

APW Central School District

District-Wide Safety (S.A.V.E.) Plan

Purpose/Scope: To Provide Compliance with the *Schools Against Violence in Education Act*, NYS Education Law 2801-a(1); 8 NYCRR 155.17(b).

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Definitions

Added Workplace Violence Prevention Plan Link

Emergency Drills and Exercises (added Trauma-Informed language)

*Appendix A: Contact Information updated 8/8/24

*Board Approved Code of Conduct added to Appendix 8/8/24 – no revisions

Distribution List:

Superintendent

School Business Administrator

Director of Facilities III

Transportation Supervisor

Food Service Manager

Building Administrators/School Principals

Document: APW District Wide Safety Plan
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INTRODUCTION

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, students, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide staff and students of the APW CENTRAL SCHOOL DISTRICT when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. This plan was originally adopted by the Board of Education on June 20, 2002 and submitted to the State Education Department on July 1, 2002.

Building-level safety plans have also been developed to comply with Project Save to establish specific emergency response plans for each school building. These building safety plans provide detailed response procedures for each school building within the District. Such plans will comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the District Safety Plan and the specific procedures to implement such a policy are included in the Building Safety Plans or annexed as an appendix to the Building Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, District’s priorities are first the protection of life, then preservation of property, and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

DEFINITIONS

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(e)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals who may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CHIEF EMERGENCY OFFICER – The Superintendent of Schools (or his/her designee) shall serve as the Chief Emergency Officer who is 1) responsible for coordinating communication between school staff and first responders; 2) ensures understanding of the district safety plan; and 3) ensures completion and updating of building level plans.
- G. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- H. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- I. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student (optional), teacher, administrator, and parent organizations, and other school personnel.
- J. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.
- K. EMERGENCY – A situation, including but not limited to a disaster, requiring immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

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- L. EMERGENCY RESPONSE BAG - A conspicuously marked carry bag maintained in the Building Administrator's office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept in the Business Office, Facilities Planning and with each Building Administrator.
- M. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- N. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- O. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- P. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- Q. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- R. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- S. IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- T. INNER PERIMETER - The immediate area of containment around the incident site.
- U. LANDING ZONE - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- V. LOCK-DOWN - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- W. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- X. NATURAL DISASTER - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).

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- Y. OUTER PERIMETER - The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- Z. POLICE DETAIL COMMANDER - The police supervisor commanding police personnel detailed to the incident.
- AA. POST-INCIDENT RESPONSE TEAM – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- BB. RELOCATION CENTER - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- CC. SAFETY ZONE – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.
- DD. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- EE. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
- FF. SHELTERING – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students are held in a designated shelter location or common area inside the building, i.e. gymnasium, cafeteria or etc., during an emergency until things can be returned to normal or dismissal can be arranged.
- GG. STAGING AREA - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- HH. STUDENT RELEASE AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- II. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- JJ. TRAUMA -- An emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- KK. TRAUMA-INFORMED -- An understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

- LL. **TRAUMA-INFORMED DRILLS** -- Avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.
- MM. **TREATMENT AREA** - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- NN. **UNIFIED COMMAND** – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent prior to giving any order or instruction during or after the occurrence of a violent incident.

POTENTIAL EMERGENCY SITES AND HAZARD IDENTIFICATION –155.17(e)(1)(I)

- A. **MAPS AND FLOOR PLANS**
Generally, the sites of potential hazards are:
 1. Utility Shut-off (Gas, Water, and Electrical)
 2. Phone jacks for outside lines
 3. Chemical Storage areas
 4. Mechanical Storage areas
 5. Kitchen area(s)
 6. Mechanical rooms (HVAC, etc.)

The Building Safety Plans will include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated, and are placed with appropriate agencies.

- B. **SURVEY OF VULNERABILITY**
The buildings covered in this plan include:
District Office/Elementary School
Middle/High School
Transportation Center

We have surveyed sources of potential emergencies within our school buildings, grounds and community locations. Site-maps and floor plans of our buildings have been provided to local police and law enforcement but are kept confidential due to security reasons. Our instructional sites are all located within proximity to highways, industry and/or airports. A survey of vulnerability is included in each building level plan.

PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii)

- A. **GENERAL EVACUATION**
Evacuations may be necessary in the event of fire, weather, other emergency, or violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes, or alternate routes as instructed.

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1. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:
Fire Alarm, Intercom System, Verbal or Written Notification
2. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
3. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Safety Plan and included in the Emergency Response Bag. Normal evacuation routes will also be posted in each room.
4. Teachers are to bring their Daily Attendance Records with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site. Teachers may be asked to turn in their Attendance Roster to the Building Administrator for use at the emergency command post.
5. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school's intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
6. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
7. Everyone remain calm and orderly in order to prevent panic and confusion.
8. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.
9. All persons shall proceed to the designated Safety Zone and remain there until further notice.
10. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Administrator if a student is not present.
11. Any time teachers have to relocate their class, attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
12. Occasionally, there may be a need to relocate students from the Safety Zone to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander upon consultation with the Superintendent. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles). A parent or a pre-arranged surrogate may sign a Student Release Form and pick up their child at the designated reunification site.

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13. The School Nurse should have a medical alert list and supplies readily available at all times. For supplies not on hand the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
14. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

B. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY

In the event of an evacuation, special care must be taken to ensure that disabled persons are safely transported out of the building. Each Building Safety Plan shall have a list of special needs students and the persons who have been designated to assist them.

1. An Assisted Evacuation Plan is in the Building specific Safety Plan. This plan should include every child or staff member who has limited mobility and will be reviewed as necessary (i.e.) when students and personnel change.
2. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Special Education and designated staff will respond to the Relocation Center or to the designated Safety Zone to assist with special education students and staff who serve them.
3. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education and or designated staff will act to facilitate the use of such groups.

C. SHELTERING

Not all Emergencies will require building occupants to get out and go somewhere else. A sheltering procedure is appropriate for situations when it is necessary to hold students in an inside Safety Zone temporarily during an Emergency until things can be returned to normal or dismissal can be arranged. Protocols for a sheltering response for each school building are in the Building Safety Plans. General procedures are as follows:

1. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination.
3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone. Faculty will bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.

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4. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the Superintendent, or designee, will issue a public notice to this effect through the local news media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of DISTRICT resources in cooperation with the Incident Commander and request assistance from County Emergency Management Office, the American Red Cross and other agencies as appropriate
8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

D. LOCK-DOWN

A lock-down procedure is appropriate for situations which mandate that students remain in one location until authorized to move. Protocols for a Lockdown response for each school building are in the Building Safety Plans. General procedures are as follows:

1. A lock-down procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff, i.e. dangerous intruder.
2. The Building Administrator will apprise all building occupants of a lock-down order using a plain language announcement. Students and staff shall remain in their classrooms or work-area until the Building Administrator and/or law enforcement officials open the door.
3. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
4. Building staff shall lock their doors and secure students out of the line of sight.
5. Parents will be advised as to preferred responses, and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

E. LOCK-OUT

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A lock-out procedure most commonly used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

1. The Building Administrator, or person-in-charge, will apprise all building occupants that lock-out procedures are being implemented using a plain language announcement.
2. The Building Administrator will contact local 9-1-1 emergency responders (if not first apprised by law enforcement) and notify the Superintendent.
3. If the emergency dictates, building staff should close and lock windows.
4. Students/staff who are on the school grounds will be immediately summoned to return to the school building
5. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
6. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building
7. Modify normal dismissal procedures as appropriate.

F. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other emergency situations as decided by the Superintendent. Each Building Safety Plan shall contain provisions on the development of a telephone tree for communications with parents or guardians regarding the early dismissal. That information is detailed in the Building-level plans.

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent or designee.
2. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
3. The Supervisor of Transportation will be notified when and where to send buses.
4. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
5. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator or designee, as the Emergency dictates will select alternate dismissal procedures and/or loading areas.

