

PROJECT SAVE
(Safe Schools Against Violence in Education)



PHOENIX CENTRAL SCHOOL
DISTRICT-WIDE SCHOOL SAFETY PLAN

2023-2024

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Commissioner's Regulation 155.17

INTRODUCTION

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

The Phoenix Central School District ("District") supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

Position	Name
Board Of Education Representative	Jeff Slater
Administration Representative	Karl Seckner
Teacher Representative	Andrew Quirk, Colleen Longley
Parent Representative	Donna Virkler
Student Representative	Matt Caltabiano
District Safety Personnel	(CiTi BOCES)
Other School Personnel	Jason Godkin
Building Representatives	Chis Chirinos, Patrick Fitch, Stephanie Locke

C. Identification of Potential Emergency Sites

School and Associated Buildings

- JCB High School
- EJD Middle School
- Michael A. Maroun Elementary
- Bus Garage

Community Sites

- Industrial Park
- Railroad
- Interstate 481
- Suburban Propane

D. 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. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.

Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

E. 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.

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.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Actions in response to an emergency

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

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological (Anthrax)
School Bus Accident	Radiological (Nuclear)
Gas Leak	Epidemic
Medical Emergency	Pandemic

Others as determined by the Building-level School Safety Team

B. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans as deemed appropriate by the Incident Commander.

District communication resources include:

- 2-way radios
- bullhorns
- All-call phone system

District emergency supplies:

Water Coolers	Bottled Water	Flashlights	Weather Radios	Student Info Cards
Blankets	First Aid Kits	Whistles	Ice Packs	Garbage Bags
Cups	Rain Coats	Towels	Tissues	Feminine Supplies
Multi-Tools	Miscellaneous Supplies – Pens, Pencils, Clipboards, Tape, Paper, etc.			

Specific personnel and resources are identified in the Building Level Emergency Response Plans.

C. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions. For district and building-wide emergencies the Incident Commander will be the Superintendent. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the

Building Level Emergency Response Plan. Incident Command staff is identified in the District and Building Level Emergency Response Plans.

D. Annual multi-hazard school training for staff and students

The District conducts annual training for staff and students in school safety issues. Classroom and homeroom teachers discuss emergency procedures for fire and other emergencies that warrant evacuation. Staff is instructed on the proper use of a fire extinguisher by the District's fire inspector.

Eight fire drills are held prior to the first of December with a total of 12 for the school year as per Education Law. After initial drills, building principals block corridors and exits and have students exit through rescue windows. The local fire inspector assists with teaching drills.

Early dismissal, tornado/windstorm, lockdown / lockouts, emergency evacuations are also practiced. Since evacuations may involve students walking on the local roads to reach their sheltering destination, police and fire personnel assist with traffic control.

Drills are critiqued and emergency plans are revised as necessary

E. Staff development and Identification

The District will assure that staff receives annual training on violence prevention and/or intervention. All District staff are required to have a school identification clearly visible at all times.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as the district Code of Conduct.

See Appendix A.

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Law enforcement officials will be contacted by the Superintendent (District Incident Commander) in line with the Building Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans and District Response Plans detail the appropriate response to such emergencies.

See Appendix B.

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

The Superintendent will contact appropriate parents, guardians or persons in parental relation to the students via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans and District Response Plans.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, are obtained via the Oswego County Emergency Management Office or through the 911 Communication Center. The Superintendent or Designee will contact these agencies for assistance.

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

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

The Superintendent will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Superintendent will determine the extent of notification and delegate its delivery via telephone or local media.

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

Each Building Level Emergency Response Plan includes the following information:

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

The Building Level School Safety Teams will insure that this information is current and accurate. Information is distributed to local law enforcement, Emergency Management Office and local fire department.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building security, including, where applicable, the use of school hall monitors and or/security devices and procedures.**
See Appendix D

- B. Policies and procedures for the dissemination of informative materials**

The District is committed to the use of the interpersonal violence prevention education package for grades pre-kindergarten through twelve, when available.

- C. Prevention and intervention strategies**

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school security personnel and building emergency response teams and post incident response teams are adequately trained including being trained to de-escalate potentially violent situations
- Non-violent conflict resolution training programs
- Peer mediation programs and youth courts
- Extended day and other school safety programs will be developed as part of the District's SAVE plan

See Appendix E

- D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents**

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. The District has in place:

- Youth-run programs
- Peer mediation
- Conflict resolution
- Harassment/Bullying Incident Report Form

The District will explore and develop programs in:

- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing anonymous reporting mechanisms for school violence
- Others based on district need

See Appendix F

Appendix A

Code of Conduct

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I. INTRODUCTION

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference.

Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

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

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

II. DEFINITIONS

For purposes of this code, the following definitions apply:

"Disruptive student" means 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.

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

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law § 142.

"School function" means any school-sponsored extra-curricular event or activity.

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

A. Commits an act of violence upon a school employee.

- B. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- C. Possess while on school property or at a school function a weapon.
- D. Displays, while on school property or at a school function, what appears to be a weapon.
- E. Threatens, while on school property or at a school function, to use a weapon.
- F. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- G. Knowingly and intentionally damages or destroys school district property.

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all district students have the right to:

- 1. A safe, healthy, orderly and civil school environment.
- 2. Take part in all district activities on an equal basis regardless of age, race, religion, color, weight, national origin, sex, sexual orientation or disability.
- 3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
- 4. Have access to school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.

12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extra- curricular programs.

D. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extra-curricular activities.

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

E. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least once a year the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.

G. Other Staff/SRO's

1. Promote a safe, orderly and stimulating learning environment, which allows our students and community to feel pride in our schools.
2. Maintain a climate of mutual respect and dignity which will strengthen our self-concept and enable all to work better together for the betterment of all concerned.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

- A. Be safe, appropriate and not disrupt or interfere with the educational process.
- B. Recognize that garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- C. Ensure that shorts are no shorter than where the end of the fingers meets the thigh when arms are at the student's side.
- D. Ensure that underwear is completely covered with outer clothing.
- E. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- F. Not including the wearing of hats in the classroom except for medical or religious purposes.
- G. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, sex, sexual orientation or disability.
- H. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including, in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including, out-of-school suspension. When speaking to a student concerning dress, every effort will be made for a staff member of the same sex to be present.

VI. PROHIBITED STUDENT CONDUCT

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

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

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

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
 - 1. Running/wandering in hallways.
 - 2. Pass abuse
 - 3. Making unreasonable noise.
 - 4. In unauthorized area
 - 5. Using language or gestures that are inappropriate, profane, lewd, vulgar or abusive.
 - 6. Disruptive and/or indecent behavior
 - 7. Obstructing vehicular or pedestrian traffic.
 - 8. Engaging in any willful act which disrupts the normal operation of the school community.
 - 9. Trespassing. Students are not permitted in any school building, other than one they regularly attend, without permission from the administrator in charge of the building.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
 - 1. Failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Lateness for, missing or leaving school without permission.
 - 3. Skipping detention/homework hall.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
 - 1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students.
 - 2. Being late for school or class.
 - 3. Being unprepared for class.
- D. Engage in conduct that is violent. Examples of violent conduct include but limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. "Weapon" means a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other dangerous instrument that can cause physical injury or death.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon, including bomb threat.
6. Verbal or written threat of violence
7. Intentionally damaging or destroying the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
8. Intentionally damaging or destroying school district property.
9. Peer abuse, bullying in school (Peer conflict).
10. Threatening to harm staff/students. Physically/verbally abusive to staff
11. Provoking a fight.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying to school personnel.
2. Forgery
3. Failure to sign in
4. Parking/riding/driving infraction
5. Electronic device/computer account misuse
6. Stealing and/or possessing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
7. Acts of sexual harassment as defined in the district's sexual harassment policy.
8. Racial/ethnic slurs
9. Selling, using or possessing obscene material
10. Engages in behaviors that result in unwelcome physical contact with students, staff or members of the public.
11. Engages in any act or conduct that endangers the health safety or morals of others (including bomb threat)..
12. Engages in harassment and/or bullying/cyberbullying in any form including behaviors prohibited by the District's DASA and Harassment Policies.

13. Tampering with fire/safety equipment

F. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism
2. Cheating

G. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, bullying and fighting will not be tolerated. Students waiting for buses when not on school property are expected to conduct themselves in accordance with the district's code of conduct.

