. Suspension of other laws
ə29-b. Use of civil defense forces in disasters
ə29-c. Radiological preparedness
ə29-d. Reports

HISTORY:
Add, L 1978, ch 640, ə 3, eff Apr 1, 1979

CROSS REFERENCES:
This article referred to in əə 20, 21; CLS Unconsol ch 131 ə 20.

ə 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 executive 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, THE ERIE 1 BOCES DISTRICT SUPERINTENDENT OR DESIGNEE WILL TAKE THE FOLLOWING ACTION REGARDING COMMUNICATION AND NOTIFICATION:

1) If notified by outside agencies, the Erie 1 BOCES District Superintendent will notify any or all of the Erie 1 BOCES component districts that are affected. Outside agencies are defined as police, fire, highway, Health Department, NYSED, etc. Notification procedures include a telephone tree, fax message or e-mail. The method of communication will be based on the type of scenario.

2) Local component districts that have been notified by the Erie 1 BOCES District Superintendent will be responsible for notifying all educational agencies that have been defined in the regulations within their supervisory boundaries.

3) The Erie 1 BOCES District Superintendent will be responsible for notifying NYSED in the event that the District Wide SAVE plan has been activated for any scenario other than weather related.

4) The Erie 1 BOCES District Superintendent will notify any or all of the Erie 1 BOCES facilities housing students and staff of Erie 1 BOCES of any emergency situation.

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures Safety/Security ..... *Policy* #4540
- District Safety Measures ..... *Page* #5001

A. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- School Safety Plans ..... *Policy* #4542
- Professional Growth/Staff Development ..... *Policy* #5210
- Community Notification of Sex Offenders ..... *Policy* #6470
- Code of Conduct (Summary Document) ..... *Appendix* 2

B. Appropriate prevention and intervention strategies such as: ..... *Page* #5200

- Collaborative agreements with local law enforcement officials (Memorandum)
- Threat Assessment: Prevent or Intervene Prior to Acts of Violence ..... *Page* #5202
- Responses to Acts of Violence: Implied or Direct Threat..... *Page #5205*

C. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents ..... *Page* #5300

- Code of Conduct (entire Document) ..... *Appendix* 2

D. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel ..... Pages 5400 - 5406

ERIE 1 BOCES SECURITY MEASURES

All student occupied facilities owned or leased by Erie 1 BOCES have taken the following security measures:

1) After students arrive each day and classes begin, all doors, except the main entrances, are locked. The main entrance doors are in direct sight lines of the main office.

2) All visitors are required to report to the main office where they register and receive a visitor's pass.

3) All staff is instructed to direct visitors to the main office for assistance.

4) All staff has been issued ID tags and are required to wear them during their work shift.

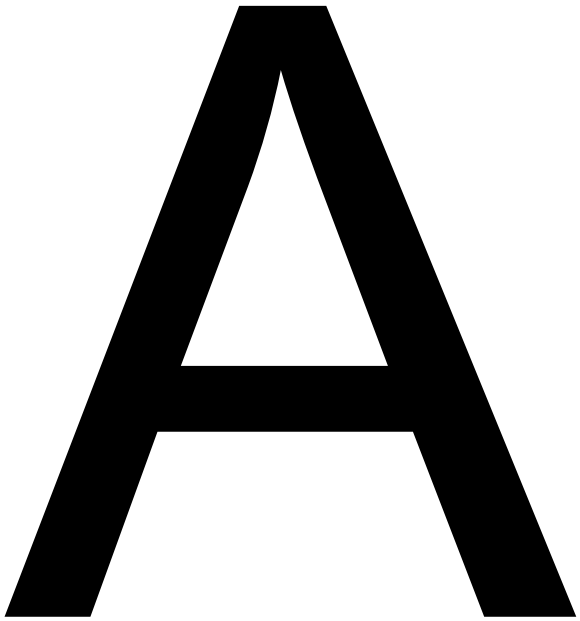
5) A safety/security audit form has been developed and is located on page 2100. These will be completed by all buildings and evaluated to determine security/safety deficiencies.

6) An electronic security system is also employed at each site only employees given access codes are allowed passage during non-routine hours.

7) Video surveillance and request to enter the building are now being used at:
   - Erie 1 BOCES Education Campus
   - Harkness Career and Technical Center
   - Kenton Career and Technical Center
   - Northtowns Academy
   - Potter Road Career & Technical Center
   - Winchester Academy
   - CTE at Calspan

8) Proper signage

9) For Special Education Services:
   - Security in buildings where host district students are present will follow the measures adopted by the host district under the "SAVE" regulation. Security in buildings where host district students are not present will be developed collaboratively with the host district.



B

C

MEMORANDUM OF UNDERSTANDING

Between the

TOWN OF WEST SENECA POLICE DEPARTMENT

AND

ERIE 1 BOCES

MEMORANDUM OF UNDERSTANDING BETWEEN THE

TOWN OF WEST SENECA POLICE DEPARTMENT AND

ERIE 1 BOCES

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 Town of West Seneca Police Department and the Board of Education for Erie 1 BOCES 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.

Erie 1 BOCES and the Town of West Seneca Police Department agree to work collaboratively in developing the following “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) The police will cooperate with Erie 1 BOCES or home school district administration, as applicable, in ensuring that items that have been confiscated are later made available to the extent needed for evidentiary use at subsequent disciplinary conferences or hearings as permitted by local, state and federal laws in accordance with the General Orders and Procedures established by the West Seneca Police Department. The police agency will also provide assistance with witness testimony at these hearings in accordance with the above stated laws and procedures and given officer availability subject to scheduling, police activity and unexpected occurrences.
4) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
5) Whenever possible, a representative of the police department will act as liaison officer to assist with input on police issues with the “Building Level SAVE Team.
6) The police department will provide information to school administration regarding incidents that were reported and are of concern to Erie 1 BOCES to the extent permitted by law, including but not limited to local, state and federal regulations, the West Seneca Police General Orders and Procedures and any and all agreements with Central Police Services (CPS) and Department of Criminal Justice Services (DCJS).
7) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

1) Erie 1 BOCES 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 will notify the West Seneca Police Department of any illegal activity or need for assistance relative to jurisdictional response necessitated by the police liaison to report any illegal activity or need for assistance.
4) The Building Administrator shall have authority to take appropriate action immediately and will notify the District Superintendent as soon as is reasonably possible.
5) If a student is arrested, notification of parent/guardian will follow the Erie 1 BOCES “Code of Conduct” policy.

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) Possession of any substance or item “passed off” as drugs or a weapon.
5) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
6) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
7) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

RELEASE OF CONFIDENTIAL STUDENT INFORMATION

The parties agree that Erie 1 BOCES shall not release personally identifiable information from the education records of a student to the police without consent of the parent or eligible student, except as otherwise authorized by the Family Educational Rights and Privacy Act (FERPA).

Examples of such could be:

1) Properly designated directory information. Name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), dates of attendance, degrees and awards received, the name of the educational agency or institution previously attended by the student, and student photographs.
2) A health or safety emergency. This could be construed as information necessary to ward off an immediate threat.

If a criminal incident is reported by Erie 1 BOCES that involves a student with a disability, Erie 1 BOCES will comply with its obligation to forward the disciplinary and special education records of that student to law enforcement officials, to the extent authorized by FERPA.

WHAT SHOULD BE REPORTED TO THE POLICE

1) Possession of alcohol by a minor.
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.
8) Any other illegal conduct perpetrated within the confines of Erie 1 BOCES or to which a representative of Erie 1 BOCES has information regarding where police intervention is necessary or required.

(Signature) District Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

MEMORANDUM OF UNDERSTANDING

Between the

TOWN OF CHEEKTOWAGA POLICE DEPARTMENT

AND

ERIE 1 BOCES

MEMORANDUM OF UNDERSTANDING BETWEEN THE

TOWN OF CHEEKTOWAGA POLICE DEPARTMENT AND

ERIE 1 BOCES

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.

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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 Town of Cheektowaga Police Department and the Board of Education for Erie 1 BOCES 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.

Erie 1 BOCES and the Town of Cheektowaga Police Department agree to work collaboratively in developing the following “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) The police will cooperate with Erie 1 BOCES or home school district administration, as applicable, in ensuring that items that have been confiscated are later made available to the extent needed for evidentiary use at subsequent disciplinary conferences or hearings. Cooperation by police agencies to serve as witnesses at these hearings may be necessary.
4) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
5) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison) This officer could assist in providing training to staff regarding de-escalation of potentially violent situations and securing crime scenes.
6) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
7) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

1) Erie 1 BOCES 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.
4) The Building Administrator shall have authority to take appropriate action immediately and will notify the District Superintendent as soon as is reasonably possible.
5) If a student is arrested, notification of parent/guardian will follow the Erie 1 BOCES "Code of Conduct" policy.

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

1) Possession of alcohol by an individual under the age of 21.
2) Possession of illegal drugs or misuse of over the counter drugs.
3) The possession of drug paraphernalia.
4) Possession of any substance or item "passed off" as drugs or a weapon.
5) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
6) The possession of any firearm or other weapon on school property or at school sponsored activities.
7) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

RELEASE OF CONFIDENTIAL STUDENT INFORMATION

The parties agree that Erie 1 BOCES shall not release personally identifiable information from the education records of a student to the police without consent of the parent or eligible student, except as otherwise authorized by the Family Educational Rights and Privacy Act (FERPA).

Examples of such could be:

1) Properly designated directory information. Name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), dates of attendance, degrees and awards received, the name of the educational agency or institution previously attended by the student, and student photographs.
2) A health or safety emergency. This could be construed as information necessary to ward off an immediate threat.

If a criminal incident is reported by Erie 1 BOCES that involves a student with a disability, Erie 1 BOCES will comply with its obligation to forward the disciplinary and special education records of that student to law enforcement officials, to the extent authorized by FERPA.

WHAT SHOULD BE REPORTED TO THE POLICE

1) Possession of alcohol by an individual under the age of 21.
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 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) District Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

MEMORANDUM OF UNDERSTANDING

Between the

TOWN OF TONAWANDA POLICE DEPARTMENT

AND

ERIE 1 BOCES

MEMORANDUM OF UNDERSTANDING BETWEEN THE

TOWN OF TONAWANDA POLICE DEPARTMENT AND

ERIE 1 BOCES

PROJECT "SAVE" (Safe Schools Against Violence in Education)

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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 Town of Tonawanda Police Department and the Board of Education for Erie 1 BOCES 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.

Erie 1 BOCES and the Town of Tonawanda Police Department agree to work collaboratively in developing the following “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) The police will cooperate with Erie 1 BOCES or home school district administration, as applicable, in ensuring that items that have been confiscated are later made available to the extent needed for evidentiary use at subsequent disciplinary conferences or hearings. Cooperation by police agencies to serve as witnesses at these hearings may be necessary.
4) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
5) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison) This officer could assist in providing training to staff regarding de-escalation of potentially violent situations and securing crime scenes.
6) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
7) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

1) Erie 1 BOCES 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 to report any illegal activity or need for assistance.
4) The Building Administrator shall have authority to take appropriate action immediately and will notify the District Superintendent as soon as is reasonably possible.
5) If a student is arrested, notification of parent/guardian will follow the Erie 1 BOCES "Code of Conduct" policy.

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

1) Possession of alcohol by an individual under the age of 21.
2) Possession of illegal drugs or misuse of over the counter drugs.
3) The possession of drug paraphernalia.
4) Possession of any substance or item "passed off" as drugs or a weapon.
5) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
6) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
7) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

RELEASE OF CONFIDENTIAL STUDENT INFORMATION

Erie 1 BOCES shall annually inform parents or eligible students of their right to refuse the release of student directory information and indicate a time period for the response. Following such notice and a reasonable response period, Erie 1 BOCES may release such information to an outside group without individual consent. Erie 1 BOCES Policy Number 6320 Family Educational Rights and Privacy Act (FERPA).

Examples of such could be:

1) Properly designated directory information. Name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), dates of attendance, degrees and awards received, the name of the educational agency or institution previously attended by the student, and student photographs.
2) A health or safety emergency. This could be construed as information necessary to ward off an immediate threat.

If a criminal incident is reported by Erie 1 BOCES that involves a student with a disability, Erie 1 BOCES will comply with its obligation to forward the disciplinary and special education records of that student to law enforcement officials, to the extent authorized by FERPA.

WHAT SHOULD BE REPORTED TO THE POLICE

1) Possession of alcohol by a minor.
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 on 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) District Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

D

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, Erie 1 BOCES 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 Erie 1 BOCES.
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 recognizes 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:

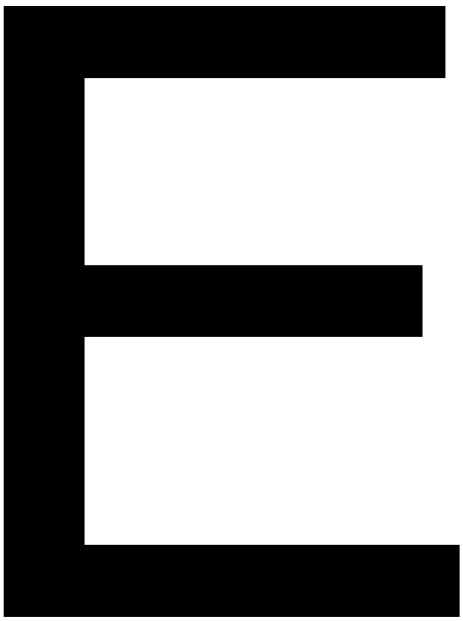
1) Determine the level of threat with the District Superintendent/Designee
2) If the situation warrants, isolate the immediate area and evacuate if appropriate.
3) Follow the procedures listed on page 4100 for procedures to obtain the assistance of emergency response agencies.
4) Staff and students are asked to inform the Principal/District Superintendent immediately.
5) Follow the Memorandum of Understanding developed collaboratively between local police agencies and Erie 1 BOCES.
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.

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

Erie 1 BOCES recognizes the importance of good communication among students and between students and staff. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping the Erie 1 BOCES Student Centers safe. It is vital that 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 Erie 1 BOCES community.

Short term and long-term strategies to bettering communication and preventing violence at the Erie 1 BOCES Student Centers include:

- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct Document)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff and community members.
- Train staff to listen and question effectively
- Institute programs, initiatives and community service students to promote character development.



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 Erie 1 BOCES, or shall be determined by Erie 1 BOCES pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

Erie 1 BOCES 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 Erie 1 BOCES 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 Erie 1 BOCES, 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 possess 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 License are included in the appendix)

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

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 arranging 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

APPENDICES

APPENDIX 1 Buildings Covered by the District-Wide Plan

APPENDIX 2 Erie 1 BOCES Code of Conduct

APPENDIX 3 Erie 1 BOCES SRO Agreements

APPENDIX 4 Erie 1 BOCES Communicable Disease Continuity of Operations Plan

APPENDIX 5 Erie 1 BOCES Emergency Remote Instruction Plan

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Buildings covered by the district-wide plan:

Erie 1 BOCES Education Campus **(716) 821-7000**
355 Harlem Road
West Seneca, NY 14224
District Superintendent – Michael Capuana
Executive Director – James Fregelette

Northtowns Academy **(716) 961-4040**
333 Dexter Terrace
Tonawanda, NY 14150
Principal – Terry Ruh
Assistant Principal – Liza Firoello

Harkness Career & Technical Center **(716) 961-4070**
99 Aero Drive
Cheektowaga, NY 14225
Principal – John Wodjeski
Assistant Principal – Jacob Backe
Assistant Principal – Simone Klubek

Kenton Career & Technical Center **(716) 961-4010**
151 Two Mile Creek Road
Tonawanda, NY 14150
Principal – Jeffrey Sikora
Assistant Principal – Matt Ciurczak

Potter Road Career & Technical Center **(716) 821-7331**
705 Potter Road
West Seneca, NY 14224
Principal – Lucas Vogel
Assistant Principal – Kimberly Biniasz

Edge Academy **(716) 558-5050**
635 East Delavan Avenue
Cheektowaga, NY 14215
Principal – Jacki Boss
Assistant Principal – Stephanie Brennan

Winchester Academy **(716) 558-5090**
650 Harlem Road
West Seneca, NY 14224
Principal – Lisa Blesy

CTE at Calspan Business Park **(716) 558-5565**
4411 Genesee Street
Suite 200
Cheektowaga, NY 14225
Principal – Simone Klubek

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2022-2023
ERIE 1 BOCES
CODE OF CONDUCT

APPROVED BY BOARD OF EDUCATION
JUNE 27, 2001

REVISED: JUNE 26, 2002
REVISED: JUNE 24, 2009
REVISED: SEPTEMBER 12, 2012
REVISED: DECEMBER 11, 2013
REVISED: APRIL 8, 2015
REVISED: June 14, 2017
REVISED: June 12, 2019
REVISED: June 24, 2020
REVISED: June 23, 2021
REVISED: June 8, 2022
REVISED: January 11, 2023

Notice of Nondiscrimination

Erie 1 BOCES (BOCES) is a fully inclusive organization that believes in our established values of respect, diversity, and pluralism.