PREVENTION AND INTERVENTION STRATEGIES - 155.17 (e)(1)(xvii & v)

The District operates a number of specialized programs, some in conjunction with CiTi BOCES, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. Three such district-wide programs are described as follows:

A. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training) in Positive Behavioral Intervention System (PBIS).
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior, e.g. rumor of weapons, and are immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization.
5. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.

B. ALTERNATIVE EDUCATION PROGRAMS

1. The Alternative Education programs deal first with the social issues affecting students' academic achievement and second with academic issues. The programs begin each day with "family groups" and periodic town meetings are held. When necessary, individual counseling is provided.
2. Steps 2, 3, 4 and 5 in Section A, above are followed in Alternative Education programs.

C. CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

1. The nurse at each site is available to assist staff at each CTE program when contacting acute counseling resources in the community if students are in crisis.
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. Steps 3, 4, and 5 in Section A, above are followed in Career and Technical Education programs.

Additionally, the District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment

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of student and community need. The District currently has School Psychologists, School Guidance Counselors, and School Social Workers available to address situations that arise. The following is a list of some of the intervention programs and services available through the APW CENTRAL SCHOOL DISTRICT.

- A. PROGRAMS UTILIZED THROUGHOUT THE DISTRICT
- (1) School Based Health Center (Elementary & Junior/Senior High School)
 - (2) Character Education
 - (3) Partnership for Drug-Free Kids
 - (4) Student Behavior Contracts
 - (5) Parent/Grandparent Volunteers in the classroom
 - (6) Mentoring
 - (7) Extended School Day (Rebel Club)
 - (8) Liberty Resources
 - (9) Farnham
 - (10) Therapeutic Crisis Intervention
 - (11) Restorative Practices
 - (12) Second Step
 - (13) Positive Behavior Intervention and Supports

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS –155.17 (e)(1)(xiii & v)

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior including implied or direct threats by a student against themselves (including threats of suicide). This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the District Code of Conduct. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, guardians and persons in a parental relation to a student, counselors, and/or law enforcement officials.

- A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR
- Indications of potential violent behavior include the following:
1. Has engaged in violent behavior in the past.
 2. Has tantrums or uncontrollable angry outbursts.
 3. Continues exhibiting antisocial behaviors that began at an early age.
 4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
 5. Often engages in name-calling, cursing, or abusive language.
 6. Has brought a weapon or threatened to bring a weapon to school.
 7. Consistently makes violent threats when angry.
 8. Has a substance abuse problem.
 9. Is frequently truant or has been suspended from school multiple times.
 10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
 11. Has few or no close friends despite having lived in the area for some time.
 12. Is abusive to animals.

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13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/ guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writing projects.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. Therefore, everyone concerned must take precautions that students are not needlessly stigmatized.

COMMUNICATION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS - 155.17 (e)(1)(xvii & v)

See Workplace Violence Prevention program plan found [here](#) or on the Human Resources page of our website.

RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE – 155.17 (e)(1)(iii)

The District makes continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that the administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on District property or elsewhere.

A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume the threat is serious;
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and

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- Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any parent or guardian or persons in a parental relationship, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
 3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school administrator/designee; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
 4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
 - Immediately notify the designated law enforcement agency and provide them with complete information regarding the information received; and
 - Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received
 5. Factors to consider when determining whether a threat is credible are listed in Appendix “F,” which contains a threat-assessment flow chart for use by administrators.
 6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
 7. If it is agreed that the threat is credible:
 - The administrator will immediately consult with appropriate law enforcement
 - The school administrator shall take appropriate action in accordance with the given instructions
 - The administrator will activate student release if necessary
 8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

RESPONDING TO ACTS OF VIOLENCE - 155.17 (e)(1)(iv)

A. RESPONDING TO ACTS OF VIOLENCE

When an “act of violence” (as defined herein) occurs, the incident command system otherwise known as the building response team will follow the protocols established in the Building Level Plan. These include: Determining the level of the threat; Monitoring the situation; Initiate emergency responses as appropriate; contact law enforcement.