VII. DRUG, TOBACCO AND ALCOHOL ABUSE

The Board of Education views the possession, consumption, use, selling and or distributing of alcohol, tobacco or illegal substances a prohibited student conduct warranting special disciplinary measures and penalties.

No student may use, possess, sell, or distribute alcohol, tobacco or other substances(**such as e-cigs, & vaping materials**), nor may use or possess drug paraphernalia, on school grounds or at school- sponsored events, except drugs as prescribed by a physician within the guidelines set forth in existing district policy for students regarding prescription medication. The term "alcohol and/or other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, THC, CBD and any of those substances commonly referred to as "designer drugs". The inappropriate use of prescription and/or over-the-counter drugs shall also be prohibited.

Any person exhibiting behavior, conduct, or physical characteristics indicative of having used or consumed alcohol and/or other substances, or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other substances will be prohibited from entering onto school grounds or at school-sponsored events.

Any person in violation of the provisions of this policy shall be subject to removal from school property and prosecution in accordance with the provisions of the law. Students in violation of this policy shall additionally be subject to disciplinary actions in accordance with school regulations.

Any staff member observing alcohol and/or other substances possession or usage by students shall report the incident immediately to the Building Principal. Any alcohol and/or other substances found shall be confiscated immediately, followed by notification of the parent(s)/guardian(s) of the student(s) involved and the appropriate disciplinary action taken in accordance with district regulations. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

Disciplinary Measures-A student found to be in violation of district policy by their possession, distribution, use, or being under the influence of alcohol, tobacco and/or drugs, or their possession of drug paraphernalia, shall be appropriately disciplined using the specified procedures and consequences listed below. Possession and/or use of e-cigarettes is strictly forbidden on school property and/or school sponsored events.

A. Penalties

1. A first offense for a student who engages in the possession, distribution, or being under the influence of alcohol and/or other substance(s), or who is found in possession of drug paraphernalia, on school grounds (Including BOCES) at a school-sponsored activity or in a school district vehicle shall require the following penalty:
 - a. If the first offense occurs during the instructional day or at a school-sponsored activity, the student's parent(s)/guardian(s) will be contacted and directed to remove their son/daughter from school or the activity for the balance of the day or that activity.
 - b. The student will be suspended from school for up to five (5) school days and from extracurricular activities.
 - c. Student may be subject to a Superintendent's hearing based on the severity of the infraction.
 - d. Prior to a student returning to school from the five (5) school day suspension, a parent/guardian-student conference will be held with the Principal or his/her designee.
2. A second offense for a student who engages in the possession, distribution or being under the influence of alcohol and/or other substance(s), or who is found in possession of drug paraphernalia on school grounds, at a school-sponsored activity or in a school district vehicle shall require the following penalty:
 - a. If the second offense occurs during the instructional day or at a school-sponsored activity, the student's parent(s)/guardian(s) will be contacted and directed to remove their son/daughter from school or the activity for the balance of the day or that activity
 - b. The student will be suspended from school for five (5) school days and from extracurricular activities.

The Principal may request a Superintendent's Hearing if he/she feels that more than five days of suspension appear necessary due to his/her concern for the health and safety of that student or other students in the school. The Superintendent may recommend restricted instruction and/or placement in alternative instruction at any time.
 - c. Prior to a student returning to school after their suspension, a parent/guardian-student conference will be held with the Principal, or his/her designee.
3. A third and/or subsequent offenses for a student who engages in the possession, distribution or being under the influence of alcohol and/or other substance(s), or who is found in possession of drug

paraphernalia on school grounds, at a school-sponsored activity or in a school district vehicle shall require the following penalty:

- a. If the third offense occurs during the instructional day or at a school-sponsored activity, the student's parent(s)/guardian(s) will be contacted and directed to remove their son/daughter from school or the activity for the balance of the day or that activity.
- b. The student will be suspended from school for five school days. The student will be declared permanently ineligible to participate in any and all extracurricular activities associated with the Phoenix Central School District. This extracurricular suspension includes participation in all extracurricular activities and groups such as bands, choirs, drama groups, language groups and trips sponsored by such groups, all athletic participation and cheerleading, as well as school social activities including, but not limited to, dances, and proms, etc. The Principal may request a Superintendent's Hearing if he/she feels that more than five days of suspension appear necessary due to his/her concern for the health and safety of that student or other students in the school. The Superintendent may recommend restricted instruction and/or placement in alternative instruction at any time.
- c. Prior to a student returning to school after their suspension, a parent/guardian-student conference will be held with the Principal, or his/her designee.

Note: In addition to the penalties noted in sections I and II above, district officials will be obligated to contact the police and advise them that a student had used, possessed, sold or distributed alcohol or other substances on school grounds, at a school-sponsored activity or in a school district vehicle.

4. A student who self-refers to a school faculty member or a parent for assistance in dealing with their alcohol and/or other substance use/abuse prior to an identified violation of this regulation shall be entitled to the following:

If a student self-refers for assistance in dealing with his/her chemical use, he/she will be referred to support services. Amnesty from discipline will continue as long as a student follows his/her recommended intervention program. If that student does not follow the intervention program, he/she will be subject to the provisions of this regulation regarding suspension from extracurricular activities.

The offenses set forth in this regulation will be documented cumulatively throughout the time a child attends the district.

VIII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the superintendent, or other staff member. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

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

IX. DISCIPLINARY PROCEDURES AND PENALTIES

Refer to VII for discipline and penalties resulting from drug or alcohol abuse .

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination with one another. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning – Any member of the district staff.
2. Written warning – Bus driver, hall and lunch monitors, teachers, principals and superintendent.
3. Written notification to parent – Bus driver, hall and lunch monitors, teachers, principal and superintendent.
4. Detention – Teachers, principal, and superintendent.
5. Suspension from transportation – Principal and superintendent.
6. Suspension from athletic participation – Principal and superintendent.
7. Suspension from social or extra-curricular activities – Principal and superintendent.
8. Suspension of other privileges – Principal and superintendent.
9. In-school suspension – Principal and superintendent.
10. Removal from classroom by teacher – Teacher, principal and superintendent.

11. Short-term (five days or less) suspension from school – Principal, superintendent and Board of Education.
12. Long-term (more than five days) suspension from school – Principal, superintendent and Board of Education.
13. Permanent suspension from school – Superintendent and Board of Education.

B. Procedures

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

Students who are to be given penalties other than a verbal warning, written warning, written notification to their parents or detention are entitled to additional rights before the penalty is imposed. The additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent. In such cases, the student's parents will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

3. Suspension from Athletic Participation, Extra-Curricular Activities and other Privileges

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

4. In-School Suspension

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension". "In-school suspension" is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension where students will receive substantially equivalent, alternative education. The in-school suspension teacher will be a certified teacher or teacher assistant.

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

5. Teacher Removal of Disruptive Students

A disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

A disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many

instances, the classroom teacher can control disruptive student behavior by using good management techniques. Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn.

A classroom teacher may remove a student from class for up to two days if the teacher determines that the student is disruptive. The removal from class applies to the class of the removing teacher only.

If the student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student, before the student is removed, with an explanation for why he or she is being removed. The student must also be given the opportunity to present his or her version of the relevant events. Only after this informal discussion may a teacher remove a student from class.

If the student does pose a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within one full school day.

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

By the end of the next school day following the students' removal, that (1) the teacher must attempt to notify the student's parents that the student has been removed from class and state the reason, and that (2) the principal, or another district administrator designated by the principal, must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the teacher, principal or the principal's designee to discuss the reasons for the removal and behavior modification(s) to remedy the cause for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure

receipt of the notice by the day after the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise a violation of the law.
- c. The conduct warrants suspension from school pursuant to Education Law § 3214 and a suspension will be imposed.

The principal or his or her designee must make a determination as to whether to overturn the removal before the close of business on the day after the day of the informal hearing. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. At the teacher's discretion, he or she may rescind the removal prior to the expiration of the full period of removal.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The principal must keep a log of all removals of students from class. Removal of a student with a disability may, under certain circumstances, 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 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.

Nothing in this section of the code of conduct abridges the customary right or responsibility of a principal to suspend a student. Further, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time honored classroom management techniques such as "time-out" in an elementary classroom or in an administrator's office or sending students briefly into the hallway are not considered removals from class. The removal process should not become a substitute for good classroom management.