BOCES provides equal opportunity for students, and it does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of actual or perceived race, color, national origin, sex, disability, or age. Further, BOCES does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender, gender identity or expression, or any other basis prohibited by state or federal non-discrimination laws. It provides equal access to its facilities to the Boy Scouts and other designated youth groups.

BOCES is an equal opportunity employer that does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, gender identity or expression, or age. Further, BOCES does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

Inquiries regarding BOCES' non-discrimination policies and grievance procedures should be directed to:

Anedda Trautman
Assistant Superintendent of Instructional Services (for students)
(Civil Rights Compliance Officer and Title IX Coordinator)
355 Harlem Road
West Seneca, NY 14224
716-821-7076
atrautman@e1b.org

Kelly Eisenried
Director of Human Resources Services (for employees and others)
(Civil Rights Compliance Officer and Title IX Coordinator)
355 Harlem Road
West Seneca, NY 14224
716-821-7006
keisenried@e1b.org

Erie 1 BOCES policies, procedures, and forms regarding non-discrimination include:
Nondiscrimination and Anti-Harassment Policy (#3420)
Title IX and Sex Discrimination Policy (#3421)
Nondiscrimination and Anti-Harassment Complaint Form (Employee Form) (#3420F)
Dignity for All Students Act Policy (#7550)
Dignity Act Complaint (Student Form) (#7550R)
Report a Student Concern or Grievance (Student Form) (#7550R.1)
Report a Bullying Incident (Student Form) (#7550F.2)

Erie 1 BOCES Code of Conduct

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ERIE 1 BOCES CODE OF CONDUCT

I. Introduction

BOCES strives to support and enhance the capacity of component school districts to carry out their roles as the chief instrument in the education of the children, youth, and adults in their communities.

BOCES is committed to providing a safe and orderly educational environment where students receive quality educational services without disruption or interference. Responsible behavior by students, teachers, other BOCES personnel, parents, volunteers, vendors, contractors, and other visitors is essential to achieving this goal.

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

1. Foster an environment of mutual trust and respect;
2. Raise students' knowledge, skill, and opportunity;
3. Inspire students, staff, and communities to pursue equity and excellence and to lead by example.

The Board recognizes the need to clearly define these expectations for acceptable conduct on BOCES property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. This Code of Conduct has been developed and will be maintained in collaboration with student, teacher, administrator, parent, BOCES safety personnel, and other representation.

Further, the Code of Conduct has been written to comply with the Safe Schools Against Violence in Education Act, the Dignity for All Students Act, and various provisions of the Education Law and Commissioner of Education regulations, all of which seek to improve school safety and ensure a safe and effective learning environment.

The Code of Conduct includes provisions which will govern the conduct of all students, teachers and other BOCES personnel, as well as visitors. Portions of this Code will also be applicable to the conduct of parents, volunteers, vendors, and contractors, where indicated.

Students who attend any BOCES program, regardless of that program's location, should be aware that their conduct will be subject to BOCES' Code of Conduct, the component district's/host building's Code of Conduct, and the provisions of the Code of Conduct in place in the students' home district of residence, as applicable.

Unless otherwise indicated in this Code, students may be subject to discipline for engaging in acts of misconduct that take place off BOCES/school property where the conduct endangers the health or safety of students, substantially disrupts school operations or otherwise adversely affects the educational process.

Adult students enrolled in workforce development programs should consult their individual program handbook or student handbook for specific disciplinary procedures. In addition, BOCES reserves the right to apply the provisions of this Code of Conduct to adult learners to the extent authorized by law.

II. Definitions

For purposes of this Code, the following definitions apply:

"Administrative, Managerial, and Technical Staff" means those individuals who are responsible for central office operations or specialized instructional or administrative management services who provide support or oversight to various BOCES programs or to component districts.

"Behavior Management System" means a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

"BOCES Function" means a BOCES-sponsored or BOCES-authorized extracurricular event or activity, or a BOCES-sponsored work site/internship.

"BOCES Property" means any BOCES-owned or leased equipment, building, structure, playground, parking lot, grounds, or land contained within the real property boundary lines of BOCES' schools or centers or in or on a BOCES-supervised school bus.

"Building Administrator" means a certified administrator who is responsible for the supervision and management of a BOCES site.

"Bullying" – see **Harassment**.

"Committee on Special Education (CSE)" means the Committee on Special Education, subcommittee on special education, or other multidisciplinary team of the student's home school district.

"Cyberbullying" means harassment or bullying, where the harassment or bullying occurs through any form of electronic communication.

"Detention" means an after-school penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

"Dignity for All Students Act" refers to Article 2 of the New York State Education Law, as well as amendments to Sections 801-a and 2801 New York State Education Law made pursuant to Chapter 482 of the Laws of 2010. For purposes of this Code of Conduct, it will also refer to subsequent amendments to those statutes, and to any and all regulations promulgated by the Commissioner of Education to achieve the aims set forth in Chapter 482 of the Laws of 2010. The intent of the Dignity Act is to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, harassment, bullying, taunting or intimidation, as well as to foster civility in public schools.

"Disciplinary Change in Placement" means a suspension or removal by the home school district of a student with a disability from his/her current educational placement that is either for more than ten consecutive school days, or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

"Discrimination" for purposes of prohibited conduct under the Dignity for All Students Act (DASA) means discrimination against any student by a student or students and/or an employee or employees on school

property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

"Firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

"Gender Identity or Expression" for the purposes of discrimination as it applies to employees means a person's actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including, but not limited to, the status of being transgender.

"Harassment" and **"Bullying"** for purposes of prohibited conduct under the Dignity for All Students Act (DASA) mean creating a hostile environment by conduct, communication, threats, intimidation, or abuse, including cyberbullying, based on a person's membership in a protected class 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, or physical well-being; or

2. Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or

3. Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

4. Occurs off BOCES/school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach BOCES/school property.

"Home School District" means the student's school district of residence.

"Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

*While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

"Long-Term Suspension" means a suspension of more than five consecutive school days.

"Manifestation Determination" means a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Manifestation Team or the Committee on Special Education (CSE) of the student's home school district.

"Non-violent Crisis Intervention" means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff's primary responsibility - the care, welfare, safety and security of students and staff. Physical restraint is only used when all verbal techniques have been exhausted and the individual's actions are escalating toward physical aggression. Any physical control that is used will be used in a way to control and protect students.

"Off-campus conduct" means acts, threats, intimidation, or abuse that occur off BOCES or school property.

"Parent" means the biological, adoptive, or foster parent, guardian, or person in parental relation to a student.

"Plagiarism" is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, even with minor alterations.

"School" means, unless otherwise designated, the location of a BOCES program or service.

"Sexual Harassment" of students is a form of sex discrimination and is unlawful and prohibited by BOCES. Generally, it can include harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment can also consist of subjecting an individual to unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individual's sex. Sexual harassment can occur between any individuals, regardless of their sex or gender. In addition, under Title IX, sexual harassment includes conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the BOCES conditioning the provision of an aid, benefit, or service of the BOCES on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the BOCES' education program or activity;

3. Sexual assault, dating violence, domestic violence, or stalking.

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

"Short-Term Suspension" means a suspension of five or less consecutive school days.

"Student Support Service Personnel" means any staff member who provides direct educationally related services or assists students in coping with peer pressure and emerging personal, social, emotional, and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational, or physical therapists.

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

1. Commits an act of violence upon a teacher, administrator, or other school employee, or attempts to do so;

2. Commits, while on BOCES property or at a BOCES function, an act of violence upon another student or any other person lawfully upon the property or at the function, or attempts to do so;

3. Possesses, while on BOCES property or at a BOCES function, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;

4. Displays, while on BOCES property or at a BOCES function, what appears to be a gun, knife, explosive or incendiary bomb or other dangerous instrument capable of causing death or physical injury;
5. Threatens, while on BOCES property or at a BOCES function, to use any instrument that appears capable of causing physical injury or death;

6. Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other BOCES employee or any person lawfully upon BOCES property or at a BOCES function; or

7. Knowingly and intentionally damages or destroys BOCES property.

"Weapon" means, except as otherwise provided in this Code of Conduct, any unauthorized device, instrument, material or substance that is capable of causing physical injury or death. "Weapon" also means those objects or instruments which are specifically prohibited under New York State Penal Law from being possessed on school grounds, in any district/BOCES building, on a school bus or district/BOCES vehicle, or at any school sponsored activity or setting under the control and supervision of the BOCES. This includes, but is not limited to: any of the objects or instruments referred to in Section 265.01-a of the New York State Penal Law (such as a rifle, shotgun, or firearm); or any of the objects or instruments referred to in Section 265.06 (such as any air-gun, spring-gun, or other instrument or weapon in which the propelling force is a spring, air, piston, or CO2 cartridge). "Weapon" for purposes of this Code of Conduct will also include any object that could be considered a reasonable facsimile of a weapon.

"Weight" in addition to its ordinary meaning, includes a person's size.

III. Student Rights and Responsibilities

BOCES is committed to safeguarding the rights given to all students under state and federal law and BOCES policy. To promote a safe, healthy, orderly, and civil environment, BOCES students have these rights and responsibilities:

RIGHTS	RESPONSIBILITIES
1) To attend BOCES and be granted the opportunity to receive a quality education.	To attend school, internships, and jobsites regularly and on time; perform assignments; and strive to do their highest quality work.
2) To be made aware of BOCES rules and policies, and to be treated in a manner consistent with these rules and policies when resolving disciplinary matters.	To understand the BOCES Code of Conduct, obey the rules it contains, and to be accountable for their actions.
3) To have the opportunity to present their version of the facts and circumstances in all disciplinary matters.	To be truthful and respectful in the resolution of conflicts with all parties involved.
4) To take part in all BOCES activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex.	To be respectful and supportive to all who are participating in BOCES academic and extracurricular activities.
5) To feel safe in the BOCES environment and not to be intimidated, bullied, or harassed by others.	To behave in a manner that will not jeopardize the safety and well-being of themselves or others, and to respect and treat others in a fair and equitable manner.
6) To express their style and dress according to their own individual taste.	To dress in a safe manner that is not educationally distracting to others, is appropriate to the program, and is in accordance with the BOCES dress code.
7) To be protected from intimidation, harassment, bullying, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender, gender identity or expression, sexual orientation, or disability, by employees or students on BOCES property or at a BOCES function.	To respect one another and treat others fairly. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, bullying, or discrimination. To report and encourage others to report any incidents of intimidation, harassment, bullying, or discrimination.

IV. Essential Partners in Creating a Positive School Climate

All parents are expected to:

1. Recognize that their child's education is a joint responsibility with the BOCES community.

2. Send their children to BOCES ready to participate and learn.

3. Ensure their child attends school regularly and on time.

4. Ensure absences are excused in accordance with the applicable attendance policy.

5. Insist their child be dressed and groomed in a manner consistent with the student dress code, uniform requirements, or safety requirements for specific programs.

6. Know BOCES rules and help their child understand them.

7. Help their child understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment free from intimidation, bullying, discrimination, and harassment in accordance with the Dignity for All Students Act.

8. Promote positive and respectful behavior in their child by helping him or her to accept the consequences of his or her actions and by becoming involved in the behavior management/disciplinary process.

9. Convey to their child a supportive attitude toward education and BOCES.

10. Build positive relationships with teachers, other parents, and their child's friends.

11. Help their child deal effectively with peer pressure.

12. Inform BOCES officials of changes in the home situation that may affect student conduct or performance.

All teachers are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen student's self-image and promote confidence to learn.

2. Be prepared to teach.

3. Demonstrate interest in teaching; concern for student well-being, achievement, and educational progress; and respond appropriately to the individual needs of each student.

4. Know and be able to apply effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.

5. Communicate to students and parents that which is important to each student's emotional, social, behavioral, and academic progress, including but not limited to:

    a) Course objectives and requirements,

    b) Marking/grading procedures,

    c) Assignment deadlines,

    d) Expectations for students,

    e) Classroom discipline plan,

    f) Building-wide behavior management plan.

6. Communicate regularly with students, parents, and other teachers concerning growth and achievement.

7. Adhere to the Code of Conduct for the BOCES and district-based school in which teachers or itinerant staff are providing services. In addition, know school/BOCES policies, rules, and Codes of Conduct, and enforce them in a fair and consistent manner.

8. Confront issues of discrimination, bullying, and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on BOCES property or at a BOCES function.

9. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or Dignity Act Coordinator (DAC), as appropriate, in a timely manner.

10. Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration, or scoring of state assessments in violation of New York State law. This report will be made in accordance with directions and procedures established by the Commissioner to maintain the security and confidential integrity of State assessments.

11. Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.

12. Protect students' personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All student support service personnel, teaching assistants and teacher aides are expected to:

1. Provide appropriate educationally related service(s) to support students in their educational program.

2. Support educational and academic goals.

3. Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.

4. Know school/BOCES policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct.

5. Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.

6. Communicate regularly, as appropriate, with students, parent and other staff.

7. Adhere to the Code of Conduct for the BOCES or district-based school in which staff are providing services.

8. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

9. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or DAC, as appropriate, in a timely manner.

10. Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.

11. Protect students' personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All building administrators are expected to:

1. Promote a safe, orderly, and academically stimulating school environment that supports active teaching and learning for all students.

2. Ensure that students and staff have the opportunity to communicate regularly with the building principals and have access to them to redress grievances.

3. Evaluate all instructional programs for which they are responsible on a regular basis.

4. Support the development of and student participation in appropriate extracurricular activities.

5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

6. Be knowledgeable of and be able to apply effective classroom behavior/building management techniques, and non-violent crisis intervention philosophy and techniques and assure their utilization in the building/program.

7. Ensure that a building-wide behavior management system is created and supported to meet the needs of students enrolled in their building.

8. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

9. Follow up on any incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to their attention in a timely manner in collaboration with the Civil Rights Compliance Officer, Title IX Coordinator, or DAC, as appropriate.

10. Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.

11. Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All administrative, managerial, and technical staff are expected to:

1. Provide specialized instructional and administrative services to BOCES and component districts.

2. Support the implementation of the Code of Conduct.

3. Assure that the staff under their supervision conform to the Code of Conduct.

4. Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.

5. Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All other BOCES staff are expected to:

1. Perform specialized non-instructional duties that support the operational functioning of the school/BOCES.

2. Know school/BOCES policies and rules and support the implementation of the Code of Conduct.

All Dignity for All Students Act (DASA) Coordinators are expected to:

1. Serve as the lead person responsible for facilitating implementation of DASA.

2. Participate in required training to respond to human relations in the areas of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender, gender identity or expression.