B. POST INCIDENT RESPONSE TEAM

1. The District has established Post Incident Response Team comprised of an Administrative Team Leader, School Nurse, School Psychologist, School Social Worker, and others who will assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.
2. The Post Incident Response Team will be activated whenever an incident occurs.
3. Additional post-incident response assistance is available, if necessary, through the Oswego County Department of Emergency Management, (315) 591-9150, the Oswego County Department of Mental Health (315) 963-5361, or the Oswego County Mental Health Services Coordinator (315) 963-5361

EMERGENCY RESPONSE PROTOCOLS - 155.17 (e)(1)(xvi) SITUATIONAL / MULTI- HAZARD RESPONSES - 155.17 (e)(1)(xiv),(xv)

A. GENERAL PROTOCOLS

The Building Safety Plans contains specific procedures for each Standard Emergency Response as outlined in Section 3 of this Plan. The procedures begin with the incident command system (or building response team) which involves all the key responders in the building and emergency service providers. When considered appropriate one or more of the following responses will be carried out:

1. **EVACUATION** - Takes place in the event of fire, bomb threat, or other emergency which requires students and staff to leave the building immediately.
2. **SHELTERING** - May be used in the event of an Emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated Safety Zone or other designated area. Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.
3. **LOCKDOWN** – May be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
4. **LOCKOUT**- May be used in the event of notification that a dangerous person or condition may be a credible threat to the security of the building. All exterior doors are locked and monitored by administrators or other assigned staff.

CONTACTING LAW ENFORCEMENT IN AN EMERGENCY - 155.17 (e)(1)(vi)

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The District is currently working with the office of the Oswego County District Attorney to develop a mutually satisfactory protocol for such reporting. Unless and until that protocol is developed, the following procedures shall be followed by District personnel:

A. SEQUENCE OF ACTIONS.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - Call 911
 - Call the Superintendent or designee at 315-625-5252
4. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.

COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY- 155.17 (e)(1)(ix & x)

A. DISTRICT RESOURCES AVAILABLE

The following resources are available in the event of an emergency:

<u>RESOURCE</u>	<u>LOCATION</u>
Telephone System	All
Zoned Fire Alarm System	All
Portable Two-way Radios	
Public Address System	All
First Aid Supplies	All
Fire Extinguishers	All
Electrical Generators, Fuel Cell	
Water Supply – Fire	All
Flashlights, Batteries	All
Maps (School District Area and Roads)	Bus Garage
Building Floor Plans	All
Pick-up Trucks, Vans, Snowplows	Bus Garage
Maintenance Tools & Equipment:	Bus Garage
Portable Electrical Generator	
Portable Water/Mud Pump	
Portable Welder	
Portable Lifts	Bus Garage

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B. STAGING AND TREATMENT AREAS

Staging and treatment areas will vary depending on the location of the emergency. Administrators, Supervisory staff and specific individuals will be trained to contact emergency responders, to identify the location of the emergency and identify appropriate areas for staging and treatment. The 911 Center will direct responding police units to travel to this location, specifying the safest and most practical route of travel. Upon arriving, the appropriate emergency responder will either accept or relocate the established staging and treatment areas.

C. LOCATION OF THE INCIDENT COMMAND POST

In the event of a full-scale evacuation of a school, the Incident Command Post will be established at the location specified in the Building Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter. Whenever possible, the Command Post should have the availability of land-line telephone communications.

D. DISTRICT PERSONNEL AT THE INCIDENT COMMAND POST

The following District personnel may be summoned to the Incident Command Post during a declared emergency:

1. The Building Administrator or Site Supervisor, or in his or her absence, a designated staff person. He or she shall be designated the Incident Commander until law enforcement or emergency services personnel arrive. He or she shall bring the Emergency Response Bag for the affected school.
2. The Superintendent of Buildings & Grounds, or in his or her absence, a designated member of the Maintenance and Operations staff. He or she shall bring a radio capable of operating on District radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag (Gotta Go Bag).
4. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

E. DUTIES OF THE SUPERINTENDENT

1. The Superintendent, or a designated administrator, will represent the District as part of the staff at the Command Post.
2. The Superintendent or designee will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the

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representative of the District, will facilitate District response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.