6. Suspension from School

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-Term (Five days or less) Suspension from School

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law § 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The

suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long Term (more than five days) Suspension from School

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the

hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendation as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

d. Minimum Periods of Suspension

(1. Students Who Bring a Weapon to School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing

pursuant to Education Law § 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- The student's age
- The student's grade in school
- The student's prior disciplinary record
- The superintendent's belief that other forms of discipline may be more effective
- Input from parents, teachers, and/or others
- Other extenuating circumstances

The superintendent is required to refer the following students to the County Attorney (or the county presentment agency if not the county attorney) for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 18 who is found to have brought a weapon to school
- Any student under 18 years old who qualifies for juvenile offender status under the Criminal Procedure Law.

The superintendent is required to refer students under the age of 18 or any student years old who qualifies for juvenile offender status to the appropriate law enforcement authorities. A student under 18 years old who possesses a firearm, machine gun or loaded firearm (as defined in section 265.00 of the Penal Law) on school grounds (as defined in section 220.00 (14) of the Penal Law) qualifies for juvenile offender status under section 1.20 of the Criminal Procedure Law.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

- (2. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possession a weapon.

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

Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom by a teacher(s) on four or more occasions during a semester, or three or more occasions during a trimester, will be suspended from school for at least five days. If the proposed penalty is the minimum five day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a short term suspension. If the proposed penalty exceeds the minimum five day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law § 3214, the district will take immediate steps to provide alternative means of instruction for the student. In addition, alternative instruction will be made available to any student over the compulsory attendance age who presents a sincere desire to complete his/her high school education.

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedure 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.

A. Authorized Suspension or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply:

A “suspension” means a suspension pursuant to Education Law

A “suspension” means a suspension pursuant to Education Law § 3214.

A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and 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/herself or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those

services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the District (BOCES) superintendent of schools or a building principal delegated the authority to suspend students 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. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (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 school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - (1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which included "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...[for] a pocket knife with a blade of less than 2 ½ inches in length.

- (2. “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - (3. “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.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- 2. School 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.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement based on a pattern of suspensions or removals if the 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.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke

applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - (1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled

substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner of Education shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Regulations of the Commissioner of Education incorporated into this policy.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Regulations of the Commissioner of Education incorporated into this policy.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy, if:
 - a. The district requests such a hearing to obtain such an order for an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - (2. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- 2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

- 1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
- 2. The superintendent shall 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.

XII. CORPORAL PUNISHMENT

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

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

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

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

XIII. STUDENT SEARCHES AND INTERVIEWS

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

In addition, the Board authorizes the building principal to conduct searches of students and their belongings if the building administrator has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. A building administrator may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the building administrator has a legitimate reason for the very limited search.

A building administrator may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received

independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

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

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

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any and all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advance authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of the law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

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

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

The authorized school official shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The authorized school official shall retain control of the items, unless the items are turned over to the police. The authorized school official shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police/SRO Involvement in Searches and Interviewing of Students

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

1. A search or an arrest warrant.

2. Probable cause to believe a crime has been committed on school property or at a school function.
3. Been invited by school officials.

Before police officials are permitted to question or search any student under the age of 16, the authorized school official shall first try to notify the student's parents to give the parent the opportunity to be present during the police questioning or search. If the student's parents cannot be contacted prior to the police questioning or search, the parent shall be informed of the questioning or search, in writing, by the authorized school official as soon thereafter as possible. The authorized school official will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

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

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

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

XIV. VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- A. Anyone who is not a regular staff member or student of the school will be considered a "visitor".
- B. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to register through the raptor system and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds.
- C. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
- D. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) so that class disruption is kept to a minimum.
- E. Teachers are not expected to take class time to discuss individual matters with visitors.
- F. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- G. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
- H. All visitors must follow the rules and guidelines detailed in the District's Sexual Harassment Policies and Regulations No. 9010.2, 9010.2-R.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or remove district property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Directly or indirectly threaten, intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
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, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Smoke, sell, distribute, or use tobacco products or e-cigarettes either on school property or at a school function.

11. Possess or use firearms or other weapons including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any lawful order of identifiable school district 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 while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors – their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students – They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the “Penalties” section of this code of conduct, in accordance with the due process of law requirements.
3. Tenured Faculty Members – they shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law Section 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5 – They shall be subject to immediate ejection and to warning,

reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The superintendent shall be responsible for enforcing the conduct required by this code. The superintendent may designate the other district staff that are authorized to take action consistent with the code.

When the superintendent or his/her 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 designated school official shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person 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 designated school official shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVI. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the code and a review of the code at the beginning of each school year.
2. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
3. 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 practical after adoption.
4. Providing all new employees with a copy of the current code of conduct when they are first hired.

5. Making copies of the code available for review by students, parents and other community members.

On an annual basis, the code of conduct will be publicized and explained to all students and distributed, in writing, to parents and guardians of students. A copy of the code will be filed in each school building, where it will be available for review by any individual.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

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

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

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

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

Appendix B

School Building Listings and Emergency Response Plans

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephones numbers for building staff.

Building Name	Address	Contact Name	Telephone Number
Michael A. Maroun Elementary	11 Elm St., Phoenix	Brett Doody	695-1561
Emerson J. Dillon	116 Volney St., Phoenix	Jessica Ariola	695-1521
John C. Birdlebough High	552 Main St., Phoenix	Thomas Bailer	695-1631
District Office	116 Volney St., Phoenix	Chris Byrne	695-1573
Business Office	116 Volney St., Phoenix	Karl J. Seckner	695-1574
Transportation	116 Volney St., Phoenix	Deb Gerace	695-1551
Operations & Maintenance	11 Oneida St., Phoenix	Jason Godkin	695-1537 695-1538

* Specific building information including student and staff population and emergency home phone numbers are included in Building Profiles which are part of Building Response Plans.

SCHOOL CANCELLATION/EARLY DISMISSAL

Superintendent

- Determines conditions negating early dismissal or school cancellation
- Notifies Building Principals
- Notifies Transportation
- Notifies local radio and television stations of student dismissal
(This serves as parent notification)

EMERGENCY EVACUATION

EVACUATE BUILDING

- Evacuate building using established fire routes and alternate routes as needed
- Evacuate handicapped students according to building procedures

EVACUATION RESPONSIBILITIES

Principal or Designee

- Notify Superintendent
- Coordinate attendance
- Have list of missing students/faculty, provide information to authority
- Determine when and if to re-enter building
- Coordinate student release to parent/guardian

Superintendent/District Office

- Notify 911
- Decide whether students should be relocated or sent home
- Notify host facility as appropriate
- Notify media & community of student dismissal
- Transport students accordingly

Classroom Teachers

- Close windows
- Turn off electrical equipment
- Take class register, daily absentee list and emergency release forms
- Check room for stragglers/ Check bathroom
- Keep door open
- Lead students to designated assembly area
- Take attendance. Report missing students to principal
- Await further instructions from principal or designee

Elementary Teachers not with class at time of alarm

- Secure classroom
- Meet class in their assigned area
- Relieve special area teachers

Jr./Sr. High School Teachers not with a class at time of alarm

- Report to principal or designee

Special Area Teachers

- Same as classroom teacher
- Report to principal or designee at control center after relieved by classroom teacher
- Assist in collecting missing student/staff information

Custodians/Maintenance

- Secure utilities as appropriate for situation
- Assist in building sweep locating stragglers or injured
- Check bathrooms
- Leave building
- Report to principal for further instructions

Office Staff

- Secure electrical equipment
- Close windows
- Take daily absentee list, attendance records, emergency forms
- Close door
- Leave building
- Report to principal or designee

Students

- Obey rules
- Remain in line
- Keep quiet and listen for instructions
- Follow teacher to assembly area
- Remain with teacher at all times

EVACUATION DURING LUNCH**Teachers on Cafeteria Duty/Food Service**

- Lead students out of building
- Supervise students until relieved by classroom/homeroom teacher
- Report to principal

Teachers at Lunch

- Meet class/homeroom in cafeteria assembly area
- Take attendance

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

FIRE

Person Discovering Fire

- Immediately sound alarm
- Report location to Main Office

Principal or Designee

- Notify:
- 911 Provide information of location and extent of spread when fire chief arrives
- Superintendent
- Coordinate attendance
- Confirm that building is secure
 - Report this to Fire Chief and Superintendent
- Coordinate efforts with Fire Chief. Fire Chief is in charge.
 - Fire Chief will determine whether fire is out and whether the building is safe for occupancy
- Following Fire Chief's determination, confer with Superintendent:
 - Return to school and resume routine
 - Partially close building, reassign classes
 - Evacuate to host school
- Transport home