3. Be accessible to students and other staff for consultation and guidance relative to DASA.

4. Accept reports regarding violations and conduct investigations.

5. Maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.

6. Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

The BOCES Board of Education is expected to:

1. Encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen student's self-image and promote confidence to learn.

2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, BOCES personnel, and visitors on BOCES' property and at BOCES functions.

3. Review and approve, at least annually, this Code of Conduct to evaluate its effectiveness and the fairness and consistency of its application.

4. Review and approve a budget that provides programs and activities that support BOCES' goals and the goals of this Code.

5. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.

6. Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

V. Student Civility and Dress Code

All student interaction and communication with other students, teachers, BOCES administrators, other BOCES personnel, volunteers, vendors, contractors, and visitors on BOCES property will be appropriate, civil, and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and BOCES and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate

and that demonstrates respect for themselves and others. Language and gestures that are profane, vulgar, obscene, or that constitute harassment, bullying, or discrimination are prohibited. Students who engage in this speech are subject to corrective action or discipline.

Students and parents are responsible for student dress and appearance; they have the right to determine how the student dresses, provided that his or her attire is not destructive to BOCES property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. The administration may take action in instances where individual dress does not meet these stated requirements.

While the BOCES administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, and t-shirts, they may not prescribe a specific brand which students must buy. Uniforms or other safety equipment/attire may be required for specific programs.

A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, and nails will:

1. Be safe, appropriate, and not disrupt or interfere with the educational program.

2. Not be revealing or see-through; undergarments must be completely covered with outer clothing.

3. Not be vulgar, obscene, or libelous, or denigrating to others on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, creed, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, or any other legally protected category.

4. Not promote or endorse the use of alcohol, tobacco, or illegal drugs, or encourage other illegal or violent activities.

5. Not display any signs of gang affiliation that have been observed to increase the level of conflict or violent behavior in schools or under circumstances in which school or BOCES authorities may reasonably forecast that violence or substantial disruption of their activities will occur.

Students must wear appropriate footwear at all times. Footwear that is a safety hazard is prohibited. Student, faculty, or parent groups may recommend appropriate dress for school/BOCES or special occasions. A student will not be prevented from attending BOCES or a BOCES function so long as his or her dress and appearance meet the Code's requirements.

Each building principal or designee is responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Additional details about the dress code may be addressed in building-specific student handbooks.

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

Teachers and all other BOCES personnel serve as role models to the students they work with; they should exemplify and reinforce acceptable student dress and behavior, and help students develop an understanding of appropriate appearance and conduct in a school setting by attending to their own

appearance through these guidelines. Staff are expected to wear clothing that is modest, safe, clean, in good repair, appropriate to their program, and not disruptive to the educational process.

Use of Personal Technology and Electronic Devices

Personal technology and electronic devices include all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the internet; and transmit or receive messages, telephone calls, or images, that belong to the student or the student's family, and that have not been provided by BOCES. Examples of personal technology include, but are not limited to, tablets; laptop and netbook computers; personal digital assistants (PDAs); cell phones and smart phones; and any device with similar capabilities.

BOCES authorizes personal technology and electronic devices for instructional and non-instructional uses as set forth below. However, BOCES does not authorize unacceptable devices including, but not limited to, gaming devices or consoles, laser pointers, and personal modems or routers.

Instructional Uses

Instructional uses include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities considered appropriate by BOCES staff.

Students are permitted to have and use any personal technology device as authorized by their teachers and administration for use in classrooms. Students are expected to act responsibly and thoughtfully when using technology resources. While students are permitted to possess and use these devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors, or that otherwise violates law or any provision of this Code of Conduct. If a student violates this prohibition, then he or she may be disciplined under this Code of Conduct. Students should keep any permitted electronic device on BOCES property in a safe and responsible manner as instructed by the building principal. Passwords and personal technology devices should not be shared with others. A student's electronic device may be confiscated and subject to a search in accordance with this Code, if BOCES officials have reasonable suspicion to believe that the search will reveal evidence of a violation of law, the Code of Conduct, or other BOCES rules or policies.

Non-Instructional Uses

Appropriate use of personal technology during non-instructional time is also permitted if students follow the guidelines in the Acceptable Use Policy and Code of Conduct. Non-instructional use includes texting, calling, or otherwise communicating with others during free periods and within common areas of the school building such as the hallways, cafeteria, study halls, buses, and student lounges. Other non-instructional uses may include internet searches, reading, listening to music, and watching videos. Use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must be in silent mode to avoid disrupting others.

Teachers and all other BOCES personnel should exemplify and reinforce acceptable student behavior, including possession and use of electronic devices.

Prohibition During State Assessments

Unless authorized by law, regulation, or government rule, all students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administrated. Test proctors, monitors, and school officials have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break

periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

VI. Prohibited Student Conduct

BOCES expects all students to conduct themselves in an appropriate and civil manner per the BOCES Code of Conduct, with proper regard for the rights and welfare of other students, personnel, and other members of the school community, and with respect to facilities and equipment. These expectations apply to internships and student work experiences.

Discipline should be self-imposed; students must learn to assume and accept responsibility for their own behavior as well as the consequences of their misbehavior. BOCES personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

Students who do not accept responsibility for their own behavior or who violate these school rules may be disciplined up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly; insubordinate; disruptive; violent; endangers the safety, morals, health, or welfare of others; engage in misconduct on a school bus; or engage in academic misconduct including at work/internship sites.

Students are expected to promptly report any violations to a teacher or administrator. Anyone who, in good faith, reports a violation of the law, school rule, or Code of Conduct, may not be retaliated against. Students who knowingly make false accusations against another individual may face disciplinary action. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX, which is prohibited by this Code.

Students may be disciplined when they:

1. **Engage in Conduct that is Disorderly**

   Examples of disorderly conduct include, but are not limited to:

   a. Engaging in any act which disrupts the normal operation of the BOCES community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.

   b. Obstructing vehicular or pedestrian traffic.

   c. Trespassing. Students are not permitted in any area of BOCES buildings, other than the areas they regularly attend, without permission from the administrator in charge of the building.

   d. Misuse or unauthorized use of personal technology and electronic devices (see "Use of Personal Technology and Electronic Devices" in Section V of this Code) as well as any unauthorized or inappropriate use of BOCES computers, software, or internet/intranet account; accessing inappropriate websites; evading the BOCES or a district's content filter; using an outside wireless network; or any other violation of the BOCES Acceptable Use Policy.

   e. Unauthorized use of personal computer, laptop, e-reader, or other computerized information resources through the BOCES computer system.

2. **Engage in Conduct that is Insubordinate**

Examples of insubordinate conduct include, but are not limited to:

a. Failing to comply with the reasonable directions of teachers, school administrators, or other BOCES employees, or otherwise demonstrating disrespect.

b. Missing or leaving school or class without permission.

c. Skipping detention or failing to comply with other disciplinary consequences.

3. Engage in Conduct that is Disruptive

Examples of disruptive conduct include, but are not limited to:

a. Failing to comply with the reasonable directions of teachers, BOCES administrators, or other BOCES employees, or otherwise demonstrating disrespect.

b. Engaging in behavior that interferes with the learning environment, BOCES community, or a BOCES function through inappropriate appearance or behavior as per the BOCES *Code of Conduct*.

c. Distributing - by any means - or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school community.

4. Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

a. Committing, threatening, or attempting an act of violence such as hitting, kicking, punching, or scratching upon another student; teacher, administrator, or other BOCES employee; or any other person lawfully on BOCES property.

b. Engaging in any other act that would qualify the student to be defined as a "violent student " in accordance with Education Law Section 3214(2) (2-a) and Section II of this Code of Conduct.

c. Engaging in harassing conduct, verbal threats, bullying, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

d. Possessing a weapon as defined in Section II of this Code of Conduct. Unless expressly permitted by BOCES officials, only authorized law enforcement officials may have a weapon while on BOCES property or at a BOCES function.

e. Displaying what appears to be a weapon, as defined in Section II of this Code of Conduct, threatening to use any weapon, or using one or more weapons that are not required for instruction under direct supervision.

f. Possessing, displaying, threatening to use or using a knife, including, but not limited to, a hunting knife, folding knife, pocketknife, fixed blade knife, kitchen knife, or box cutter, of any size. Where use of a knife is required for instructional purposes, students must use such instruments in a manner that safe, responsible, and consistent with teacher expectations and aims of the instructional unit.

g. Intentionally damaging or destroying BOCES property or the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other BOCES employee, or any person lawfully on BOCES property or at a BOCES function, including, but not limited to, graffiti or arson.

h. Communication by any means, including oral, written, or electronic (such as through the internet, email, online learning management systems/educational platform, other forms of social media, or texting) off BOCES property, where the content of the communication:

   1) Can reasonably be interpreted as a threat to commit an act of violence on BOCES property; or

   2) Results in, or can be reasonably expected to result in, a material or substantial disruption to the educational environment.

5. Engage in Any Conduct that Endangers the Safety, Morals, Health, or Welfare of Others

Examples of this conduct include, but are not limited to:

a. Lying, deceiving, or giving false information to BOCES personnel. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX.

b. Stealing BOCES property or the property of other students, BOCES personnel, or any other person lawfully on BOCES property or while attending a BOCES function.

c. Making statements or representations that demean, denigrate, or otherwise harm other individuals or groups. This can include posting, publishing, or disseminating written materials, video or audio recordings, or pictures on the internet, social media, or on any BOCES-owned or personally owned electronic device, when such conduct poses a reasonably foreseeable risk that the content would come to the attention of school authorities and would result in material and substantial disruption to the educational environment, or does result in such disruption.

d. Engaging in acts of harassment, bullying, cyberbullying, intimidation, or discrimination, including conduct prohibited by the Dignity for All Students Act (see Section VII of this Code).

e. Inappropriate communication of a sexual nature, including by means of any personal technology, electronic device, or other means of technology, including, but not limited to, the taking, sending, or receiving of sexually explicit videos, pictures, or audio.

f. Displaying signs of gang affiliation or engaging in gang-related behaviors that are believed or have been observed to increase the level of conflict or violent behavior on BOCES property or at a BOCES function or under circumstances in which BOCES authorities may reasonably expect violence or substantial disruption of BOCES activities.

g. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any BOCES or BOCES-sponsored activity, organization, club, or team.

h. Selling, using, possessing, or distributing obscene material.

i. Possessing, consuming, selling, attempting to sell, distributing, or exchanging tobacco, tobacco products, and any other products containing nicotine, as well as e-cigarettes, vape pens, or other similar items, including related paraphernalia, while on BOCES property.

j. Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages or illegal drugs/substances; counterfeit, synthetic, and designer drugs; paraphernalia for use of these drugs, including, but not limited to, dab pens, cartridges, rolling papers, or being under the influence of any of these substances on BOCES property or at a BOCES function. Illegal and/or prohibited drugs/substances include, but are not limited to, inhalants, marijuana (including any other marijuana-based product or derivative, whether natural or synthetic), synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike substances, and any other synthetic or designer drugs.

    *The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

k. Unauthorized possession, use, sharing, selling, attempting to sell, distributing or exchanging, or attempting to distribute or exchange, prescription or over-the-counter drugs.

l. Possessing, using, consuming, selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange look-alike drugs, or possessing or consuming (without authorization), selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange other substances such as dietary supplements, weight loss pills, etc.

m. Gambling and gaming.

n. Inappropriate touching, including contact of a sexual nature, or indecent exposure.

o. Initiating or reporting a warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

p. Unauthorized or inappropriate use of BOCES restroom facilities.

q. Engaging in conduct that could be construed as sexual harassment in accordance with this Code of Conduct and/or Title IX.

6. Engage in Misconduct While on a School Bus

Students must behave while riding on buses under the authority of Erie 1 BOCES, the component/host district, or the district of residence to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Behaviors such as excessive noise, pushing, shoving, fighting, harassment, bullying, and discrimination will not be tolerated. Misbehavior may be addressed under the authority of the Code of Conduct of Erie 1 BOCES, the component/host district, or the district of residence. Students who misbehave on school buses under the authority or supervision of the component/host district or the district of residence going to or from a BOCES program will be immediately referred to their district of residence for discipline.

7. Engage in any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

a. Plagiarism

b. Cheating

c. Copying

d. Altering records/forgery

e. Accessing other users' email accounts or network storage accounts, or attempting to read, delete, copy, modify, or interfere with transferring or receiving electronic communications.

f. Other violations of the Acceptable Use Policy.

g. Defacing or damaging BOCES, school, class, library, or others' materials, work, or documents.

h. Taking exam, quiz, lab, or any other instructional questions, answers, or forms to further one or more students' grade or progress.

i. Assisting another student in any of the actions specified in Section VI (7).

VII. Harassment, Bullying, and Discrimination

BOCES seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in its schools and programs, and to prevent conduct which is inconsistent with its educational mission. BOCES therefore prohibits all forms of harassment and bullying of students by employees or other students on BOCES or school property and at BOCES functions. BOCES further prohibits discrimination against students, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex by BOCES employees or other students on BOCES property and at BOCES-sponsored functions that take place at locations off BOCES property. In addition, acts of harassment and/or bullying that occur off BOCES/school property, where such acts create or would foreseeably create a risk of substantial disruption within the BOCES/school environment, where it is foreseeable that the conduct, threats or intimidation or abuse might reach BOCES/school property, may be subject to discipline or other corrective action.

BOCES will take disciplinary measures for incidents involving harassment, bullying, or discrimination consistent with this Code of Conduct. Responses will be reasonably calculated to end the harassment, bullying, or discrimination, prevent recurrence, and eliminate any hostile environment.

The BOCES may also avail itself of remedial responses to incidents of harassment, bullying, or discrimination to affect the end of this behavior. Remedial responses may include but, are not limited to: peer support groups; corrective instruction or other relevant learning or service experience; supportive intervention; or other research-based methods of harassment, bullying, or discrimination prevention.

Dignity Act Coordinators

In each of its schools, BOCES has designated at least one employee to serve as a Dignity Act Coordinator (DAC). In accordance with the regulations of the Commissioner of Education, each DAC has been or will be thoroughly trained in the areas of: human relations; harassment, bullying, and discrimination; and exclusion, bias, and aggression in the educational setting. DACs are charged with coordinating and enforcing DASA's requirements and its implementing regulations and policies.

The designated DACs and their contact information are:

eAcademy:	Lindsey Meyers	(716) 821-7349
EDGE Academy:	Jacquelyn Boss	(716) 558-5057
Erie 1 BOCES Education Campus:	Patrick Canfield	(716) 821-7018
Harkness Career & Technical Center:	Jacob Backe	(716) 961-4083
	Simone Klubek	(716) 961-4073
Kenton Career & Technical Center:	Matthew Ciurczak	(716) 961-4013
Maryvale High School:	Gina Dailey	(716) 821-7026
Northtowns Academy:	Liza Fiorello	(716) 961-4049
Potter Career & Technical Center:	Kimberly Biniasz	(716) 821-7257
	Kevin Hurley	(716) 821-7259
Special Education Satellite Locations:	John Pope	(716) 821-7017
Twilight Program:	Lindsey Meyers	(716) 558-5068
Winchester Academy:	Lisa Blesy	(716) 961-5090
Workforce Development:	Christa McHale	(716) 821-7384

Prohibition of Retaliatory Behavior

In accordance with Education Law, any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on BOCES grounds or at a BOCES function, who acts reasonably and in good faith in reporting that information to BOCES officials, the Commissioner of Education, or law enforcement authorities, or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, has immunity from any civil liability that may arise from making the report or from initiating, testifying, participating, or assisting in the proceedings. Furthermore, the Board prohibits any retaliatory action against any person who, acting reasonably and in good faith, either makes a report of harassment, bullying, or discrimination, or who otherwise initiates, testifies, participates, or assists in the investigation of a complaint of harassment, bullying, or discrimination.