3. The Superintendent or designee shall also be responsible for:
 - Mobilizing District personnel and resources as necessary
 - Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children
 - Providing information to the District Spokesperson with the approval of the Incident Commander
 - Performing other duties as assigned by the Incident Commander
 - Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list has been provided to selected administrators
 - Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies
 - Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes. A copy of any changes shall be sent to the Superintendent for inclusion in the Emergency Response Bag at each site, with copies provided to emergency response agencies.
4. The Superintendent or designee will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert other District Administrators, the Superintendent of Buildings and Grounds, and the District Spokesperson, where appropriate.
5. If an evacuation is ordered and off-site location sheltering is initiated, the Superintendent or designee may request Administrative Office personnel to report to the relocation site to help assist with the arrival of students from the building affected by the emergency.

F. DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR

1. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
2. Provide collaborative support and assistance for Fire and Rescue Personnel.
3. Establish plans for the transport of all staff and students for each school building upon evacuation.
4. Work with the Building Administrator or site supervisor will make arrangements for creating maps or folders which will show the Safety Zone for each school and for determining pick-up of students and handicapped passengers at each school's

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Safety Zone and delivery of students at each school's designated Relocation Center.

5. Maintain close contact with the Incident Commander at the Emergency Command Post.
6. Prepare a plan for food preparation/distribution during situations that require students/staff to be sheltered for an extended period.

G. DUTIES OF FACULTY AND STAFF

In the event of an Emergency, the faculty and staff will have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
2. All District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.
3. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.
4. Building Administrators will designate staff to bring the "Gotta-Go Bag" for all emergencies. This bag will go with each Building Administrator for all evacuations (inside, outside and off site). It should be within close reach and accessible at all times, and should be checked and updated regularly. This bag should contain:
 - A flashlight and spare batteries
 - Updated class rosters for each class using the room
 - Emergency evacuation (including assisted evacuation) plans
 - Latex gloves
 - Pen and paper
 - Names and telephone numbers of crisis team members
 - List of assigned roles for school personnel
 - If you have been assigned a walkie-talkie (two-way) radio, the batteries need to be checked regularly and a spare battery kept near the radio.
 - Other items as deemed necessary
5. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help where needed to chaperone or supervise students.
6. Upon arrival at the designated Safety Zone or relocation site, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be

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responsible for maintaining order, providing support, and escorting students to Safety Zones or relocation site.

7. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

H. DUTIES OF CUSTODIANS

The custodial staff shall follow the direction of the Superintendent of Buildings and Grounds, the Building Administrator or the incident commander depending upon the situation. The custodial staff may be called upon to do the following during an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems as directed.
2. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
3. Provide support and be alert to needs of staff and students.
4. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
5. Secure the building and check to ensure that everyone is evacuated.

I. DUTIES OF THE SCHOOL NURSE

The school nurse shall have the following duties in the event of an emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include First Aid Kits that can be taken to the command post or relocation sites should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Carry out first aid in the Safety Zone and/or at the Relocation Site as needed.
5. Maintain a list of emergency medical conditions and needs for all students.

J. DUTIES OF THE DIRECTOR OF FACILITIES III

In the event of an Emergency, the Director of Facilities III will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building

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concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.

2. Be prepared to share blueprints for any and all school buildings to police or emergency officials whenever needed.
3. The Director of Facilities III will also set up:
 - A system for sharing blueprints of our buildings if needed during an emergency;
 - A system for alerting his staff to assignments either during or after any emergency. This would include possible cleanup duties after an emergency;
 - A procedure for the assignment and use of, powered equipment, maintenance vehicles, and other equipment to assist during an emergency as needed;
 - Radio communications with the building(s) affected by the emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.
4. Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to emergency personnel.
5. Recommend a plan and process for resuming normal school operations. Work with emergency personnel and the Building Administrator to return school operations to normal as soon as possible.