Superintendent/District Office

- Notify Transportation
- Notify Operations & Maintenance Department

Teachers

- Turn off electrical equipment
- Close windows
- Leave lights on
- Take class list and attendance list
- Check room for stragglers and close door
- Evacuate building using predetermined route to assembly area
- Take attendance and report missing
- Remain with students
- Await further instructions from principal

Middle/High School Teachers not with class

- Report to Command Center

Office Staff

- Turn off electrical equipment
- Close all windows
- Leave lights on
- Take Emergency Box

- Close doors and leave building
- Report to Command Center

Support Staff

- Turn off electrical equipment (except essential equipment like refrigerators and freezers)
- Close all windows
- Leave lights on
- Close doors and leave building
- Report to Command Center

Custodian(s)

- Building sweep (including rest rooms), report names to command center
- Secure utilities as appropriate

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

MEDICAL EMERGENCY PROCEDURE - Including Automatic External Defibrillators (AEDs) -

SCHOOL HOURS

First Person on Scene

- Send/radio for help to main office Remain with injured

Building Administrator/Main Office Staff

- Send nurse or other qualified personnel to scene
- Send AED unit to scene as appropriate
- Call 911 (Indicate if AED emergency)
- Inform Superintendent

Superintendent/ District Office Staff

- If AED emergency, contact Regional EMS Council immediately at 464-4862 and Emergency Health Care Provider at Oswego Hospital (within 24 hours)

AFTER SCHOOL HOURS OR SCHOOL SPONSORED EVENT

First Person on Scene

- Send for help/locate building custodian
- If AED emergency, locate trained staff member and have AED brought to scene
- Stay with injured

Custodian/Person in Charge of Event

- Call 911
- Contact Supervisor/Building Administrator

Supervisor/Administrator

- Contact Superintendent to follow-up with Emergency Health Care Provider at Oswego Hospital (within 24 hours)

FOLLOW-UP

- Written report to Superintendent
- When AED used

- Person administering AED assistance is responsible for completing patient information card stored with AED unit card to be forwarded to Superintendents office
- AED committee meets with those involved with the emergency to review event

BLOOD/BODY FLUID EXPOSURE

Person Exposed

- Isolate area
- Notify Principal
- Follow up with school nurse

Principal

- Notify Nurse
- Notify Custodian for clean up
- Report to Scene
 - Assist with situation
 - Follow up with employee that was exposed, allowing release time as needed
- Notify Superintendent if warranted

School Nurse

- Follow District Exposure Control Policy
- Review rights of exposed student/employee

Custodial Staff

- Clean area using proper procedures
- Report incident to supervisor

FOLLOW UP

- Incident report filed with Superintendent
- Exposure record to Operations & Maintenance Department

IMPLIED OR DIRECT THREAT

Person Hearing or Receiving Threat:

- Report information to Principal/Administrator

Principal or Designee:

- Inform Superintendent
- Discuss details of threat
- Determine if authorities should be contacted
- Continue to monitor situation
- Inform Building Response Team

Superintendent:

- Dependent on circumstances initiate early dismissal, sheltering or evacuation

BIOLOGICAL AGENT THREAT (ANTHRAX)

Person Finding Threat / Powder

- Carefully place envelope/package down
- Do not touch mouth, eyes, nose
- Put on gloves and place item in zip lock bag provided
- Secure door. Do not let anyone enter or leave except emergency responders
- Close windows, turn off fans, air conditioners or anything else that moves air
- Phone/notify main office (do not leave room) to inform them of situation with your location

Building Administrator

- Notify Superintendent
- Call 911
- Determine area to be contained
- Notify Head Custodian / Maintenance to secure any ventilation to area without entering area of containment
- Prepare for orderly evacuation of unaffected students/staff

District Office

- Inform Board of Education
- Provide information to media
- Assist with evacuation plans
- Inform Administrators

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

GENERAL PRECAUTIONS FOR MAIL HANDLING

General

- Common sense and care should be used in inspecting and opening mail or packages
- Do not eat or drink while handling mail
- Examine unopened envelopes for foreign bodies or powder
- Do not open letters with your hands—use a letter opener
- Open letters and packages with a minimum of movement to avoid spilling any contents
- Wash hands with soap and water after handling mail

What Types Of Letters May Be Suspect

- Any letter or package that has suspicious or threatening messages written on it
- Envelopes that are lopsided, rigid, bulky, discolored or have a strange odor
- Envelopes with no return address
- Unexpected envelopes from foreign countries
- No postage or non-cancelled postage

For Suspect Envelopes

- DO NOT OPEN the envelope or package
- Put on gloves and place item in zip lock bag provided
- Leave it and evacuate the room
- Keep others from entering
- Notify your supervisor

For Packages That Are Opened And Which Contain Suspicious Material

DO NOT PANIC – Follow procedures for Biological Agent Threat

BOMB THREAT

Section 807 of the Education Law, Attorney General's opinion declares a bomb threat as a potential emergency with no time to debate whether the threat is genuine. School personnel have the paramount duty to evacuate the school or building, whether the threat is a hoax cannot be known when the threat is received.

Person Receiving Call:

- Contact Principal or Administrator immediately
- Note time call is received
- Keep person on line (tape conversation if possible)
- Refer to bomb threat form and record information
- Report information to Principal/Administrator following call

Principal or Designee:

- Inform Superintendent
- Assign custodian to do a cursory check of outside of building. This is to be completed before evacuating
- Confirm evacuation plans including whether to relocate with Superintendent.
- Evacuate building making announcement on P.A. system.
- Limit phone use. Radios and cell phones should only be used outside and at a minimum of 300 feet from the building.
- Radios within the 300 feet area may receive but must not transmit.
- Coordinate attendance. Account for staff/students. Complete attendance before relocation.
- Assure emergency box is taken from the building
- Assist law enforcement with coordination of investigation. Activate search teams.

Superintendent/District Office

- Call 911
- Make evacuation decisions
- Notify Transportation Supervisor
- Notify Operations & Maintenance Department
- Inform media of student relocation or early dismissal

Classroom Teacher

- Do a visual check of room. Immediately report **but do not touch** anything suspicious.
- Leave windows open and lights on
- Take class register, absentee list, emergency release forms and personal items (purse, car keys, etc.)
- JCB/EJD

- If room is clear hang "green sheet" on door. If room needs inspection hang "red sheet" on door.
- Close door
- Lead students to designated assembly area using fire routes
- Move 300 feet from building. Do not assemble in parking lots.
- Take attendance. Record names of missing on index card. Have card available for collection.
- Remain with students and await instructions.

Elementary Teachers NOT with class

- Secure classroom per instructions
- Evacuate building and meet class in assembly area
- Relieve special area teacher

JR/SR High Teachers NOT with a class/ Special Area Teachers

- Secure classroom per instructions
- Evacuate building and report to outside Command Center

Teachers on Cafeteria Duty/Lunch Monitors/ Cafeteria Workers

- Take copy of lunch period role (kept near cash register)
- Lead students out of building
- Take attendance. List missing on index cards
- Supervise students. Elementary teachers will meet class in assembly area.

Teachers at Lunch

- Elementary teachers meet class in assembly area and relieve lunch monitors
- Jr/Sr teachers are to report to cafeteria assembly area to assist with supervision and attendance

Nurse/Assistants

- Take first aid supplies and necessary student medications from building
- Escort those in office out of building
- Notify Principal if student(s) should not be moved outside, request a bus for sheltering

Custodian/ Maintenance

- Perform cursory search of outside of building and all entrances prior to evacuation. Report findings to Principal.
- Perform building sweep to verify all have evacuated. Escort stragglers to Command Center.
- Form search teams. Await instructions from search coordinator.

Non-instructional Support Staff

- Do a visual check of room. Immediately report **but do not touch** anything suspicious.
- Leave windows open
- Close door and evacuate building
- Report to Command Center. Confirm attendance of staff

Transportation

- Notify drivers to stand by
- Provide buses as needed-dispatch buses to be used as shelter if weather is inclement

Operations & Maintenance Department

- Provide personnel to assist with search or student relocation as requested
- Have personnel report to building

Search Team

- Search assigned area
- As each room/area is cleared, report to Control Central when assigned area is complete
- Search team will be identified by distinctive attire.