VIII. Reporting Violations

All students are expected to promptly report Code of Conduct violations to a teacher, guidance counselor, or the building principal or designee. All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report Code of Conduct violations to their supervisor, who will in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

Reporting Weapons or Substance Abuse Violations

Any student observing a student possessing a weapon, alcohol, or illegal drugs/substances on BOCES property or at a BOCES function must report this information immediately to a teacher or the building principal or designee. Staff who observe such misconduct will report this information immediately to the

building principal or designee. Any weapons, alcohol, or illegal drugs/substances found will be confiscated immediately, followed by notification of the involved student's parent, and the appropriate disciplinary action, up to and including permanent suspension and referral for prosecution.

*The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

IX. Disciplinary Consequences and Procedures

Methods of student discipline vary in style and effectiveness. Discipline is most effective when it timely and directly addresses the issue in a way that students consider fair and impartial. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations, and BOCES policies. BOCES personnel who interact with students will use disciplinary action only when necessary and to place emphasis on the student's ability to develop self-discipline.

Disciplinary action will be firm, fair, and consistent. So as to be the most effective in changing student behavior, there will be a rational relationship between the student's behavior and the consequences. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences will consider the following:

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

Generally, discipline will be progressive and will include measured, balanced, and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention, and discipline. This means that a student's first violation will usually lead to a less serious consequence than subsequent violations. Under some circumstances, however, a serious first violation may lead to disciplinary action, including, but not limited to, suspension or removal from BOCES programs. Each student will be disciplined individually, taking into account appropriate factors.

Special education students in a BOCES special education program may display a range of behaviors which may be considered disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, or violent. BOCES special education programs incorporate behavior management systems as part of the overall instructional program that are designed to address this range of student behaviors. Students with disabilities may be disciplined in accordance with this Code of Conduct and applicable provisions of law. If a student's conduct is related to a disability or suspected disability, specific procedures outlined within this Code will be followed.

Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, BOCES uses a variety of appropriate classroom management techniques including:

1. Positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;

2. Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;

3. Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination before imposing more severe disciplinary consequences.

Students who violate the BOCES Code of Conduct may be disciplined as follows:

DISCIPLINARY CONSEQUENCE	PERSONNEL IMPOSING THE CONSEQUENCE
Oral Warning	Any member of BOCES staff
Written Warning/Referral	Educational program staff and bus drivers
Written notification to parent	Teachers, student support services personnel, Principal, Supervisor, or designee
Suspension of other privileges	Principal, Supervisor, or designee
Detention	Principal, Supervisor, or designee
In-School Suspension	Principal/Acting Principal
Formal removal from classroom	Teachers, Principal or designee
Short-term (five days or less) suspension	Principal/Acting Principal
Long-term (more than five days) suspension from school	Officials of the student's home district
BOCES Program exclusion	Officials of the BOCES and the student's home district
Permanent suspension from school	Officials of the student's home district

Students may be required to reimburse BOCES as restitution for costs or damages incurred by BOCES resulting from any misconduct.

Parents are powerful partners in a student's behavioral growth and in their child's development of acceptable social skills. BOCES realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents must help the staff by reinforcing positive school behavior and disciplinary consequences. BOCES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life.

Therefore, it is BOCES' philosophy to provide the parent with regular and early notification by phone or writing when a student's behavior is becoming problematic in addition to the required procedural notifications specified below.

Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the circumstances. In all cases, regardless of the consequence imposed, the authorized BOCES personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts before the consequence is imposed.

Students who receive consequences other than an oral warning, written warning, or written notification to their parents are entitled to additional rights before imposition of the consequence, that are explained below.

Suspension from Extracurricular Activities and Bus Transportation

A student suspended from privileges such as extracurricular activities or transportation is not entitled to a full hearing under Education Law § 3214. The student and the student's parent will be provided with a reasonable opportunity to discuss the alleged misconduct with the BOCES official imposing the suspension and the consequences arising from that conduct.

In-School Suspension

BOCES must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. Therefore, building principals and those individuals designated as acting principals by the Board may place students who would otherwise be suspended from BOCES as the result of a Code of Conduct violation into in-school suspension. Students will be provided alternative instruction by appropriately certified individuals in accordance with applicable law.

A student subject to an in-school suspension is not entitled to a full hearing under Education Law § 3214. The student and the student's parent will be provided with a reasonable opportunity to discuss the conduct and the penalty involved with the BOCES official imposing the in-school suspension. BOCES will notify parents/guardians of their child's placement in in-school suspension in accordance with applicable law.

Detention

After-school or lunch detention may be used as a penalty for student misconduct in situations where removal from the classroom or suspension is inappropriate.

Removal of Disruptive Students by a Teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using appropriate classroom management techniques as listed in this Code.

On occasion, a student's behavior may become substantially disruptive. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom rules. A classroom teacher may remove a disruptive student from class for up to

two days. The removal from class applies to the class of the removing teacher only. The teacher will follow the procedure attached under **Appendix A**.

Suspension from School

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

The Board may suspend students, but places primary responsibility for the short-term suspension of students with the building principal, and those individuals designated as acting principal by the Board, (collectively, "principal"), and, for long-term suspensions, with the home school district. The home school district is also responsible for ensuring the provision of alternative instruction for students who are suspended from a BOCES program. All Career and Technical Education students who are under suspension in their home school will be automatically suspended by BOCES during the time of their home school suspension. Administrators of the home districts will inform BOCES of student suspensions.

Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for violating the Code of Conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In these cases, a report will be prepared as soon as possible by the staff member recommending the suspension.

The principal/acting principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, will gather the relevant facts and record them for subsequent presentation, if necessary.

1. Short-term (5 days or less) Suspension from School

   BOCES will initiate the suspension of students from one of its programs when other forms of behavior intervention and disciplinary action have failed, unless circumstances otherwise warrant.

   a. Suspension may only be imposed by a principal/acting principal, for a period of time not to exceed five school days. Suspensions may not be imposed by any other staff member.

   b. The student being suspended must be told of the proposed suspension and the reason for the proposed suspension by the principal/acting principal.

   c. The parents of the student are to be notified in writing of the proposed suspension by personal delivery, express mail delivery, or equivalent means within 24 hours, with notification by telephone, where possible.

   d. The student and parent will, on request, be given an opportunity for an informal conference with the principal/acting principal and complaining witnesses. This notice and opportunity for an informal conference will take place before the suspension 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 will take place as soon after the suspension as is reasonably practicable.

   e. A copy of the suspension letter will be placed in the student's file.

   f. The home school district will be notified immediately of the suspension.

g. Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents for a reinstatement interview including district personnel as warranted. A phone conference may also be required.

2. Long-term (more than 5 days) Suspension from School

Principals will refer students to their home districts for disciplinary proceedings where the alleged offense(s) may warrant a suspension of more than five days.

To facilitate review and action according to the disciplinary procedures established within the home district's Code of Conduct, the BOCES principal will provide appropriate documentation to the appropriate school official of the student's home school district.

For suspensions in excess of five school days, where the basis for the suspension is, in whole or in part, the possession on BOCES/school grounds or BOCES/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 265.01(1), the hearing officer or superintendent of the student's home school district 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. For purposes of this paragraph, items specified in Penal Law 265.01(1) include any firearm, electronic dart gun, electronic stun gun, gravity knife, switchblade knife, pilum ballistic knife, metal knuckle knife, cane sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sandbag, sandclub, wrist-brace type slingshot or slungshot, shirken or "Kung Fu star."

X. Minimum Periods of Suspension

As prescribed by law, the following behaviors are serious enough to justify suspension by BOCES of at least five days or referral of students to the home school district for long-term (more than 5 days) suspension from school or permanent suspension:

1. Bringing or possessing a firearm as defined by the Gun Free Schools Act to BOCES

Any student found guilty of bringing or possessing a firearm, as defined by 18 USC Section 921 and in Section II of this Code of Conduct for purposes of the Gun-Free Schools Act and its implementing provisions in the New York State Education Law, onto BOCES property or to a BOCES function will be subject to suspension from BOCES by their home school district for at least one calendar year. The student will have an opportunity for a hearing in the home school district in accordance with Education Law § 3214. The Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis, considering appropriate factors.

2. Committing violent acts

Any student who is found to have committed a violent act, other than bringing a firearm onto BOCES property as defined by the Gun Free Schools Act, shall be subject to suspension from school for at least five days. A "violent act" is any act that would qualify the student to be defined as a "violent pupil" in accordance with Education Law Section 3214(2) (2-a) and Section II of this Code of Conduct. If a minimum five-day suspension is proposed, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and

opportunity for a hearing given to all students' subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent of BOCES has the authority to modify the minimum five-day suspension on a case-by-case basis using appropriate factors.

3. Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher's authority over the classroom.

   Any disruptive student may be suspended for at least five days. BOCES will consider whether the student is "repeatedly and substantially disruptive" on four or more occasions during a semester or three or more occasions during a trimester. If a minimum five-day suspension is proposed, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent of BOCES has the authority to modify the minimum five-day suspension on a case-by-case basis using appropriate factors.

XI. Referrals

1. Counseling

   BOCES may make recommendations for counseling evaluations to appropriate programs.

2. PINS Petitions

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

   a. Being habitually truant.

   b. Behaving in a way that is ungovernable or habitually disobedient and beyond the lawful control of his or her parents, guardian, or lawful custodian.

   c. Violating the provisions of Penal Law Section 230.00.

   d. Having been the victim of sexual exploitation, provided he or she consents to the filing.

3. Juvenile Delinquents and Juvenile Offenders

   With the exception of a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), the District Superintendent will refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school in violation of Education Law § 3214 to a presentment agency for a juvenile delinquency proceeding. The District Superintendent will refer a student 16 years of age and older or students 14 or 15 years of age who qualifies for juvenile offender status, and who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials. For purposes of this Section of the Code of Conduct, "weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length. For purposes of this Section of the Code of Conduct, the term "firearm" shall be as defined in Section II of this Code.

4. Law Enforcement

BOCES building principals, supervisors, acting principals, or the District Superintendent or designee may notify local law enforcement in the event a violation of this Code constitutes a crime. This notification will be made not later than the close of business the day the principal/ supervisor/acting principal/DS or designee learns of the violation, or as soon as practicable. The notification will identify the student and explain the conduct at issue. As appropriate, BOCES will pursue the filing of criminal charges against the student involved in the misconduct.

XII. Disciplining Students with Disabilities

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

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

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply:

   a. A "suspension" means a suspension in accordance with Education Law § 3214(3)(a) through (d).

   b. A "removal" means a removal for disciplinary reasons from the student's current educational placement, other than a suspension, and the change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others or by the home school district for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.

   c. An "IAES" means a temporary educational placement, other than the student's current placement, at the time the behavior precipitating the IAES placement occurred. A student placed in an IAES will continue to receive educational services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in his or her Individualized Education Program (IEP). A student who is placed in an IAES will also receive, as appropriate, a functional behavior assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

   d. "Weapon" means any weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length.

   e. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act.

   f. "Illegal drugs" means a controlled substance, except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

g. "Serious bodily injury" means bodily injury which involves (i) a substantial risk of death, (ii) extreme physical pain, (iii) protracted and obvious disfigurement, or (iv) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

2. BOCES personnel may order the suspension or removal of a student with a disability from the student's current educational placement as follows:

   a. The Board, the District Superintendent, building principal and those individuals designated as acting principal by the Board may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

   b. For violations of this Code of Conduct that warrant a suspension of more than five days, or for suspensions that may constitute a change of placement, the building principal/acting principal will refer such student to his or her home school district.

   c. For suspensions in excess of ten days, or suspensions that constitute a disciplinary change in placement, a referral to the student's home school district's CSE/Manifestation Team will be made. Even where a manifestation is found, the superintendent of the home school district may order the placement of a student with a disability in an IAES to be determined by the CSE, for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to or at BOCES or school, on BOCES property or to or at a BOCES function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at BOCES or school or at BOCES function, or has inflicted serious bodily injury upon another person while at BOCES, on BOCES property or at a BOCES function.

Change of Placement Rule

BOCES personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal, except where the relevant CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of Individuals with Disabilities Education Act (IDEA) and its implementing regulations:

1. BOCES may report a crime committed by a child with a disability to appropriate authorities, and this action will not constitute a change of the student's placement.

2. The District Superintendent will ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

XIII. Corporal Punishment/Emergency Interventions

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

Whenever a BOCES employee uses physical force against a student, the BOCES employee will make an immediate verbal report of the situation to the building principal or supervisor/designee with the written report to follow within 48 hours. The building principal or supervisor/designee will, within the same school day, make an immediate verbal report to the District Superintendent/designee describing in detail the circumstances and the nature of the action taken with the written report to follow within 48 hours.

The District Superintendent will submit a written semi-annual report 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 BOCES authorities during the reporting period, the results of each investigation, and the action, if any, taken by the BOCES authorities in each case.

Emergency Interventions

BOCES believes that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with work that is meaningful, interesting, and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor, or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on BOCES property or at a BOCES function.

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

1. To protect oneself from physical injury;

2. To protect another student or teacher or any other person from physical injury;

3. To protect the property of BOCES or of others; or

4. To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of BOCES functions, powers, or duties, if that student has refused to comply with a request to refrain from further disruptive acts, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

These emergency interventions will only be used in situations where alternative procedures and methods not involving 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.

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

1. Name and date of birth of student;

2. Setting, location, date, and time of the incident;

3. Name of staff or other persons involved;

4. Description of the incident and emergency intervention used, including duration;

5. A statement as to whether the student has a current behavioral intervention plan; and

6. Details of any injuries sustained by the student or others, including staff, as a result of the incident.

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

XIV. Student Searches and Interrogations

The Board is committed to providing an atmosphere for a positive, safe, and orderly school environment. BOCES may conduct routine patrols of parking lots and plain-view inspections of student automobiles while on BOCES property.

In all instances, any search of students or their property must be justified at its inception; there must be reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating the law or BOCES rules. The search must also be reasonably related in scope to the circumstances that justified the interference in the first place.

Factors to be considered in determining whether a search is reasonable at its inception include, but are not necessarily limited to:

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

2. The existence of observable phenomena, such as direct observation of use or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech, disorientation, a pattern of abnormal conduct, or erratic behavior.

The measures adopted in searching a student will be considered reasonable in scope when they are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Lockers and Desks

Lockers and desks are the property of BOCES and are provided for use by students; BOCES administration has the right to search them. A student may have exclusive use of these storage places as far as other students are concerned, but he/she does not have exclusivity over the locker as against the BOCES authorities. Officials who wish to search a closed item (e.g., backpack, purse, etc.) within a locker or desk must have reasonable suspicion to search that item.

Periodic Searches/Screenings

The possession or use of any weapon or dangerous item in schools creates a significant threat to safety as well as an impediment to teaching and learning. BOCES administrative staff (or designee, under the direction of a BOCES administrator), are authorized to use metal detectors and/or metal scanners to the extent determined necessary to protect and promote the safety, health and welfare of students, faculty, staff, employees, and other persons within BOCES schools and programs.

Questioning of Students by School Officials

School officials or designees have the right to question students regarding any violations of school rules 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 other individuals and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by BOCES officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate BOCES administrator. The student's parent may be contacted; the degree, if any, of parental 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 BOCES officials does not preclude subsequent questioning/ interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by BOCES officials does not negate the right/responsibility of BOCES officials to contact appropriate law enforcement agencies, as may be necessary, with regard to statements given by students to school officials.

BOCES officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials are not required to give 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/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to questioning students.

Law Enforcement Officials

BOCES will maintain a cooperative effort with law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on BOCES property or during a BOCES function, or to maintain the educational environment. They may also be summoned to maintain or restore order when their presence 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.