K. DUTIES OF SECRETARIAL AND SUPPORT STAFF

As directed by the Building Administrator, the building secretarial and support staff shall take an active role in performing the following tasks:

1. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and District personnel.
2. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
3. Assist the school nurse, teachers, or other colleagues as directed.
4. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an “office” in the Safety Zone if this area is activated.

L. DUTIES OF THE SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the District is responding to it. The District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent or designee shall assign a person to serve as District Spokesperson and Spokesperson for the Incident Commander. The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

1. The overall functions of the Spokesperson will be:

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- To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and District response;
 - To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;
 - To act as a liaison between the media, the public and District administration who are involved in decision making and the operational response to the emergency;
 - To organize the District's response to parents; and
 - To provide for rumor control by keeping a TV set or radio tuned to a news station in Command Center only (not in classrooms and/or public places). The Spokesperson shall verify ALL facts heard and update the Fact Sheet as needed.
2. The Spokesperson shall respond to the designated Media Assembly Area and clearly identify himself or herself to the press as the official Spokesperson for the Incident Commander.
 3. All news releases and public statements on behalf of the District shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.
 4. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - Causes or motives for the incident
 - Extent of casualties or damage
 - Expected duration of the operation
 - Liability or responsibility for the incident
 - Tactical responses, operations or considerations
 5. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
 6. The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES – 155.17(e)(1)(viii)

In an Emergency, an appropriate responsible staff member will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact local governmental agencies such as the Highway Department or the Oswego County Emergency Management Center for assistance. Each Building Safety Plan contains the names and the phone numbers of other agencies that may be contacted as appropriate.

INTER-AGENCY ADVICE AND ASSISTANCE – 155.17(e)(1)(viii)

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In the event of an Emergency, the Superintendent, or designee, the Building Principal/Site Supervisor or alternate person-in-charge, may need to contact specific emergency agencies as dictated by the situation, see Appendix B; “Emergency/Agency Telephone Numbers” for a listing.

INTERNAL AND EXTERNAL NOTIFICATIONS – 155.17 (e)(1)(xix & xi)

A. DISTRICT SITES

Upon notification or declaration of an emergency, the Superintendent, or designee, will contact all District schools/sites to communicate emergency information and instructions.

B. COMPONENT DISTRICTS

Upon notification of an emergency from the Superintendent, each building Administrator or Site Supervisor will initiate their procedures to contact all component school Districts, as necessary, and communicate emergency information and instructions.

C. PARENTS, GUARDIANS AND COMMUNITY

1. Parental Notification

At the start of the school year or when students enroll the following is provided to and obtained from parents or guardians:

- Notification that the child may be sent home early in the event of emergency;
- The name and telephone number of employers at which to contact parents in the event of early dismissal;
- Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and
- Special students' needs: medical and other.

2. Parental and Community Notification

The Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within the District, and shall address all news media.

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

- The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize the District's response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
- The names of any students released shall be communicated to the Command Post.

D. STATE EDUCATION DEPARTMENT

The Superintendent will be responsible for notifying The New York State Education Department, as soon as possible whenever the emergency plan results in the closing of a school building within the District (except routine snow days).

SCHOOL SAFETY PERSONNEL – 155.17(e)(1)(xviii)

A. ALL STAFF

The District has Special Patrol Officers (SPO) located in the Elementary Building and the Junior Senior High School Building designated for building safety/security. In the process of training all instructional, clerical, custodial and other support staff, we review safety procedures for violence prevention and intervention strategies. In addition, all staff have been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

General Duties of all staff would include:

- Inform the administration in a timely manner of problems and potential problems. Report all suspicious conditions, violent incidents and emergency situations to the Building Administrator
- Supervise students under your charge and monitor behavior during the day
- Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property. Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest
- Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
- Working with Building Administrators and guidance counselors to present problems of truancy and work on solutions
- May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended.