Law Enforcement

- Coordinate investigation/search
- Report findings and recommendations to Superintendent

AFTER SEARCH IS COMPLETE

Superintendent (or Principal after conference with Superintendent)

- Make one of four decisions based on search information
 - Re-enter building and resume classes
 - Relocate building occupants
 - Re-enter building within a set time
 - Early dismissal
- If decision to close, notify BOCES District Superintendent
- Notify members of Board of Education

FOLLOWUP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Remind students and staff that reporting a false bomb threat is a crime punishable by civil penalties and/or imprisonment.
- Review with Superintendent

BOMB THREAT FORM

EXACT WORDING OF THE THREAT: _____	

Sex of Caller: _____	Number at which call was received: _____
Time: Begin: _____	End: _____ Date: _____

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 are you doing this? _____ 8. Where are you now? _____ 9. What is your name? _____
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CALLER'S VOICE: <table style="width: 100%;"> <tr> <td>_____ Accent</td> <td>_____ Laughter</td> </tr> <tr> <td>_____ Angry</td> <td>_____ Lisp</td> </tr> <tr> <td>_____ Calm</td> <td>_____ Loud</td> </tr> <tr> <td>_____ Clearing Throat</td> <td>_____ Nasal</td> </tr> <tr> <td>_____ Cracking Voice</td> <td>_____ Normal</td> </tr> <tr> <td>_____ Crying</td> <td>_____ Raspy</td> </tr> <tr> <td>_____ Deep Breathing</td> <td>_____ Ragged</td> </tr> <tr> <td>_____ Disguised</td> <td>_____ Slow</td> </tr> <tr> <td>_____ Distinct</td> <td>_____ Slurred</td> </tr> <tr> <td>_____ Excited</td> <td>_____ Soft</td> </tr> <tr> <td>_____ Familiar</td> <td>_____ Stutter</td> </tr> </table>	_____ Accent	_____ Laughter	_____ Angry	_____ Lisp	_____ Calm	_____ Loud	_____ Clearing Throat	_____ Nasal	_____ Cracking Voice	_____ Normal	_____ Crying	_____ Raspy	_____ Deep Breathing	_____ Ragged	_____ Disguised	_____ Slow	_____ Distinct	_____ Slurred	_____ Excited	_____ Soft	_____ Familiar	_____ Stutter	BACKGROUND SOUNDS: <table style="width: 100%;"> <tr> <td>_____ Animal Noises</td> <td>_____ Clear</td> </tr> <tr> <td>_____ Crockery</td> <td>_____ Local</td> </tr> <tr> <td>_____ Factory Machine</td> <td>_____ Motor</td> </tr> <tr> <td>_____ House Noises</td> <td>_____ Music</td> </tr> <tr> <td>_____ Long Distance</td> <td>_____ Static</td> </tr> <tr> <td>_____ Office Machinery</td> <td>_____ Voice</td> </tr> <tr> <td>_____ PA System</td> <td>_____ Other</td> </tr> <tr> <td>_____ Phone Booth</td> <td></td> </tr> <tr> <td>_____ Street Noises</td> <td></td> </tr> </table>	_____ Animal Noises	_____ Clear	_____ Crockery	_____ Local	_____ Factory Machine	_____ Motor	_____ House Noises	_____ Music	_____ Long Distance	_____ Static	_____ Office Machinery	_____ Voice	_____ PA System	_____ Other	_____ Phone Booth		_____ Street Noises	
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_____ Message read by threat maker																																									

Person completing this report: _____

Position: _____ Phone Number: _____

NUCLEAR EMERGENCY

In the event of a large nuclear incident, the County Director of Emergency Management has jurisdiction. Any minor incident involving nuclear materials is under the jurisdiction of the local Health Department

Superintendent

- Follow direction of the County Director of Emergency Management
- Contact Building Principals
- Initiate Shelter or Go-home procedures as advised
- Contact Transportation
- Contact Operations & Maintenance Department
- Monitor local radio and television
- Set up communication center

Principal

- Prepare students and staff for sheltering or dismissal
- Set up command and communication center
- Set up parent reception area
- Maintain contact with Superintendent

Transportation

- Stand by, be prepared to transport students

Building and Grounds

- Assist as requested

Custodial and Maintenance

- Secure outside ventilation

Resume normal activities when so advised by the Local Emergency Management Office.

SEVERE THUNDERSTORM, TORNADO OR WINDSTORM

Weather radios should be monitored at all times.

A severe weather watch is issued when conditions are favorable for the development of severe weather. The watch is upgraded to a warning if severe weather has moved into the area.

Thunderstorm

- Outdoor activities are most susceptible to weather hazards with lightning being the greatest threat. It is a documented fact that if you can hear thunder, you are close enough to the storm to be struck. Outdoor activities should therefore be delayed as soon as thunder is heard. The delay should last until the storm has passed.

SEVERE WEATHER WATCH ISSUED:

Transportation Supervisor

- Inform Superintendent of watch
- Monitor local weather conditions
- Update Superintendent of changing weather conditions

Superintendent/District Office

- Inform principals
- Assure weather radios and local conditions are being monitored at each building

Principal

- Monitor weather radio EAS (Emergency Alert System) and local conditions
- Monitor local radio stations for more information
- Postpone outdoor activities especially if thunder is heard
- Consider delaying dismissal dependent on weather conditions
- Inform teachers especially those who have classes outside

Teachers

- If outside, and a storm is approaching and/or thunder is heard, return to building

SEVERE WEATHER WARNING ISSUED:

Principal

- Inform staff of warning
- Postpone outdoor activities

- If time does not allow evacuation, move students from most susceptible areas such as mobile classrooms, gymnasiums, cafeterias and other areas with large exterior windows until storm passes
- Assign person to monitor storm as it approaches
- If end of day, delay dismissal until storm has passed
- Severe thunderstorms may contain hail, move students out of areas with skylights
- Inform Superintendent of all actions

Teachers/Staff

- Close windows
- Close blinds/shades
- Keep students away from windows
- Listen for further instructions

Custodian/Maintenance

- Secure building

Tornado Warning Issued

- Be alert of weather conditions
- Follow procedures above

IF SCHOOL IS IN PATH OF STORM OR STORM BEGINS TO IMPACT SCHOOL

Principal

- Announce to move to designated safe areas
- If power is off send "runners" with message
- Coordinate attendance
- Assure that "emergency box", flashlights, first aid kit are taken to safe area
- Have all assume *protective position if winds begin to pick up, large hail falls or a roar is heard
- If time does not allow for evacuation to safe area, announce to take cover

Teachers

- Close windows
- Close blinds/shades
- Keep students away from windows
- Listen for further instructions Evacuate classroom checking room/bathroom for stragglers
- Bring attendance book
- Lead class to designated safe area
- Close door
- Take attendance

- If immediate action **is** necessary – have students move to inside wall of classroom or under desks and assume **protective position*

Custodians

- Conduct building sweep
- Report to safe area

Staff

- Report to safe area

AFTER STORM PASSES:

Principal

- Assess any damage
- Report findings to Superintendent

Superintendent

- Decide whether to close school
- Report to Board of Education

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance
- Review incident with SAVE team

****protective position*** – *squat with head down and arms protecting head*

EARTHQUAKE

Earthquakes can strike without warning; seek shelter. Do not try to leave building during tremors. If outside, move away from buildings, trees and utility poles. If in a moving vehicle, stop and remain inside until shaking stops.