Interrogation of Students by Law Enforcement Officials

Generally, law enforcement officials may only interview students on BOCES property or at a BOCES function without the permission of a parent in situations where a warrant has been issued for the student's arrest (or removal) or the questioning concerns a crime committed on BOCES property or at a BOCES function. In all other situations, if the law enforcement officials wish to speak to a student without a warrant, they should directly contact the student's parent.

When law enforcement officials wish to question a student on BOCES property or at a BOCES function, administration will attempt to notify the student's parent.

If possible, questioning should take place in private and outside the presence of other students, but in the presence of the building principal/designee.

School Resource Officers (SROs) and Other School Safety Officers (SSOs)

Erie 1 BOCES, or a host district where a BOCES program is located, may utilize School Resource Officers (SROs) or School Safety Officers (SSOs). In a building or instructional program operated by BOCES, any searches of students and/or their property that are initiated and conducted by BOCES staff shall meet the "reasonable suspicion" standard for searches as described above. In the event that a search of a

student and/or his or her property is initiated or conducted by an SRO or SSO acting in his or her capacity as a law enforcement officer, such search must be justified by probable cause.

Child Protective Services' Investigations

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

XV. Visitors to BOCES

The Board encourages parents and other members of the public to visit BOCES schools and classrooms to observe the work of students, teachers, and other staff. Since schools are places of work and learning, however, certain limits must be set for these visits. The building principal or his or her designee is responsible for all persons on BOCES property. For these reasons, the following rules apply to visitors to BOCES:

1. Anyone who is not a regular staff member or BOCES student is a visitor.

2. All visitors must report to the Main Office or Principal's Office upon arrival. They will be required to sign the visitor's register and follow the prescribed building procedures, including the use of the Raptor Identification System where applicable.

3. Visitors attending BOCES functions that are open to the public, such as parent-teacher meetings or public gatherings, are not required to register.

4. Parents who wish to observe a classroom while school is in session must arrange these visits in advance, provide a rationale for the visit, and gain permission of the building administrator and the classroom teacher.

5. Teachers and student support service personnel will not take class time or related service sessions to discuss individual matters with visitors.

6. Any unauthorized person on BOCES property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from BOCES personnel.

7. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

XVI. Public Conduct on BOCES Property

BOCES is committed to providing an orderly, respectful environment. To create and maintain this kind of an environment, it must regulate public conduct on its property and at its functions. For purposes of this section of the Code, "Public" means all persons, including our staff, when on BOCES property or attending a BOCES function including volunteers, vendors, visitors, contractors, staff of other BOCES, and component district personnel.

The restrictions on public conduct on BOCES property and at BOCES functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. BOCES recognizes that free inquiry and

free expression are indispensable to the objectives of BOCES. The purpose of this is to maintain public order and prevent abuse of the rights of others.

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

Non-exhaustive List of Prohibited Conduct

No person, either alone or with others, will:

1. Intentionally injure any person or threaten to do so.

2. Intentionally damage or destroy BOCES property or the personal property of a student, teacher, administrator, other BOCES employee, or any person lawfully on BOCES property.

3. Disrupt the orderly conduct of classes, BOCES programs, other BOCES activities, or other BOCES work sites/internship.

4. Distribute materials or demonstrate an appearance on BOCES property or at BOCES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program or BOCES workplace.

5. Intimidate, harass, or discriminate against any person on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity or expression, age, disability, or other legally protected category.

6. Enter any portion of the BOCES property without authorization or remain after regular closing times.

7. Obstruct the free movement of any person in any place to which this Code applies.

8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.

9. Possess, consume, sell, attempt to sell, distribute, or exchange or attempt to distribute or exchange alcoholic beverages, illegal drugs/substances, and controlled substances, including drug paraphernalia, or be under the influence on BOCES property or at a BOCES function.

   * The definition of illegal drugs includes controlled substances. While cannabis (marijuana) has been legalized by New York State for adult use under certain circumstances, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy. BOCES staff are further prohibited from performing their employment duties while impaired by cannabis.

10. Use tobacco and tobacco products on BOCES property unless otherwise authorized by law and applicable BOCES Policy.

11. Use of e-cigarettes, vape pens, and other similar products, which would include those containing nicotine except for current FDA-approved smoking cessation products.

12. Possess, display, use, or threaten to use any weapon(s,) as defined in Section II of this Code of Conduct, in or on BOCES property or at a BOCES function, except in the case of law enforcement officers or as specifically authorized by BOCES.

13. Loiter on BOCES property.

14. Refuse to comply with any reasonable order from identifiable BOCES officials performing their duties.

15. Willfully incite others to commit any of the acts prohibited by this Code.

16. Violate any federal or state statute, local ordinance, or Board policy and the BOCES Code of Conduct, where applicable, while on BOCES property or while at a BOCES function.

Penalties

1. Visitors: are subject to immediate ejection and may be precluded from returning to BOCES property or functions. BOCES may involve law enforcement officials for assistance.

2. Teachers and other BOCES staff: may be disciplined in accordance with this Code of Conduct, applicable law, or their collective bargaining agreements and due process requirements.

3. Contractors and vendors: BOCES will take appropriate action, consistent with the terms of any applicable contract, to ensure the offense is remedied and will not recur. The failure of a contractor or vendor to abide by the terms of this Code of Conduct may affect the renewal of existing agreements or the awarding of future contracts.

Enforcement

The building principal of an instructional site or his or her designee, or the District Superintendent at the Education Campus or his or her designee, is responsible for enforcing the conduct required by this Section of the Code.

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

BOCES may initiate disciplinary action against any staff member in accordance with this Code, applicable law, collective bargaining agreements, and due process requirements. In addition, BOCES may pursue or assist with a civil or criminal legal action against any person violating this Code of Conduct.

XVII. Dissemination and Review

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to its approval of the Code of Conduct.

2. Providing copies of a summary of the Code to all students in an age-appropriate, plain-language version at the beginning of each school year.

3. Providing a summary of the Code of Conduct written in plain language to all parents of BOCES students before the beginning of the school year and making this summary available later upon request.

4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.

5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.

6. Making copies of the **Code** available for review by students, parents, and other community members.

7. Mailing copies of the **Code of Conduct** to all component school districts.

The Board will sponsor an in-service education program for all BOCES staff members to ensure the effective implementation of the **Code of Conduct**, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying, and discrimination against students by students or BOCES employees, and including safe and supportive school climate concepts in the curriculum and classroom management.

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

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

BOCES will post the complete **Code of Conduct**, with all amendments and annual updates, on its website. BOCES will also 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.

APPENDIX A

REMOVAL OF A DISRUPTIVE STUDENT BY A TEACHER

Is student disruptive?

NO → Traditional disciplinary measures.

YES

Does student's conduct pose a continuing danger or an ongoing threat of disruption to the academic process?

YES

1) Explain basis of removal and allow informal opportunity to be heard within 24 hours or as extended if the 24-hour period does not end on a school day; and
2) Inform principal/designee of reasons for removal at a meeting and complete BOCES form.
3) May be required to meet with parent, student, and administrator.

NO

1) Before removing, explain basis of removal and allow student to informally present his/her version of relevant events; and
2) Inform principal of reasons for removal and complete BOCES form.
3) May be required to meet with parent, student, and administrator.

PRINCIPAL'S/DESIGNEE'S RESPONSIBILITIES TRIGGERED BY TEACHER REMOVAL

1) Within 24 hours of removal, or as extended if the 24-hour period does not end on a school day, inform parent of removal, reasons for it, and entitlement to informal meeting to discuss it, upon request.
2) Decide if teacher who ordered removal will attend informal meeting.
3) Within 48 hours of removal, or as extended if the 48-hour period does not end on a school day or by mutual agreement, and if the student denies the charges at the meeting, the student/parent must be given an explanation of the basis for removal and an opportunity to present his/her version.
4) Principal/designee must decide, by the close of business on the day following the opportunity for an informal hearing, whether the discipline will be overturned. Principal/designee may only set aside discipline if:
   a. The charges against the student are not supported by substantial evidence.
   b. The student's removal violated law or the *Code of Conduct*.
   c. The conduct warrants suspension under Education Law § 3214, and a suspension will be imposed.

Notes:

1. The principal/designee may overturn a formal removal at any time between receiving the BOCES form and the close of business on the next school day following the 48-hour informal meeting period, if requested. No student removed from the classroom will be allowed to return until the principal/designee makes a final determination or the period for formal removal expires, whichever is less.

2. Any removed disruptive student will be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom.

3. Each teacher must keep a complete log on a BOCES-provided form of all instances of formal student removals from his or her class. The principal/designee must keep a building log of all formal student removals.

4. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal/designee or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation. For programs that regularly enroll one or more students with a disability, behavior management systems may be implemented as a means of anticipating and preventing discipline problems.

3

New York State 2019 Education Law

The 2019-2020 Enacted NYS State budget included amendments to Education Law Section 2801-a to require that school districts and charter schools adopt a written contract or memorandum of understanding that is developed with stakeholder input, that defines the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. The written contract or memorandum of understanding must clearly delegate the role of school discipline to school administration and be consistent with the code of conduct. Such contract or MOU is required to be incorporated and adopted as part of the District Wide School Safety Plan. The amendments became effective on July 1, 2019.

Erie1 BOCES and the Town of Tonawanda Police Department, the Town of Cheektowaga Police Department and the Town of West Seneca Police Department have entered into agreements which provide for the hiring of a School Resource Officer(s) for an additional support to the District's Carrier and Technical Center's and the Learning Center's building safety plans. Therefore, to be consistent with the New York State 2019 Education Law and the District's Code of Conduct, an Agreement that clearly delegates the role of school discipline to school administration and be consistent with the code of conduct regarding student discipline are attached. All parties have agreed to their specific agreement attached.

Roles, Responsibilities and Assignment of the SRO to Kenton CTC

1. Off-duty Police Officers who act in the capacity of a School Resource Officer (SRO) upon request by the District shall assist school staff in maintaining safety and order within their assigned school(s). The SRO's assigned school buildings, grounds, and surroundings will be the SRO's patrol area. The SRO's responsibility is to answer and address calls for service and coordinate the police response to the school. All criminal activity that comes to the attention of the school staff should be reported immediately to the local Police Department. In all emergency situations, school staff should call 911 and notify the SRO if possible. In a non-emergency situation, school staff should notify the on duty SRO or call 911 if no SRO is on duty.

2. The SRO will, whenever practical, enforce criminal law and protect the students, staff, and public at large against criminal activity.

3. The SRO will complete reports and investigate crimes committed on campus or refer such investigations to the Police department.

4. The SRO should, whenever practical, coordinate investigative procedures between law enforcement and school administrators.

5. The SRO should be highly visible throughout the campus and spend the majority of his/her duty hours interacting with students and school staff.

6. The SRO should work in conjunction with the Instructional Directors, principal(s) and school staff to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students or school activities.

7. The SRO should participate and advise the Instructional Directors and school principal(s) of areas of risk assessment and threat assessment at his/her assigned school building(s).

8. The SRO will be deployed to the Erie 1 BOCES Northtowns Academy (333 Dexter Terrace) and Kenmore-Town of Tonawanda Career Center (151 Two Mile Creek Road). The SRO shall work with instructional directors and building principals to coordinate his/her schedule and assignments while performing SRO duties pursuant to this Agreement.

9. The SRO may assist the superintendent, principals, faculty, and staff in enforcing campus code of conduct and other school rules in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve school climate. IN ALL OTHER CASES, disciplining students is solely a School administration responsibility, and the SRO may intervene and take students who violate the code of conduct to the principal where school discipline can be meted out.

10. SROs are not school teachers, school administrators, nor school counselors. SRO's may assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students and other school staff members with counseling and guidance efforts when requested and appropriate. This Agreement is intended to encourage teamwork, partnerships, cooperation and coordination between the officers, their supervisors and the school administrators and their staff, as well as with the surrounding neighborhood.

11. To the extent that the carrying out of the SRO's responsibilities requires the disclosure of student education records and/or personally identifiable student information, the District will disclose these

materials to an SRO only where written parental consent has been obtained; the record to be disclosed has been otherwise sought by a subpoena or court order; and/or in an emergency where the disclosure of the record to the SRO is necessary to protect the health or safety of students or other individuals. These provisions do not apply to the District's disclosure of records created, developed, and/or maintained by the SRO(s) and/or the SRO acting in a capacity as a part of the District's law enforcement unit. The SRO shall be designated as part of the District's law enforcement unit for these purposes.

Search and Seizure

1. School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

2. Any search by an officer shall be based on probable cause and, when required, a search warrant shall be obtained.

Roles, Responsibilities and Assignment of the SRO at Potter CTC & Learning Center

1. Off-duty Police Officers who act in the capacity of a School Resource Officer (SRO) upon request by the District shall assist school staff in maintaining safety and order within their assigned school(s). The SRO's assigned school buildings, grounds, and surroundings will be the SRO's patrol area. The SRO's responsibility is to answer and address calls for service and coordinate the police response to the school. All criminal activity that comes to the attention of the school staff should be reported immediately to the local Police Department. In all emergency situations, school staff should call 911 and notify the SRO if possible. In a non-emergency situation, school staff should notify the on duty SRO or call 911 if no SRO is on duty.

2. The SRO will, whenever practical, enforce criminal law and protect the students, staff, and public at large against criminal activity.

3. The SRO will complete reports and investigate crimes committed on campus or refer such investigations to the Police department.

4. The SRO should, whenever practical, coordinate investigative procedures between law enforcement and school administrators.

5. The SRO should be highly visible throughout the campus and spend the majority of his/her duty hours interacting with students and school staff.

6. The SRO should work in conjunction with the Instructional Directors, principal(s) and school staff to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students or school activities.

7. The SRO should participate and advise the Instructional Directors and school principal(s) of areas of risk assessment and threat assessment at his/her assigned school building(s).

8. The SRO will be deployed to the Erie 1 BOCES Learning Center (675 Potters Road) and Potter Career Center (705 Potters Road). The SRO shall work with instructional directors and building principals to coordinate his/her schedule and assignments while performing SRO duties pursuant to this Agreement.

9. The SRO may assist the superintendent, principals, faculty, and staff in enforcing campus code of conduct and other school rules in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve school climate. IN ALL OTHER CASES, disciplining students is solely a School administration responsibility, and the SRO may intervene and take students who violate the code of conduct to the principal where school discipline can be meted out.

10. SROs are not school teachers, school administrators, nor school counselors. SRO's may assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students and other school staff members with counseling and guidance efforts when requested and appropriate. This Agreement is intended to encourage teamwork, partnerships, cooperation and coordination between the officers, their supervisors and the school administrators and their staff, as well as with the surrounding neighborhood.

11. To the extent that the carrying out of the SRO's responsibilities requires the disclosure of student education records and/or personally identifiable student information, the District will disclose these

materials to an SRO only where written parental consent has been obtained; the record to be disclosed has been otherwise sought by a subpoena or court order; and/or in an emergency where the disclosure of the record to the SRO is necessary to protect the health or safety of students or other individuals. These provisions do not apply to the District's disclosure of records created, developed, and/or maintained by the SRO(s) and/or the SRO acting in a capacity as a part of the District's law enforcement unit. The SRO shall be designated as part of the District's law enforcement unit for these purposes.