Superintendent/District Office

- Confer with principals gathering information on number of missing and damage to buildings
- Call 911. Report District status.
- Confer with civil authorities whether students should be sent home or held
- Assess damage of District buildings

Principal or Designee

- Give instructions to take immediate cover
- Set up Command Center outside building after tremors subside
- Assemble emergency response and crisis management team
- Assemble list of any missing staff or students
- Confer with superintendent. Report number of missing and status of building damage

Teacher/Staff

- Instruct students to drop to floor and secure protection beneath a desk or table
- After tremor subsides, escort students out of building according to fire evacuation route. Leave through nearest accessible door if planned route is blocked
- Account for all students
- Report missing students to Command Central

Custodial/ Maintenance Staff

- Take shelter
- If conditions allow, secure utilities especially gas
- Assist in accessing building damage and locating missing

FOLLOW UP

- Incident report filed with Superintendent
- Copy of report to Operations & Maintenance
- Review incident with SAVE team

SYSTEM FAILURE

(Loss of Power, Heat, Water, or Sewage Systems, Gas Leak or Structural Failure)

First Person on the scene

- Upon discovery or detection of a system failure notify Head Custodian and Building Principal

Head Custodian -

- Evaluate the problem insofar as possible and notify the Building Principal
- To the extent possible, restore systems that can be repaired safely as necessary
- Notify the Supervisor of Buildings and Grounds at 695-1537

Head Custodian and/or Building Principal –

- Use public address system if there is any question as to the safety of the building occupants

Supervisor of Buildings and Grounds -

- Evaluate problem and commence appropriate remedial action.
- In the event of a gas leak call the National Grid Emergency Service Line at 1-800-892-2345
- Notify Superintendent, if situation warrants

Superintendent -

- Curtail or cease building operations as appropriate, and notify staff, parents and students and issue instructions
- Notify Board of Education and State Education Department, Bureau of Educational Management Services, if formal emergency resolution is needed (518-474-7770).

Business Administrator / Supervisor of Buildings and Grounds –

- Complete corrective actions and recovery.

NOTES: In the event of a power failure all buildings are equipped with emergency backup power to operate fire alarm system and emergency lighting for a duration of at least 90 minutes.

In the event of loss of water, water main break or contamination of drinking water, portable water must be provided during occupancy. Acceptable alternatives can be bottled water or similar dispensers.

In the event of a loss of water or water main break, alternative toileting facilities must be provided, i.e. Portable Toilets to maintain suitable occupancy.

In the event of a loss of heat, a minimum temperature of 65 degrees F must be maintained in occupied rooms.

VISITOR AND INTRUDER

All visitors are expected to report and sign in at the main office. Visitors must wear identifying badges and respect school rules.

Exceptions – Delivery personnel only having access to receiving room do not have to report to main office.

Staff Member Making Initial Contact

- Direct visitor to main office for a badge
- If visitor is roaming building without visible identification, escort them to main office
- If visitor fails to comply, inform them that they are in violation of school policy
- Notify principal by sending bystander or reporting it yourself

Principal/Designee

- Notify Superintendent
- Assess situation
- Escort intruder from building
- If intruder refuses to leave call 911
- Clear hall of bystanders
- Activation of lockdown procedures (see page B-24) if deemed necessary
- Keep person under surveillance until law enforcement arrives
- Law enforcement takes charge upon arrival

Staff

- Respond to building specific warning signals
- Report any information to main office
- Follow Lockdown procedures if directed by Principal/Designee

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

LOCKDOWN

A lockdown is called when leaving the facility or walking through the building would endanger the health and safety of the children/staff.

Principal/Designee

- Should apprise all building occupants by making an announcement over the public address system such as: ***"May I have your attention please, all staff are to immediately secure their classrooms, we are implementing lockdown procedures at this time"***.
- Keep person under surveillance until law enforcement arrives.
- Law enforcement takes charge upon arrival.

Staff

- When you hear lockdown announced, you should move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are. Keep everyone quiet, silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Safety Office
- Review incident with SAVE Committee

LOCKOUT

Lockout is a procedure, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building. Most commonly used when the threat is general or the incident is occurring outside the school building, on or off school property. If an individual building receives information concerning an external threat, they are to immediately notify the District Office. An individual building may immediately implement a lockout and then notify the District Office. The Superintendent and/or designee will notify the other buildings and give direction as to whether or not the other buildings need to implement a lockout procedure.

Principal/Designee

- Listen for instructions regarding the situation and your actions.
- Lock all exterior windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates

Custodial/Maintenance Staff

- Lock and secure all exterior doors and entrances.
- Report to the building principal for any further directions.

Staff

- Follow instructions given.
- Report any visitor or intruder information to the main office immediately.

District Office

- Alert other buildings and departments of lockout implementation
- Using School Messenger alert faculty with details of lockout
- Using School Messenger alert parents of lockout and to stay away from school until lockout is lifted. Students will not be released to parents until lockout is lifted
- Notify the building principals as to any changes in bus schedules from lockout implementation.

Shelter –In-Place

Used to shelter students and staff inside the building

Staff:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area.
- Stay together at all times.
- Take Attendance. Listen for updates

Hold-In-Place

Used to limit movement of students and staff while dealing with short term emergencies.

Staff:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

Evacuate

Used to evacuate students and staff from the building.

Staff:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.

KIDNAPPING/LOST CHILD

Instructor/Staff

- If a student (who has been present during school hours) is deemed missing, contact main office.
- If student returns, notify main office.

Principal/Designee

- Seek information from staff and students to determine when the student was last seen.
- Search school and grounds for missing student.
- Announce missing student's name over the PA system, "*Student's name*, please report to the principal's office."
- Contact Superintendent.

Superintendent/Designee

- Contact 911.
- Phone missing student's parent or legal guardian and advise them the police have been notified.
- When police arrive at school, advise them of all known facts relating to the missing student.
- If student is located, contact parent or legal guardian and police.

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

HOSTAGE

First Person on Scene

- Identify hostage situation
- Notify Principal

Principal or Designee

- Call 911
- Inform Superintendent
- Secure area of building involved
- Use building codes as situation dictates
- Assist police officials

Superintendent/Designee

- Provide public information statements
- Contact parents or spouse of individuals involved
- Respond to media and family questions
- Confer with police as to termination of emergency
- Decide whether to dismiss students

Teacher/Staff in Hostage Situation

- Stay calm
- Be cooperative, follow instructions of captor
- Be prepared to wait; elapsed time is a good sign
- Do not be a hero; do not try to escape or resolve situation by force
- Be observant and listen
- If rescue takes place, lie on floor and await instructions from rescuers

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

OIL/GASOLINE/TOXIC CHEMICAL SPILL (EXTERIOR)

Use these procedures in the event that a spill occurs outside the building or in the neighboring vicinity that could affect school occupants.

Principal/Designee

- Notify Superintendent
- Direct building staff to close doors and windows. Students to remain in classrooms
- Direct custodial/maintenance to secure outside ventilation
- Inform staff of decisions to relocate, or dismiss, etc.
- Alter evacuation exits to avoid spill

Superintendent/District Office

- Determine whether situation warrants school closure or relocation of students and staff (if school is closed, will support staff be released?)
- Confer with Principal
- Notify Operations & Maintenance Department
- Notify Transportation Supervisor
- Inform BOCES Superintendent, Board of Education members and media if students are to be dismissed

Operations & Maintenance Department

- Determine nature and extent of spill
- Contact fire control and or DEC dependent on nature of spill

Teachers/Staff

- Keep students in classroom until instructed otherwise
- Follow relocation or early dismissal plans as pertinent
- Do not exit building into spill area

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

CHEMICAL SPILL (INTERIOR)

Use these procedures in the event of a chemical spill in the interior of the building. This may include large spills of acid, strong cleaning chemicals or PCB leakage from light ballasts.

Person Discovering Spill

- Evacuate room(s) or area(s) involved
- Isolate area as best as possible
- Notify Principal

Principal

- Determine if other areas warrant evacuation and take action
- Direct building custodian to isolate area by securing ventilation, opening window etc. NOTE: Custodians are not to enter area without proper protective equipment
- Notify Superintendent
- Inform teachers to keep students in classroom
- Inform, students/staff of decisions to relocate, dismiss etc/
- Alter evacuation routes from building if necessary to avoid spill area

Superintendent/District Office

- Notify 911 **IF** necessary (Does spill pose a fire risk?)
- Determine if situation warrants school closure or relocation of students and staff
- Confer with Principal
- Notify Operations & Maintenance Department
- Notify Transportation Supervisor
- Inform media if students are to be dismissed

Operations & Maintenance Department

- Determine nature and extent of spill.
- Determine clean up procedure – (In house or contract)
- Inform DEC as necessary
- Advise Superintendent and Principal

Teachers/Staff

- Keep students in room until instructed otherwise
- Follow relocation or early dismissal plans as pertinent
- Avoid spill area when evacuating
- Protect skin and eyes with clothing, paper towels etc. as necessary

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

BUS ACCIDENT

Driver

- All accidents/incidents must be reported
- Stop and shut off engine
- Activate four-way hazard lights
- Radio Transportation with following:
 - Location
 - Request medical assistance if injuries
- Send for help if radio is inoperable
- Calm and reassure passengers
- Check each passenger for injuries using universal precautions
- Students are to remain on bus, injured are NOT to be moved by driver unless dangerous situation warrants
- Set the reflector triangles as follows:
 - unobstructed view, 100' in front, 10' rear, 100' to rear
 - obstructed view 10' to rear, 100' to 500' to rear
 - for one-way or divided highway 10' to rear, 100' to rear, 200' to rear
- Chart location of students with names at time of accident
- The bus is not to be moved until the situation is assessed by District designee or as directed by law enforcement
- Students are not allowed to leave scene until released by District designee and medical personnel (if injuries). Medical personnel have authority to transport injured as necessary.
- Gather accident information i.e. names of those involved, witnesses, etc. if district personnel are unavailable

Transportation Supervisor or Designee

- Notify the following in order:
 - Call 911
 - (Will dispatch appropriate authority dependent on whether there are injuries)
 - Superintendent
 - Nurse/Principal
- Dispatch bus to scene
 - Transport students. Students must be released by medical personnel if on scene.
 - Transportation rep. report to scene and investigate
 - Gather license numbers, witnesses, etc.
 - Update Superintendent
 - File forms with state agencies
 - Provide information to insurance carrier
- Disseminate information about students to parents. Nurse may also do this.

Superintendent/District Office

- Report to accident scene if needed
- Act as media contact

Building Principal

- Report to scene if requested

Nurse

- Report to scene
- Check all students
- Disseminate information about student status to parents. Transportation may also do this.

FOLLOW UP

- Incident report filed with Superintendent
- Copy to Operations & Maintenance Department
- Review incident with SAVE team

BUS BREAKDOWN

These instructions are to be followed by the Bus Driver in the event of a bus breakdown, and during bus emergency evacuation drills.

Driver

- Bring bus safely to a stop off road.
- Activate four-way hazard lights. If situation appears to be extremely dangerous put on any lights that may be helpful.
- Make students as safe and comfortable as possible.
- Move students to a safe location away from bus only if necessary.
- Determine the nature and extent of breakdown.
- Call Bus Garage for help by two-way radio. Give as much information as possible:
 - location
 - symptoms of problem
 - assistance needed
 - number of students on bus
- Send for help if radio is not usable.
- Set the reflector triangles as follows:
 - unobstructed view, 100' in front, 10' rear, 100' to rear
 - obstructed view 10' to rear, 100' to 500' to rear
 - for one-way or divided highway 10' to rear, 100' to rear, 200' to rear
- Under no conditions should students be allowed to proceed either to home or to the school by walking long distances unsupervised or by riding with strangers.

Transportation

- Notify:
 - Principals
- Dispatch bus to transport students
- Retrieve/repair bus

INCIDENT FOLLOWUP

This form is to be completed after any incident which requires activation of the emergency management or the crisis intervention guidelines.

Submit the completed form to the superintendent's office.

Building: _____

Date: _____ Time (Start/End): _____

Nature of event:

Any injuries? (If so – names, ages, nature of injuries)

After action debriefing held?

When:

Who attended:

What would you improve upon?

What worked well?

What additional training or equipment is needed?

How should the guidelines be amended to be more effective in another incident similar to yours?

Person submitting report:

Name: _____

Title: _____

Appendix C

Regulation References



**OSWEGO COUNTY
EMERGENCY MANAGEMENT OFFICE**

PATRICIA E. EGAN, DIRECTOR

200 NORTH 2ND STREET
FULTON, NEW YORK 13069

(315) 591-9150

FAX: (315) 591-9176

‘State of Emergency’ raises awareness, opens door for assistance

A “State of Emergency” declared in Oswego County heightens awareness to emergency conditions and opens a door to possible state assistance. It is a signal to people in the county to use extreme caution and pay attention to local conditions, but does not restrict their movements by itself.

The declaration is made by the Chairman of the Oswego County Legislature, the chief elected official in the county. It is a precursor to prerogatives the chief elected official may choose to take to protect life and property. The declaration is promulgated by the Director of the Oswego County Emergency Management Office, who provides advice and assistance to the legislature chairman during emergencies.

A “State of Emergency” differs from a “snow emergency” and travel restrictions in that no limitations on people’s movement is ordered. People should use extreme caution and common sense whenever a State of Emergency is declared. But the State of Emergency itself does not mean people can’t travel, go to work or school.

The State of Emergency is in accordance with New York State Executive Law Article 2-B, which outlines the actions a chief elected official of a municipality can take when a dangerous situation that places the public at risk is imminent or present. It states:

“Emergency conditions exist that threaten public safety. (The Chief Elected Official) render(s) all required and available assistance vital to the security, well-being, and health of the citizens of this municipality . . . and directs all departments and agencies, including emergency services, to take whatever steps are necessary to protect lives and property, public infrastructure and provide such emergency assistance deemed necessary.”

If specific actions to protect the public are necessary – for example, restricting travel on local roads to emergency vehicles only or establishing a curfew so people are not traveling after dark – they are done through “Local Emergency Orders” issued by the Chief Elected Official.

No emergency orders were issued during the 2007 Lake Effect Storm, the 2004 snowstorm, or during the April 2003 Ice Storm. Other counties in New York State have issued them in the past, such as Jefferson County during the North Country Ice Storm of 1998. Travel advisories issued by the county mean only that motorists should take extreme caution when traveling in affected areas, as hazardous conditions exist.

A county declaration of State of Emergency also does not supersede local States of Emergency. Often the declarations are in tandem, as they were in the snowstorm and Ice Storm. Local municipalities, including cities, villages and towns, are the first responders to an emergency.

Once local resources are depleted, the county provides assistance. When the county's resources are stretched to the limit and a State of Emergency is in effect, the county may request help from New York State.

The Oswego County Emergency Management Office asked the state for help during the snowstorm when the cities were overburdened and the county had no resources left to help them. In that case, the State Emergency Management Office and the State Department of Transportation worked with the county to bring state DOT snow-removal equipment to Oswego and Fulton.

New York State Executive Law Article 2-B can be found on the homepage of the State Emergency Management Office, www.semo.state.ny.us. More information locally is available by calling the Oswego County Emergency Management Office at 315/591-9150.

Appendix D

Policies and Procedures Related To School Building Security

Building Security

J.C.B

- Video cameras are placed at all entrances, facing the parking lot, Park Street, behind the gym and on the front of the building.
- Video cameras are used to screen visitors, to monitor the parking lots and to monitor student behavior.
- Visitors enter through the main doors and sign in at the office. They are then given a visitor badge to wear. All staff is instructed to question persons with whom they are unfamiliar.
- All outside doors are locked during the day. Entrance doors (main, gym and receiving) each have buzzers and cameras for entrance.
- Visitors are not allowed access to mailboxes without approval from the Main Office.
- School Hall supervision provide additional security both on the high school campus (outside) and within the building.
- Faculty and staff can access building at select doors using keyless “fobs”.

E.J.D.

- Multiple camera surveillance system – Hallways, stairwells and school grounds are monitored. Recordings are readily accessible.
- Everyone must enter through the main entrance by the main office. All doors are locked.
- All individuals entering the building must obtain a visitors pass from the main office, they also must sign-in and out.
- Visitors are not allowed access to mailboxes without approval from the Main Office.
- Faculty and staff can access building at select doors using keyless “fobs”.

M.A.M.

- All entrances including front door are locked and monitored by a camera.
- The front door is visible from the main office and all visitors are required to sign in and wear a nametag while in the building.
- Cameras are located at all entrances except the loading docks. These locations are accessible through a doorbell and a staff member opening the door.
- Visitors are not allowed access to mailboxes without approval from the Main Office.
- Faculty and staff can access building at select doors using keyless “fobs”

* All staff in all buildings will wear identification badges daily for safety and security.

Appendix E

Prevention and Intervention Strategies

MAM

Character Education - Character Education seeks to teach and promote the attributes of good citizenship. These attributes are such things as respect, cooperation, gratitude, kindness, responsibility, honesty, perseverance, positive thinking, and peacefulness. Through emphasizing the importance of each individual's contribution to the communities in which they live, work, and attend school Character Education prompts students to internalize these attributes and act upon them in their daily lives. The way we go about educating our students about these attributes can take many forms. In the Phoenix School District attributes are taught and modeled through large and small group instruction, monthly or yearly themes, building-wide events and participation of the school's support services and the community.