Search and Seizure

1. School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

2. Any search by an officer shall be based on probable cause and, when required, a search warrant shall be obtained.

Inter-Municipal Agreement
School Resource Officer

THIS AGREEMENT between the Town of Cheektowaga, Erie County, New York, a municipal Corporation having offices at 3301 Broadway, Cheektowaga, New York 14227, hereinafter referred, for the purposes of this agreement as the "Town" or "Police Department", and the Erie 1 Board of Cooperative Educational Services (BOCES) with a principle address at 355 Harlem Rd. West Seneca, NY 14224, hereinafter known as the "District"; and

Whereas, the Town, through its Police Department, employs sworn Police Officers, capable of performing the duties and functions of a School Resource Officer, (SRO), assigned to provide law enforcement expertise and resources to assist school staff in maintaining safety and order within their assigned school(s); and

Whereas, this agreement formalizes the relationship between the District and the Town in order to foster an efficient and cohesive program that will build a positive relationship between law enforcement officers and the youth of our community; and

Whereas, the mission, goals, and objectives of the SRO program is the reduction and prevention of school related violence and crime, more particularly crimes committed by juveniles and young adults. The SRO program aims to create and maintain safe, secure, and orderly learning environments for students, teachers, and staff. The goals of the SRO program are to reduce incidents of school violence, reduce criminal offenses committed by juveniles and young adults, establish a rapport between the SROs and the student population, and establish a rapport between the SROs and school staff.

Now, therefore, in consideration of the mutual covenants and conditions contained herein, it is agreed:

Roles, Responsibilities and Assignment of the SRO

1. Effective September 1st, 2018, the Town will make available School Resource Officer (SRO) upon request by the District according to the terms and conditions contained herein. Any SRO provided shall be sworn Cheektowaga Police Officers assigned to provide law enforcement expertise and resources to assist school staff in maintaining safety and order within their assigned school(s) during the school year commencing September 1st and ending on June 30th. Each SRO's assignment during the summer recess period, herein defined as July 1st to August 31st, will be at the sole discretion of the Chief of Police. The District may request that any individual SRO, on the basis of performance, be reassigned to alternative duties during the course of the academic year, and/or replaced in his or her duties as an SRO by an alternate officer; and the Town agrees that it will receive and immediately consider any such requests from the District. Any reassignment and replacement that may take place as a result of such a request will be at the sole discretion of the Chief of Police.

2. The SRO's assigned school buildings, grounds, and surroundings will be the SRO's patrol area. The SRO's responsibility is to answer and address calls for service and coordinate the police response to the school. All criminal activity that comes to the attention of the school staff should be reported immediately to the Police Department. In all emergency situations, school staff should call 911 and notify the SRO if possible. In a non-emergency situation, school staff should notify the on duty SRO or call 911 if no SRO is on duty.

3. The SRO's duty schedule will be determined by the Town, through its Police Department, but will generally be arranged to provide coverage throughout the school day including arrival and dismissal times of approximately 7 A.M. and 3 P.M., respectively.

4. The SRO will wear a regulation police uniform and operate a police vehicle while on duty unless otherwise authorized by a Police Department supervisor.

5. The SRO reports to the supervisor of the Police Department's Community Services Unit.

6. SROs are primarily law enforcement officers and shall at all times while performing duties pursuant to this agreement remain employees of Cheektowaga Police Department. Under no circumstances will the SRO be considered an employee of Erie 1 BOCES. The SROs shall be responsible for carrying out all duties and responsibilities of a law enforcement officer and shall remain under the control, through the chain of command, of the Cheektowaga Police Department. To the extent that any SRO is subject to discipline resulting from the performance of his or her duties (or failure to perform the same) within the scope of this agreement, such discipline may only be administered by the Police Department and in accordance with all of the applicable laws, rules, regulations and contractual obligations observed by the Department.

7. The SRO will, whenever practical, enforce criminal law and protect the students, staff, and public at large against criminal activity.

8. The SRO will complete reports and investigate crimes committed on campus or refer such investigations to the Police department.

9. The SRO should, whenever practical, coordinate investigative procedures between law enforcement and school administrators.

10. The SRO should be highly visible throughout the campus and spend the majority of his/her duty hours interacting with students and school staff.

11. The SRO should work in conjunction with the Instructional Directors, principal(s) and school staff to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students or school activities.

12. The SRO should participate and advise the Instructional Directors and school principal(s) of areas of risk assessment and threat assessment at his/her assigned school building(s).

13. The SRO shall notify the school principal(s) and the supervisor of the Community Services Unit (SRO Supervisor) if it is necessary for the SRO to be off campus during his duty hours.

14. The SRO will be deployed to the EDGE Academy (Pine Hill) and Harkness Career and Technical Center at the discretion of the Community Services Unit Supervisor with input from the Instructional Directors and other District staff as necessary.

15. The SRO will be assigned to the Cheektowaga Police Department Community Services Unit and will report to the Community Services Unit Supervisor for assignment during school breaks when students are not in session. On days when the SRO's normal assignment location(s) are closed due to inclement weather or other emergency, the SRO will report to the Community Services Unit Supervisor for assignment. The parties acknowledge that, on occasion, the SRO may be scheduled to work in school buildings on days when students are not in session (full or half-days of staff development, etc.).

16. The Cheektowaga Police Department reserves the right to temporarily redeploy the SRO in the event that additional officers are needed during a critical incident, natural disaster or as deemed necessary by the Chief of Police.

17. The SRO will generally schedule time off and vacation days at the same time as school days off and school vacation/holiday times. In the event that an SRO is not available for assignment on a school day due to sickness, time off, or in-service training the SRO will normally not be replaced. However, during extended absences of any kind where the SRO is or will be absent from duty for a period of five (5) or more days, the Police Department and BOCES will work to provide a suitable alternative for coverage. In the event that no suitable alternative can be provided, the BOCES share of the monthly cost of the SRO described below shall be prorated accordingly. The SRO will, to the extent practicable, provide advance notice of absences to the building principal or Instructional Director.

18. The SRO will assist the superintendent, principals, faculty, and staff in enforcing campus code of conduct and other school rules in order to maintain a safe learning environment, when it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve school climate. IN ALL OTHER CASES, disciplining students is a School responsibility, and the SRO will intervene and take students who violate the code of conduct to the principal where school discipline can be meted out.

19. SROs are police officers and not school teachers, school administrators, nor school counselors. SRO's are not school employees in any capacity. The officers will assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students and other school staff members with counseling and guidance efforts when requested and appropriate. We, the undersigned, encourage teamwork, partnerships, cooperation and coordination between the officers, their supervisors and the school administrators and their staff, as well as with the surrounding neighborhood.

Roles and Responsibilities of the SRO Supervisor (the Supervisor of the Community Services Unit)

1. The SRO supervisor will coordinate work assignments of the SRO at various campuses in consultation with the Director of Security, the school principals and other District staff, as necessary.

2. The SRO supervisor will ensure that SROs are complying with Town directives and cooperating with District plans and procedures as much as possible.

3. The SRO supervisor will coordinate scheduling and work hours of the SROs (vacation, sick leave, etc.)

4. The SRO supervisor will communicate with the Instructional Directors, school principals and District staff to ensure the SRO program is operating in the most effective way possible. This includes receiving and assessing information regarding the performance of the SROs from the Instructional Directors and school principals and incorporating such information into any performance-based evaluations administered to the SRO by the Police Department during the term of the officer's assignment as an SRO. The SRO will additionally be responsible for contacting the Instructional Directors and school principal(s) as needed to obtain clarification or additional data relating to the aforementioned information.

Roles and Responsibilities of the School Principal

1. The school principal should facilitate effective communication between the SRO and school staff. The school principal should meet regularly with the SRO and with the SRO supervisor.

2. The school principal, in conjunction with the Director of Security, should provide feedback to the SRO supervisor regarding the performance of the SRO and the effectiveness of the SRO program.

3. The school principal, in conjunction with the Director of Security, should provide information to the SRO supervisor for the SRO's annual performance evaluation. The school principal will be responsible for furnishing to the SRO supervisor any information in support of a District request that an SRO be reassigned, and/or another officer be assigned in place of a current SRO, on the basis of performance (See: Dismissal of a School Resource Officer).

4. The school principal is encouraged to include the SRO in staff/administrative meetings where necessary/applicable.

5. The school principal should ensure that non-criminal student disciplinary matters remain the responsibility of school staff and not the SRO.

Police Investigation and Questioning

1. The SRO has authority as a police officer to lawfully stop, question, interview, and take police action without prior authorization of the principal or contacting parents. With certain exceptions, the investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to the school.

2. The principal shall be notified as soon as practical of any significant enforcement events. The SRO should coordinate activities so that action between the agencies is cooperative and in the best interests of the school and public safety. The SRO should be kept advised of investigations that involve students at his/her assigned school.

3. To the extent that the carrying out of the SRO's responsibilities requires the disclosure of student education records and/or personally identifiable student information, the District will disclose these materials to an SRO only where written parental consent has been obtained; the record to be disclosed has been otherwise sought by a subpoena or court order; and/or in an emergency where the disclosure of the record to the SRO is necessary to protect the health or safety of students or other individuals. These provisions do not apply to the District's disclosure of records created, developed, and/or maintained by the SRO(s) and/or SRO Supervisor acting in a capacity as a part of the District's law enforcement unit.

Search and Seizure

1. School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for handling of contraband. Administrative searches must be at the direction and control of

the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

2. Any search by an officer shall be based on probable cause and, when required, a search warrant shall be obtained.

Selection Consideration

1. Officers will be selected by means of a joint selection committee, comprised of representatives from the District who will be appointed by the Superintendent of Schools and representatives from the Cheektowaga Police Department who will be appointed by the Chief of Police. The Selection Committee will make recommendations to the Chief of Police. While he will duly consider the Committee's recommendations, selection of each School Resource Officer is within the sole discretion of the Chief of Police.

Dismissal of a School Resource Officer

1. In the event a principal of a school to which the school resource officer is assigned feels that he/she is not effectively performing his or her duties and responsibilities, the principal shall contact the superintendent or designee. Within a reasonable amount of time after the superintendent receives this information, the superintendent shall notify the chief of police or their designee. A meeting shall be conducted with the school resource officer to mediate or resolve any problems. The Chief of Police may dismiss or reassign a school resource officer based upon the Cheektowaga Police Department's rules, regulations, and general orders.

Term of Contract

Unless otherwise extended of terminated pursuant to the terms described herein, this contract shall be effective September 1st, 2018 and end on September 1st, 2022.

Program Continuity and Funding

Understanding and agreeing that the School Resource Officer Program is a cooperative effort between the Town of Cheektowaga and Erie 1 Board of Cooperative Educational Services (BOCES), the parties shall share the funding, continuity, and operational responsibilities of the program as follows.

The District:

1. In 2018 the District will reimburse the Town at the total annual rate of $124,737.31 ($12,473.73 per month over the course of ten months) per full-time SRO provided to account for the salary and benefits in providing a sworn police officer. In 2019 the annual

total reimbursement rate will be $126,587.23 ($12,658.72 per month over the course of ten months) to account for increases in the applicable collective bargaining agreement. For the years 2020, 2021 and 2022 the rate of reimbursement shall be the total cost per SRO provided in accordance with the terms of the successor collective bargaining agreement between the Cheektowaga Police Club and the Town of Cheektowaga. Such reimbursement will occur quarterly over the course of those ten (10) months that an SRO is assigned to a school as described in this Agreement (September through June annually). The Town shall retain responsibility for administering the pay, benefits, and other terms and conditions of employment of each SRO(s), including, but not limited to: the determination of compensation and benefits; payroll administration; any pension service reporting; tax withholding; and the accrual and exercise of any rights, benefits, and/or obligations inuring to public employees under any applicable Federal, State or local law.

2. In addition thereto, the District will reimburse the Town any SRO overtime when such overtime is authorized by the Superintendent or designee while performing duties directly related to SRO duties. SRO overtime for after school events will be the responsibility of the school utilizing and requesting the services of the SRO. The SRO overtime will be billed to the District every 30 days. SRO overtime resulting from completion of assignments related to law enforcement duties will be the responsibility of the Town of Cheektowaga, with no reimbursement from the district.

3. The District shall provide a secure work area for the SRO in his assigned school equipped with a desk, chair, telephone, computer (networked into the District network), and securable filing cabinet. The school shall provide office supplies for the SRO that are routinely used in the course of normal office business and approved in the school budget.

General Terms

1. This agreement may be terminated as set forth in Paragraph 5 below by either party by delivering written notice of such termination to the other party. It shall be renewed annually, prior to September 1, and amended as necessary to meet the needs of the signatory agencies. In the event of termination during the school year, the Town's obligation to provide the SRO to the district will continue until the close of the school year.

2. There will be no amendments to this agreement without written consent of both parties. This agreement may not be assigned by the Town or the District without the other party's written consent. Without such consent any assignment is null and void.

3. The District acknowledges that it is an independent contractor and not an officer, agent, partner, joint venture, or employee of the Town. The District shall not, at any time, or in

any manner, represent that it or any of its agents or employees is in any manner an agent or employee of the Town.

4. The Town acknowledges that it is an independent contractor and not an officer, agent, partner, joint venture, or employee of the District. The Town shall not, at any time, or in any manner, represent that it or any of its agents or employees is in any manner an agent or employee of the District.

5. Each party reserves the right, after consultation with the other party and upon thirty (30) day's written notice, to terminate this contract should the other party fail to perform the services described in a manner satisfactory to the terminating party. During the 30-day notice period, the parties agree to discuss and attempt to resolve the underlying basis for the termination of the contract.

6. Each party reserves the right, after consultation with the other party and upon ninety (90) day's written notice, to terminate this contract as of June 30 during the applicable years of the Agreement. During the 90-day notice period, the parties agree to discuss and attempt to resolve the underlying basis for the termination of the contract, if possible.

7. The District agrees that it will, at its own expense, indemnify and hold harmless the Town and/or all employees of the Town its officers and agents from all liability of claims, fines, fees, penalties, attorney fees, liability, judgment, costs, causes of action, damages, expenses and costs for or arising out of the performance or failure to perform the work, labor and services by the district, its agents, servants or employees whether caused by negligence of the part of the district or by anyone acting by, through or for the district.

8. The Town agrees that it will, at its own expense, indemnify and hold harmless the District and/or all employees of the District, its officers and agents from all liability of claims, fines, fees, penalties, attorney fees, liability, judgment, costs, causes of action, damages, expenses and costs for or arising out of the performance or failure to perform the work, labor and services by the Town , its agents, servants or employees whether caused by negligence of the part of the Town or by anyone acting by, through or for the Town.

9. As a part of its obligation to indemnify and hold harmless district, its officers, agents and employees, as set forth above, the Town agrees to obtain and maintain in full force and effect, for the term of this Agreement, insurance coverage as described below:

    a. Workers' Compensation Insurance: A policy covering the operations of the Town in accordance with the Workers' Compensation Law, covering all operations under the Agreement a certificate of insurance or other proof that workers' compensation coverage is in effect shall be provided before the start date of this Agreement.

b. Liability and Property Damage Insurance issued to the Town and covering the liability for damages imposed by law upon the Town with respect to all work performed by the Town under this Agreement naming the District additional insured.

10. This Agreement and all of the covenants hereof shall inure to the benefit of and be binding on the Town and District, and their partners, successors, assigns, and legal representatives. Neither District nor the Town shall have the right to assign, transfer, or sublet its interests or obligations hereunder without the written consent of the other party.

11. This Agreement constitutes the entire Agreement between the parties, and supersedes any and all prior proposals, negotiations and agreements, whether written or oral. Any amendment to this Agreement shall be void unless it is in writing and subscribed by the party against whom the amendment is sought to be enforced.

12. In the event the terms and conditions of this agreement are not strictly enforced by Town or the District such non-enforcement shall not act as a waiver or amendment of this Agreement, nor shall such non-enforcement prevent either Town or the District from enforcing every term of this Agreement thereafter.

13. The District and the Town and their respective agents or employees shall strictly comply with all Federal, State, and local laws, rules, and regulations applicable to the performance of this Agreement. Furthermore, every provision of law required to be inserted in this Agreement shall be deemed so inserted, and this Agreement shall be read and enforced as if such provisions were so inserted.

14. This Agreement shall be governed by and under the laws of the State of New York. In the event that a dispute arises between the parties, the venue for the resolution of such a dispute shall be the County of Erie, State of New York.

15. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of said counterparts shall together constitute but one and the same instrument, which may be sufficiently evidenced by one counterpart.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written

DATE: _____ BY: _____
SUPERVISOR
TOWN OF CHEEKTOWAGA

DATE: 8/22/18 BY: _____
DISTRICT SUPERINTENDENT
Erie 1 BOCES

State of New York)
Town of Cheektowaga)

On the ____ day of _____ in the year 2018 before me, the undersigned, a Notary Public in and for said State, personally appeared Diane Benczkowski, Supervisor for the Town of Cheektowaga N.Y., personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that she/he executed the same in her/his capacity, and that by her/his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument; that she/he executed the foregoing instrument in accordance with Resolution No. ___ of _____ adopted by the _____ Town Board on _____, 2018.

_____
Notary Public

State of New York)
Town of West Seneca):

On the 22 day of August in the year 2018 before me, the undersigned, a Notary Public in and for said State, personally appeared Lynn M. Fusco, Ph.D., District Superintendent, Erie 1 BOCES personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that she/he executed the same in her/his capacity, and that by her/his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument;

Denise Polanski
Notary Public

Denise Polanski
No. 01P06204041
Notary Public, State of New York
Qualified in Erie County
My Commision Expires April 13, 2021

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Erie 1 BOCES

Communicable Disease Continuity of Operations Plan

Date of Approved Plan: 3/3/2021

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

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Promulgation

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

This plan has been developed with the input of the Erie 1 BOCES Administrators, Erie 1 BOCES Professional Educators Association, AFSCME 12, AFSCME 10, Erie 1 BOCES Management Association, and Erie 1 BOCES Cabinet and Confidential 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 Erie 1 BOCES I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day:

Signature: _____

By:

Title: Superintendent

Record of Changes

Date of Change	Description of Changes	Implemented By

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

This plan was developed exclusively for and is applicable to Erie 1 BOCES. 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 that contains 60% alcohol or more and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations as needed
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

Planning Assumptions

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

The following 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 Erie 1 BOCES, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.
Upon the determination of implementing this plan, all employees and contractors of Erie 1 BOCES shall be notified by Email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of the Email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Erie 1 BOCES, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency by the Governor, the Superintendent of Erie 1 BOCES, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Erie 1 BOCES 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 Erie 1 BOCES

Erie 1 BOCES 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 Erie 1 BOCES have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts and provide outside organizations with information relative to District plans and procedures. Communicates with the Board of Education directly.	**1**

Executive Director of Administration and Operations	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Instruction, Assistant Superintendent for Educational Support (Technology) and the WNYRIC. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	**1**
Assistant Superintendent for Instruction Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools and Executive Director of Administration and Operations. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools and Executive Director of Administration and Operations directly. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and Nursing Staff. Responsible for the Education Plan.	**1**
Assistant Superintendent for Educational Support and WYNRIC Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools and Executive Director of Administration and Operations. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met in regards to technology planning and remote learning, personnel, program management, school relations, and the fiscal management of those services. Reports to the Superintendent of Schools and Executive Director of Administration and Operations directly.	**1**
Director of Facilities	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Communicates regularly with the Assistant Superintendent for Instruction. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regiment, scheduling and any changes to these duties. Monitors	**1**

	and requests building safety equipment and supplies as needed. Coordinates functions with the Superintendent of Schools, Executive Director of Administration and Operations, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regiment, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CCD, DOL and DOH policies while on school district property.	
Building Head Custodians	Coordinates building activities with and updates the Director of Facilities and Operations. Provides employees with proper direction for performing necessary cleaning with use of equipment, cleaning products and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities and Operations. Keeps records of and controls inventory, communicates directly with Director of Facilities and Operations for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Develops building schedules and arranging custodial staff and staff schedules to meet District needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	**1**

Business Office	Assists the Superintendent of Schools and Executive Director of Administration and Operations with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	**1**
Technology Department	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Assistant Superintendent for Educational Support and WYNRIC Services and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector, building maintenance, and day to day operations, and educational needs.	**1**
Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors isolation area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Medical Director.	**1**
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	**1**
Maintenance Staff	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities and Operations. Staff will be	**1**

	informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times. The Director of Facilities and Operations will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	
Custodial Staff	Custodial staff will work as directed by the Head Custodian. The Director of Facilities and Operations and Head Custodians will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff will receive pandemic awareness training and essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitization and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL (PESH), DOH and the district while providing services, and while on breaks.	**1**
Educational	The Assistant Superintendent for Instruction will work with the Superintendent and Administration to determine the level of on-site education and or implement the District Remote Learning Plan.	**1**
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities and Operations. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with District policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	**2**
B.O.E.	The Board of Education and Superintendent of Schools will dictate school policy and procedures.	**1**
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities and Operations, Custodial Supervisor, and Building Custodians and Laborers. The Director of	**2**

	Facilities will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival on District and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Executive Director of Administration and Operations	Executive Director of Administration and Operations ensures all essential functions are maintained.
Information Technology	Assistant Superintendent for Educational Support and WYNRIC Services	Assistant Superintendent for Educational Support and WYNRIC Services establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, remote learning as well as remote work, and help desk support.
Education	Assistant Superintendent for Instruction	The Assistant Superintendent for Instruction determines the educational plan.
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of maintenance, cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals, and Directors are the liaisons between students, families, and employees in the building.

Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance, and Laborers and Groundsman.	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	District Clerical Staff	Provides necessary support for all Administrators to insure continuity of operational plan and accountability.
Health Services	Nursing Coordinator	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

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

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible and in accordance with respective bargaining unit agreements, 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, Erie 1 BOCES will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

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

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

Personal Protective Equipment

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

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

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

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location

2. Procurement of PPE
   a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for six months.
   b. Public employers must be able to mitigate supply chain disruptions to meet this requirement

3. Storage of, access to, and monitoring of PPE stock
   a. PPE must be stored in a manner which will prevent degradation
   b. Employees and contractors must have immediate access to PPE in the event of an emergency
   c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and Operations and the Custodial Supervisor will be responsible for insuring the proper PPE is available at all buildings for required applications. The District will work to ensure to maintain a six-month supply of PPE as directed above for all faculty, students. An extra supply of PPE will be available in all buildings with the Principles, Nurses or Custodial staff. The Erie 1 BOCES participates in Cooperative Bid Purchasing Agreements where possible that provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

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

Personal Protective Equipment Supplies (PPE)

Erie 1 BOCES is committed to supplying and maintaining an adequate supply of PPE for six months for all Erie 1 BOCES students and staff. Erie 1 BOCES has been successful in finding vendors who can fill all our orders in a timely manner for the most needed items, all while we have followed approved purchasing guidelines. The list of PPE includes but is not limited to:

- Cloth mask coverings, disposable masks, and face shields
- Liquid soap
- Running water
- Paper towels
- Tissues
- If soap, water, and paper towels are not readily available, Erie 1 BOCES will provide alcohol-based hand rubs (ABHR) for use if hands are not visibly dirty. Only ABHRs with 60% alcohol or more are recommended for communicable infections. This product when used in schools will be administered under adult supervision.

Due to potential exposure, the following PPE will be readily available for health services/custodial staff:

- Non-Latex Disposable Gloves
- Gowns • Eye Protection (Face Shield or Goggles)
- Surgical masks for health service staff when providing care to ill students
- Cloth face coverings and/or surgical masks (to be provided to ill students with fever and cough)
- Thermometers (forehead/strip or digital thermometers with a disposable sleeve)
- Disinfecting wipes
- N95 Respirators to school nurses

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Students or Staff Who Develop Communicable Disease Symptoms

- Students or staff members who develop symptoms while at home should not enter the school building and must call the school nurse or building leader for further direction.
- If a student or staff member becomes symptomatic while at school, the student/staff should be immediately isolated in a supervised, designated containment room and will be assessed by the school nurse or appointed designee. The school nurse or appointed designee will follow all NYDOH and CDC guidelines regarding PPE (i.e. mask, face shield, gown, gloves).
- The school nurse will notify the building administrator who will work to limit movement in the building.
- The staff member or student will be sent home and placed in isolation ideally in their own room with their own bathroom.
- The school nurse will notify the building administrator who will notify the division director and the communicable disease Safety Coordinator. When necessary, the Erie County Department of Health (ECDOH) will be contacted for further guidance regarding students, staff and the school building.
- One of the following criteria must be met before the student/staff can return to school:

1. A note from the student/staff's medical care provider with an alternative diagnosis.
2. The result of a negative diagnostic communicable disease test.
3. At least ten days or the DOH published amount of days has passed since the onset of communicable disease symptoms.

- The symptomatic student/staff who is not tested for the communicable disease should be treated like a communicable disease case for isolation and the quarantine of household members. If the student/guardian or staff member chooses isolation for the known or determined amount of required days from the onset of the communicable disease symptoms, they should remain in isolation separate from household members. Household members of the isolated student/staff must self-quarantine until the known or determined amount of required days from the last day of exposure and remain symptom free.
- Staff, students or parents seeking a communicable disease diagnostic test will be instructed to contact their healthcare provider or the Erie County Department of Health Lab by calling (716) 858-2929.
- Erie 1 BOCES will coordinate with the home school component district (where applicable) and the ECDOH, the individual's healthcare provider, and the parent/guardian to follow-up.
- Required CDC guidelines for cleaning and disinfection will occur.

Positive Communicable Disease Infection Cases and Contact Tracing

- When a student or staff member tests positive for a communicable disease, they should, when possible, be placed in isolation in their own room with their own bathroom.
- For communicable disease positive individuals, Erie 1 BOCES will collaborate with the ECDOH to identify close contacts and assist with case investigation and contact tracing.
- Contact tracing is a function of the local health department. The contact tracing process starts with the individual with a positive lab-confirmed communicable disease test result. When there is a confirmed case, the ECDOH will start a case investigation with the infected student and their parent or with the infected staff member.
- There may be instances where a student or staff member is infected but was not present in the school setting during a time where they were infectious. In those cases, involvement from the school communicable disease resource team may not be necessary.
- All of the following criteria must be met before the student or staff member can return to school:
    - At least the known or determined amount of required days ten days after communicable disease symptom onset, or
    - A known or determined amount of required days from their first positive test if symptomatic, AND
    - Fever-free for at least 72 hours or the DOH published required number of hours without the use of fever-reducing medication, AND
    - Respiratory symptoms are improving.

Exposure to Someone Infected with a communicable disease:
What to do if a Classmate or Staff Member is in Contact with a Confirmed Communicable Disease Case?

Erie 1 BOCES, its related component districts and the Erie County Department of Health will collaborate to address instances or concerns regarding someone's exposure to a communicable disease.

1. It is important to understand that protective measures such as maintaining 6 feet of social distance and masking while in the classroom are practices aimed at reducing the risk of infection. However, having this practice in place does not mean that a classroom is exempt from quarantine in the event of a positive communicable disease case. Duration of exposure impacts risk. Even with protective practices, the Erie County Department of Health requires that the following quarantine practice applies:
2. Any student/staff exposed to a communicable disease case closer than 6 feet, masked or unmasked, for 10 minutes or more will be paced into quarantine.

Persons under quarantine who develop symptoms should be tested for the communicable disease. If the test result is positive, the student/staff will be placed in isolation. If test result is negative, the student/staff will continue in quarantine for the full 10 days. Close contacts must quarantine for 10 days from LAST exposure IF they can quarantine away from the positive person, otherwise if they CANNOT they quarantine 10 days while the positive person is contagious plus an ADDITIONAL 10 days where they can come down with symptoms.

Protected Health Information
A communicable disease diagnosis is protected health information. Erie 1 BOCES will maintain confidentiality and not disclose the identity of the diagnosed individual. ECDOH guidelines will, if necessary, announce the location of schools with a confirmed communicable disease case if there is a concern about exposure to the public and they are not able to identify close contacts through investigation.

School Nurse Care Coordination
The school nurse coordinates school health services with the school physician and medical director to manage, prevent, and/or reduce health issues. The team will coordinate with student's family and health team and include trauma informed education practice to address the behavioral health needs of students.
The school nurse will establish community behavioral health referral agencies, and coordinate with school health professionals, counselors, social workers, and school psychologists.
The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.
The school nurse will coordinate with the student's special education teacher to address current health care considerations by:

- Revising IHP's
- Determining the special healthcare needs of medically fragile students
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

Safety Coordinator
For the purposes of reopening during a communicable disease pandemic, Erie 1 BOCES will designate a Safety Coordinator whose responsibilities include oversight of continuous compliance with all aspects of the school's communicable disease operations plan and DOH regulations and will ensure the compliance of each School Nurse.

Cleaning and Disinfection

Cleaning and Disinfecting Schools following CDC Guidance
Erie 1 BOCES acknowledges reducing the risk of exposure to avoid the transmission of any virus starts with cleaning and disinfection. Per CDC Guidelines, Erie 1 BOCES staff has evaluated our buildings and have created a cleaning and disinfecting plan. Frequently touched surfaces and objects like light switches and doorknobs will need to be cleaned and then disinfected to further reduce the risk of germs on surfaces and objects. As part of our standard infection control practices, routine cleaning will be rigorous and ongoing. Surfaces touched most frequently are prioritized for routine cleaning because these surfaces can be reservoirs for germs and an exposure pathway for transmission to people through contact with these surfaces. Examples of priority areas for routine cleaning then disinfecting include but are not limited to:

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

Cleaning Plan and Disinfecting Protocol
Below is the cleaning and disinfecting Plan for Erie 1 BOCES. Each custodial team member has been trained on and is following proper cleaning and disinfecting procedures. There is a copy of this plan on each team members cart so they can refer to it as often as needed. This plan aligns with CDC recommendations for School Buildings. Also, on each custodian's cart is a log that is initialed each day after an area is completed, this is used as another tool to ensure all areas are covered each day or as often as scheduled if more often is necessary.
Cleaning with soap and water reduces number of germs, dirt, and impurities on the surfaces. Disinfecting kills germs on surfaces. Below is the protocol for each practice:

Cleaning:

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant if surface being clean requires it.
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use. The following frequently touched surfaces have been reviewed with each custodial team member:

- Surfaces and objects in public places, such as telephones, keyboards, monitors, copier machines should be cleaned and disinfected before each use.
- Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
- Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. If playgrounds are open, they will be disinfected daily.

Disinfecting:
Erie 1 BOCES uses only EPA-registered disinfectant chemicals in all of our buildings. Custodians will follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Hazard Communication

Employee Training, Information and Recordkeeping:
The Facilities Director is responsible for the employee training. They may provide the training themselves or use a contracted person to ensure that all elements specified below are carried out. Prior to starting work, and using new infectious communicable disease cleaning and disinfecting procedures with possible new products, each employee will receive information and training on the following:

1. An overview of the requirements contained in the Hazard Communication Standard, these may be provided by oral, written, video, or hands-on format along with communicable disease training to prevent exposure and infection.
2. New and old chemicals present in their workplace operations.
3. Location and availability of the written hazard communication program.
4. Physical and health effects of the hazardous chemicals and the communicable disease.
5. Methods and observation techniques used to determine the presence or release of hazardous chemicals in the work area. How to lessen or prevent exposure to these hazardous chemicals through usage of control/work practices and personal protective equipment.
6. Steps the school district has taken to lessen or prevent exposure to chemicals especially by **purchasing green chemicals as required by NYS law**.
7. How to read **labels** and **SDS's** to obtain appropriate hazard information. How to access **Safety Data Sheets** using the **SDS NOW!** Safety Data Sheet retrieval system employed by the District and location of hazardous chemical inventory.
8. Annual training as required for NYS Right-to-Know Law and the Blood Borne Pathogen Standard along with additional training as needed.