EJD

The “Dillon Way”

At EJD we believe in the “Dillon Way” where Respect + Responsibility = Success. We believe students continue putting their best foot forward and following the “Dillon Way” they will surely achieve success.

Respect

This means that:

- You treat others the way you want to be treated
- You choose words, actions that do not verbally or physically abuse others
- You take care of your own property, property of others, including the school and the town around you
- You take care of your body, no drugs, tobacco or alcohol

Responsibility

This means that:

- You are on time for all of your classes

- You are prepared for class with materials, assignments and any other required items
- You request homework/assignments that were missed
- You don't make excuses or blame others for your actions
- You use your head to think before you act: imagine the consequences

Success

This means that:

- You are the best you can be; you never give up
- You take care of your own business, and you do what you must to get the job done
- You think for yourself

JCB

Spirit Club - This is a student-run organization to promote school spirit. Students participate in fund-raising and other activities that encourage a positive climate in school.

Option Counselor - This is a teen pregnancy counselor that meets with pregnant and parenting students to provide guidance and information. She also connects teens with doctors and other agencies to provide information concerning health, nutrition and other issues.

Oswego County Opportunity Representative - A counselor assigned by Oswego County Opportunities is scheduled at JCB once a week. She meets with students to discuss issues such as peer pressure, anger management, drug/alcohol issues and other problems that teens experience. She works closely with the guidance office and our school nurse.

SADD - Students Against Destructive Decisions is a student organization run by our Community Liaison, Cathy Lee. This group works with teens to make positive choices about drinking, drugs, thrill-seeking and other dangerous activities. They promote activities which are healthy for teens such as the Prom and Graduation-Promise.

Check and Connect

Leadership Oswego County (Youth) - This program is designed to train students with leadership potential. They will then branch out into other leadership positions within school and participate in many of the above activities. This program is done in conjunction with many Oswego County businesses.

Capturing Kids' Hearts - This program is designed to provide administrators, faculty, and staff the tools necessary to build positive, productive, and trusting relationships

among themselves and with their students. This program can transform the classroom and campus environment and pave the way for high performance. Staff will learn techniques to improve student motivation, attendance, behavior, and empathy for diverse cultures and backgrounds.

Districtwide Anti-Bullying- In accordance with the Phoenix Central School District Board of Education policy # 5313.4, District personnel at all levels are responsible for taking corrective action to prevent bullying/cyberbullying behavior of which they have been aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Such reporting will be accompanied by a completed Harassment/Bullying Incident Report Form (E-4).

Further staff training shall be provided to raise awareness of the problem of bullying /cyberbullying within the schools and to facilitate staff identification of and response to such bullying/cyberbullying behavior among students. Prevention and intervention techniques within the District to prevent against bullying/cyberbullying behavior and to support and protect victims, shall include building level and classroom strategies as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims, and their parents to help ensure that the bullying /cyberbullying stops. DASA shall be enforced.

Harassment/Bullying Incident Report Form

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Bullying/Harassment:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

Student Affected:

_____ Grade: _____ Class: _____

Type of Harassment alleged:

Racial __ Sexual __ Religious __ Gender __ Color __ Weight __ Ethnicity __ Disability __ Other

Check all spaces below that apply. An adult stated or identified inappropriate behaviors as:

<input type="checkbox"/> Name calling	<input type="checkbox"/> Spitting
<input type="checkbox"/> Stalking	<input type="checkbox"/> Demeaning comments
<input type="checkbox"/> Inappropriate gesturing	<input type="checkbox"/> Stealing
<input type="checkbox"/> Damaging property	<input type="checkbox"/> Shoving/pushing
<input type="checkbox"/> Writing/graffiti	<input type="checkbox"/> Hitting/kicking
<input type="checkbox"/> Threatening	<input type="checkbox"/> Intimidation/extortion
<input type="checkbox"/> Taunting/ridiculing	
<input type="checkbox"/> Other _____	

Describe the incident:

Witnesses present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____
Video/audio tape _____ Other _____

Staff Signature: _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken:

Appendix F

Strategies for Improving Communication Among Students and Between Students And Staff and Reporting of Potentially Violent Incidents

MAM

Peer Mediation - Peer Mediation is a program designed to teach students to help each other resolve interpersonal conflicts and learn the skills of problem solving and good decision-making. Essential to the program are trained student mediators who spend many hours learning to facilitate the process of mediation, appropriate communication, and the importance of neutrality and confidentiality. Peer Mediation gives students the opportunity to come together with their peers first, to peacefully address a conflict or problem, before it becomes uncontrollable, or turns into a discipline issue. At the elementary level, an administrator or a member of Student Services evaluates each situation to determine if it is appropriate for mediation. As mediation is being conducted an adult is present to provide guidance and support. Unfortunately, problems and conflicts are issues we all must deal with throughout our lives. As adults we understand it is our response to conflict that determines a positive or negative outcome. It is our goal through Peer Mediation to teach our young people to create more positive outcomes from conflict and support each other in that endeavor.

Building Intervention Teams – School personnel (frequently teachers) can initiate several forms of intervention through B.I.T. referrals, which involves team meetings among teachers, along with counselors and administrators. Behavioral concerns are a key part of the B.I.T. process. By identifying shared concerns among faculty and staff, intervention plans can be put in place to avert potentially problematic situations.

EJD

Peer Mediation – Peer mediation is a program aimed at resolution of everyday conflicts between students by means of a technique known as mediation. A small number of students are recommended by their teachers to be trained as peer mediators. Recommendations may be based on many different factors, but the students are offered the opportunity (with parental permission) for formal training through New Justice.

Students who are noted to be in conflict over everyday issues may be referred for peer mediation rather than disciplinary measures. Referrals typically come from classroom teachers and/or administrators.

Mediators are trained to act as “neutral” facilitators, assisting students in resolving their differences in a positive manner. Successful mediations result in a written agreement between the two parties promising to avoid the specific behaviors that have contributed to ongoing confrontation.

Building Intervention Teams – School personnel (frequently teachers) can initiate several forms of intervention through B.I.T. referrals, which involves team meetings among teachers, along with counselors and administrators. Behavioral concerns are a key part of the B.I.T. process. By identifying shared concerns among faculty and staff, intervention plans can be put in place to avert potentially problematic situations.

Tutorial Program – Students who might benefit from additional classroom instruction are provided and opportunity to work with a teacher and other students in a small group setting after school. This allows students to benefit academically, build relationships with more teachers than they might normally interact with, and provides a productive after school activity couched in a supervised, academic environment.

JCB

Teen Institute – A four-day extensive leadership training program designed to educate kids on issues facing teens today. The intent is to teach teens how to help their peers and be positive role models.

Freedom Program – This program, named by the senior citizens, is designed to match high school students with local senior citizens groups. The program gives “freedom” to the seniors based on the activities they are then able to do because of the student interaction. Shopping trips, dances, games and outings along with regular visits allow students to give back to their community seniors.

Tutorial Program – Students who might benefit from additional classroom instruction are provided and opportunity to work with a teacher and other students in a small group setting after school. This allows students to benefit academically, build relationships with more teachers than they might normally interact with, and provides a productive after school activity couched in a supervised, academic environment.

Drug Hotline – Students are encouraged to report any drug related activities. Caller remains anonymous.

Conflict Mediation – Conflict mediation is a process by which parties involved in a conflict agree to sit down with one another with a third party mediator to air differences calmly and rationally. They listen actively to each other and develop mutually acceptable strategies to resolve the conflict.

The conflict mediation process is as follows:

1. One or both parties request (or one is suggested) a mediation session with a person of mutual choice.
2. The formal mediation process takes place with discussion governed by the mediator.
3. Agreements regarding specific strategies to address the contracts are signed by both parties and the mediator.
4. A plan for monitoring the situation is developed and implemented.
5. No party shall be forced to partake in conflict mediation.

Reporting Mechanisms for School Violence – Each building within our district utilizes a formal discipline referral form for the purpose of reporting violent incidents (see attached examples). The form assists in the reporting of these violent incidents, and is turned in to the building administration to determine consequences and to provide for any necessary documentation on the BOCES SIS system (Student information system). A description of the incident and the resulting consequences are provided on this form.

Tip line

This can be found on the district website under each school to be reported electronically.