The school district is responsible for maintaining a written record of training given to employees. These records shall be maintained by Erie 1 BOCES for the duration of each employee's employment and shall be made available upon request to the employee, his/her representative or governing agency.

Safety Data Sheets
The District employs the **SDS NOW!** Safety Data Sheet retrieval system provided by Erie 1 BOCES. The retrieval system is available to all employees 24/7/365 by calling 1-866-724-6650 or online through the district website to obtain an SDS, get chemical safety information and/or get medical advice following an exposure. Employees can speak with a chemical expert to answer their questions as well. **SDS NOW!** information is posted on information bulletin boards.

Personal Protection Equipment
The Facilities Director will determine needed PPE for custodial and cleaning staff by following recommendations of the CDC, NYSDOH and SDS sheets for chemicals that will be utilized in cleaning and disinfecting the district's buildings. The Facility Director or contractor will provide the training for proper use. See below:

Communicable Disease Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering (employee or district supplied)
- Face Shield
- Respirator (if SDS recommends)
- Gown/Apron (if applicable)

If the chemical SDS recommends the use of a respirator, the Facility Director will follow the District's Respiratory Protection Program's requirements and have a contracted person (BOCES) provide required training which will include appropriate respiratory selection, fit testing and other program requirements

For further Communicable Disease Plan PPE requirements, please refer to the Personal Protective Equipment section of this plan on pages 12 &13.

Outside Contractors
In the event that hazardous materials will be brought onto school district property for any reason by an outside contractor, the contractor will provide an SDS for such materials and these will be made available for employee inspection. All containers must be labeled according to HCS 29CFR 1910.1200. Additionally, contractors are responsible for training and providing their employees proper PPE as required by their work contract.

As per our current policy, all building occupants will be informed by the Facilities Director through email or the Communications Division of the use of potentially hazardous materials by a contractor. The email or Communications Division notice would include a copy of the SDS along with the location where the hazardous product will be used and its potential hazards.

Chemical Container Labeling
Labels as defined by Hazard Communication Standard, 29CFR 1910.1200 are an appropriate group of written, printed or graphic informational elements concerning a hazardous chemical that are affixed to, printed on, or attached to the immediate container of a hazardous chemical, or to the outside packaging.

Labels are to be affixed to all chemical products which are received, stored, or otherwise used in the school district. These labels are the most effective communication of hazardous product information to those involved in its use. Hazard Communication training on how to use chemicals properly should cover that labels should be read thoroughly before chemical use.

Communicable Disease Product Safety:

- Custodial staff are trained to always read and follow the directions on the label to ensure safe and effective use. This includes:
- Wearing skin protection and considering eye protection for potential splash hazards.
- Ensuring adequate ventilation.
- Using no more than the amount recommended on the label.
- Using water at room temperature for dilution (unless stated otherwise on the label). Avoiding mixing chemical products.
- Labelling diluted cleaning solutions.
- Storing and using chemicals out of the reach of children and animals and never applying directly to your skin as they can cause serious harm.
- Alcohol solutions with at least 70% alcohol may also be used.

Soft Surfaces
For soft surfaces such as carpeted floor, rugs, and drapes, custodial staff will:
• Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
• Launder items (if possible) according to the manufacturer's instructions and use the warmest appropriate water setting and dry items completely.

OR

- Disinfect with an EPA-registered criterion for use against the specific communicable disease pathogen.
- Vacuum as usual.

For clothing, towels, linens, and other items, custodial staff will:

- Launder items according to the manufacturer's instructions using the warmest appropriate water setting and dry items completely.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Properly remove gloves, and wash hands right away.

Cleaning and Disinfecting Erie 1 BOCES Building or Facility if Someone is Sick:

- If an employee becomes ill with a communicable disease, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC and NYSDOH recommendations.

- Close off areas used by the person who is sick. (Erie 1 BOCES will consult Erie County Department of Health for guidance on closing entire building or just a particular area of the building.)
- Where possible, open outside doors and windows to increase air circulation in the area.
- As per Erie County Department of Health, wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Vacuum space if necessary, use vacuum equipped with high-efficiency particular air (HEPA) filter, if available.
    - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
    - Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been appropriately disinfected, it can be opened for use.
    - Staff without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
    - Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.
    - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
    - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Erie 1 BOCES is committed to reducing the burden on our employees and contractors. To that end Erie 1 BOCES will follow all required Federal, State and local laws in addition to employee contracts regarding employee leave during a public health emergency.

Additional provisions 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 Erie 1 BOCES, and as such are not provided with paid leave time by Erie 1 BOCES, 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 should include on-site work, off-site visits.

Under each employee or contractor situation, policies and procedures will be developed to ensure business continuity and accountability.

This information may be used by Erie 1 BOCES to support contact tracing within the organization and may be shared with local public health officials.

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Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 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

INTRODUCTION

Erie 1 BOCES 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 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

NYSED 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.

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.

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.

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.

Erie 1 BOCES Instructional Services Emergency Remote Instruction Plan

Updated May 2023

In the event of an extended school closure, Erie 1 BOCES' goal is to support all component districts, students and families by continuing to provide instructional services to 100% of students in a meaningful way that adheres to current standards. Remote instruction will consist of regular substantive interaction between teachers and students. Students will receive instruction while at home through a combination of synchronous and asynchronous digital delivery methods. Erie 1 BOCES continuity of student learning plan takes into consideration guidance from the New York State Education Department along with input from cooperating partner school districts. The plan accounts for the following:

- Designing for the unique needs of all students.
- Preparing for system orientation and usage.
- Ensuring equitable access.
- Preparation for short and long-term closures.

Technology Access

Devices for students in Alternative Education and Special Education will be provided by Erie 1 BOCES when necessary. Students in Career and Technical Education will be expected to utilize a device provided by their component school district. If a device is not available to them, Erie 1 BOCES will arrange to provide one.

Erie 1 BOCES will survey students with respect to their access to high-speed internet connectivity and a reliable mobile device by utilizing our Blackboard Connect System that is linked to its Student Information Systems and employee databases. Building teachers and administrators will prioritize individual conversations with families who did not respond to the survey either by phone or email.

Student connectivity should be addressed by the component school district of residence – Erie 1 BOCES will facilitate this process when necessary.

Students or parents who need technology support should first contact their assigned teacher. Additional resources can be found on Erie 1 BOCES website. If parents or

students are still having difficulty after employing these resources, please email ISTech@e1b.org with details outlining your needs or issues.

Daily Remote Schedule

Erie 1 BOCES believes an effective remote schedule needs high quality synchronous and asynchronous instruction from teachers, who can guide learning and keep students on task.

This is achieved through:

- Being clear about expectations for online participation.
- Providing regular feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward.
- Incorporation of virtual meetings, live chats and/or video tutorials to maintain a human connection.
- Designing age and level-appropriate learning experiences for students.

Sample Daily Remote Schedule for Special Education

8:50 am	**Staff Team Meeting** • Record and report staff attendance • Share schedule for the day • Review Expectations
9:00 am	**Student Check-In** • Record and repot student attendance for the day
Whole Class (up to 1hr)	**Class Meeting: Synchronous** • Whole class meeting held daily • Social emotional learning activity
2 Hour Block	**1:1 Student Check-Ins / Conferencing: Synchronous** • Individual / small group instructional lessons **Student Work: Asynchronous** • Students log into ClassLink • Students engaged with program-specific online learning content • Instructional packets
30 Minutes	**Lunch (Teachers and Students)**
30 Minutes	**Teacher Self-Directed Prep** **Student Related Services (PT, OT, Speech, etc.)** **Special Areas (Art, Music, PE)**
Up to 1.5 Hours	**1:1 Student Check-Ins / Conferencing: Synchronous** • Individual / small group instructional lessons **Student Work: Asynchronous** • Students log into ClassLink • Students engaged with program-specific online learning content Instructional packets
30 Minutes	**Student Check-in**

	• Record and report daily attendance
3:00 – 3:15 pm	**Staff Team Meeting** • Confirm and report staff attendance for the day • Discuss any student needs / concerns.

Sample Daily Remote Schedule for Career and Technical Education

7:30 am	**Staff Sign-In Via Microsoft Office Forms** • Administrators to check-in with staff
7:40 am	**Class Start Time (Juniors)** • Record and repot student attendance for the day • Review schedule and expectations for the day
7:50 am	**Synchronous Instruction** • Whole class meeting held daily **Asynchronous Student Work** • Students engaged in program-specific online learning content (e.g. Flipped Classrooms videos created by teacher or industry-specific videos for demonstration purposes. • Instructional packets
7:50 am	**Guidance Counselor / Social Worker / Psychologist to pull out students who may need additional support.**
10:05 am	**Class End Time**
10:05 – 11:40 am	**Staff Sign-In Via Microsoft Office Forms** • Administrators check-in with staff
11:50 am	**Class Start Time (Seniors)** • Record and repot student attendance for the day • Review schedule and expectations for the day
12:00 pm	**Synchronous Instruction** • Whole class meeting held daily **Asynchronous Student Work** • Students engaged in program-specific online learning content (e.g. Flipped Classrooms videos created by teacher or industry-specific videos for demonstration purposes. • Instructional packets
12:00 pm	**Guidance Counselor / Social Worker / Psychologist to pull out students who may need additional support.**
2:15 pm	**Class End Time**
2:45 pm	**Teachers Sign Off for the Day via Microsoft Forms**

Synchronous vs. Asynchronous Learning

- Synchronous remote classes are real-time classes and use live video chat sessions. Students can attend a live class online, participate in interactive discussions, and work on assignments and tasks after the session. The assignments can be submitted through a learning management system (or through email). If some students cannot participate in synchronous sessions for any reason, the teacher may use a system that allows for recording each synchronous session so that students who miss it may replay it at another time.

- Asynchronous remote learning sessions occur at various times. Students will log into a course/learning management system, read or watch a pre-recorded lecture, and participate in activities based on their own schedule.

- When applicable, a teacher may combine the above two options to deliver their instruction. For example, the teacher can arrange a few synchronous sessions to teach and discuss challenging content and handle other learning activities (reading, assignments) in an asynchronous manner.

- The decision on how much synchronous, asynchronous or combination of remote instruction a class provides will be based on specific needs for each specific course or program.

Learning Management System

Erie 1 BOCES programs utilize various learning management systems to provide online asynchronous learning opportunities. Teachers ensure the learning management system's online content is delivering instruction that is differentiated to meet the students' needs according to the goals identified in their program/subject area and/or their Individualized Education Program (IEP).

Here are a few of the learning management systems currently used:

- Microsoft Office 365
- Google G-Suite
- Schoology
- BrainPop and BrainPop Jr.
- Freckle
- Reading Street
- Go Math Online
- Reading A-Z
- New 2 You

In an effort to support our students as well as parents/guardians in navigating the various learning management systems, we are providing ClassLink, which is a single sign-on platform that indexes all synchronous and asynchronous applications to facilitate ease of access to instructional content for students. ClassLink is accessible from any device and gives students access to everything they need to learn, anywhere, with just one password.

Teacher Assistants and Teacher Aides

When appropriate, teacher assistants and teacher aides from across Instructional Services will be utilized to assist classroom teachers as necessary. During remote learning, teacher assistants and teacher aides may provide the following supports:

- Monitor students during instructional periods.
- Assist students with virtual learning supports.
- Monitor students' assignment completion.

- Assist students with emotional/ behavioral skills identified in IEP (i.e., interpersonal relationship, following rules and expectations, etc.).
- Assist students with social skills (i.e., interaction with others, pursuing areas of interest, etc.).
- Assist students with transitional support (i.e., time management of instruction, related services, lunch, recess, etc.).
- Communicate with teacher about academic, emotional/behavioral, and/or social matters.

Some students in Special Education programs are assigned a one-to-one teacher aide as determined by the Committee of Special Education. The roles and responsibilities of the teacher aide is to provide their assigned student with health/personal care, behavior and instruction support. During remote learning, one-to-one teacher aides will provide the similar supports identified above for their assigned student with a focus on constant verbal and/or physical prompting to stay on task and follow directions.

Instructional Packets

Teachers may prepare instructional packets for distribution to students aligned with the skill level of age groups and abilities, including students with disabilities and English Language Learners, to the greatest extent possible. The following are examples of reference materials, curriculum, and assignments prepared for distribution to students:

- Textbooks, trade books and magazines.
- Photocopies of text, pictures, and other media.
- Printed transcripts of guided lessons.
- Photocopies of activity pages, graphic organizers, and skill-building sheets.
- Lists of hands-on activities students can engage in at home.

Teachers may take two different approaches when developing packets, according to how much advanced notice they have before a school closure or prolonged student absence:

- Generic packets that can be used at any point in the school year that promote student learning according to grade-level and subject-specific standards, or
- Unit-specific packets that are based on the planned curriculum, and integrate with the lessons that students are currently learning in class, and/or
- Customized packets aligned to the Individualized Education Plan.

Tele-Practice

Erie 1 BOCES related service staff (i.e., physical, occupational, and speech therapists) will use tele-practice as an option for provision of related services, including bilingual related services, to the extent possible and consistent with privacy interests. According to NYSED, during the period of the emergency, the existing approved set of Medicaid-reimbursable services will be reimbursed under current rates when delivered through the following means:

- Two-way audio/video communication;
- Video, including technology commonly available on smartphones and other devices; and/or

- Telephonic communication to the extent the service can reasonably be delivered over the phone.

Teaching and Learning

Ensuring a Continuity of Learning

Erie 1 BOCES will ensure a continuity of learning and instruction for all of its students across Alternative Education, Career and Technical Education and Special Education.

Alignment to New York State Learning Standards

The aforementioned continuity of instruction and learning plan incorporates alignment with all applicable NYS Learning Standards and Career and Technical Education Industry standards across its K-12 programming. Furthermore, Erie 1 BOCES has Professional Development and Technology plans established that provide a framework and overarching guidance in support of student instruction aligned to relevant NYS Learning Standards.

Teacher / Student Interaction

Erie 1 BOCES understands the importance of equity and access for all students and families whether the instruction is delivered in-person, hybrid or remotely. Further, Erie 1 BOCES understands that the relationship between a teacher and his or her students is critically important to the learning process and to the social-emotional well-being of students. As such, regular and substantive interaction between students whether delivered in-person, hybrid, or remotely is of the utmost importance. Administrators, faculty and staff will collaborate on a daily basis to ensure consistent, meaningful and rigorous learning opportunities for all students. The delivery of instruction will continue to occur at scheduled times so as to provide consistency for students and teachers to interact and seek feedback.

Communicating with Teachers and Building Leaders

Communication between students, families and caregivers and teachers, principals and support staff is paramount. Information on ways to contact school staff is available on Erie 1 BOCES website (www.e1b.org) and at each individual and will be made available on school correspondence. In addition, communication is encouraged to occur via student learning platforms Google and/or Schoology and Parent Portal for Alternative Education and Career and Technical Education programs.

Attendance and Chronic Absenteeism

Erie 1 BOCES has in place a Student Attendance Policy to raise student achievement, ensure student safety and verify compliance with education laws. Parents and Guardians are expected to notify the district in the event of an absence or illness.

When in remote instruction, all Erie 1 BOCES programs and services will continue to collect and report daily student attendance and engagement. Daily attendance will be recorded in the applicable student management system (eSchoolData for Alternative and Career and Technical Education and Frontline ESA for Special Education programs). Student attendance concerns will be communicated directly with the parent or guardian and school administration. Teachers will make documented contact with students and parents via email and/or phone calls. For students that are absent, missing for online virtual platforms or disengaged for more than 5 consecutive days will be considered chronically absent and referred to Student Support Team. In addition to communicating with students and families, Erie 1 BOCES' administrators will communicate chronic absenteeism concerns with CSE, guidance office and/or administration of component district. E1B will also provide attendance/engagement level letters as established in the Student Handbook (7 days, 15 days, 20 days).