MULTI-HAZARD SCHOOL SAFETY TRAINING – 155.17(e)(1)(xiv)

A. TRAINING OF STAFF

1. Specific training shall be provided for school staff who have been assigned specific roles and areas of responsibility in the Building Safety Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
2. Training for District staff is conducted throughout the school year. Training includes Right-To-Know, Hazard Communication, Blood-borne Pathogens, CPR and AED training, overview of the District SAVE Plan and Code of Conduct. This training is conducted annually to ensure school staff and students understand emergency procedures and to review any changes to this Plan or the Building Safety Plans. The District coordinates with the Oswego County Sheriff's Department, NY State Police, and other local emergency responders to conduct Incident Command Training, Violence Prevention Training, CPR and first Aid courses, as well as additional incident specific programs.
3. Other agencies participating in this Plan (e.g., police, fire, EMS) conduct appropriate training as required.

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4. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF THE DISTRICT

All Building Administrators and Supervisors will perform the following tasks with respect to training for staff and students.

1. Review the District Safety Plan, and the Building Safety Plan, for their particular building with their staff no later than October 1st of each academic year. Any revisions to the Plan will be distributed to staff at the beginning of each school year.
2. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
3. Prepare an emergency warning system that is in place and functional, for informing parents, guardians and the community of the actual or impending activation of Emergency Response Procedures.
4. Prepare education, training, and drills required to assure effective operation of the plan.

B. RESPONSIBILITIES WITH RESPECT TO STAFF

The following tasks shall be performed by the Building Administrators with respect to staff training. Specifically:

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.
4. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
5. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.

EMERGENCY DRILLS AND EXERCISES – 155.17(e)(1)(xv)

A. CONDUCT OF DRILLS

1. Each school site will hold one annual early dismissal and sheltering drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's

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ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

2. Each Building Administrator will make arrangements to conduct the drills for their building. These drills must be conducted in accordance with State Education Department regulations:
 - Conducted at least once every school year;
 - Inclusive of transportation and communication procedures; and;
 - Held with at least one week's notice to parents or guardians
 - Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time
3. If requested, the Building Safety Team will assist in conducting drills. The Building Safety Team will evaluate the response, with local police and fire departments if possible, in order to improve the overall level of preparedness.
4. The District will conduct cooperative meetings with various emergency service agencies to discuss the Building Safety Plans. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include "tabletop exercises" where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.

B. FIRE DRILLS

A total of 12 drills shall be conducted each year (8 evacuation drills and 4 announced or unannounced lockdown drills), with eight drills occurring before December 1st. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Fire drills must be taken seriously at all times. From the time the alarm sounds, until occupants are back in the building, there should be no talking during these drills. In buildings where students are housed, teachers shall implement the following procedures.

1. See that doors and windows are closed, doors unlocked, and lights are out before leaving their classroom (if safe to do so).
2. Take class list (if safe) and take attendance (if possible). Report missing students to the Building Administrator after students are safely outside.
3. Move students quickly to the designated exits.
4. Escort the class to a safe distance from the building and remain with students until called back into the building.
5. Be sure students know alternate escape routes from their classrooms.
 - Fire exits are marked on the floor plans of every building. Each room must contain a floor plan showing fire exits. All staff must become familiar with them.
 - Be sure students know alternate escape routes from the classroom.

C. TRAUMA-INFORMED DRILLS

When conducting a drill, it must ALWAYS be announced that it is a DRILL and NOT AN EMERGENCY. Use consistent language to ensure students and staff know you are conducting a drill, such as, “This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown (or Evacuate). This is a drill.”

PLAN DISTRIBUTION AND REVIEW

A. COPIES OF THE PLAN

A copy of this Plan shall be kept in the office of the Superintendent, Assistant Superintendent, School Business Administrator, Building Principals, Director of Facilities III, Transportation Supervisor and Food Service Manager.

IMPLEMENTATION OF SCHOOL SECURITY – 155.17(e)(1)(xii)

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

1. All District employees are required to wear an employee badge whenever they are in any District facility, except as exempted for specific safety reasons. This includes all shifts and all levels of employment.
2. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear identification badges.
3. General access to buildings shall be limited to a clearly identified central access. All entrances, except for the main access, shall be locked and secured while classes are in session.
4. Card access system, security system, lighting, Administrative Procedures

B. VISITOR PROCEDURES

The Superintendent encourages parents/guardians and other citizens to visit District schools and classrooms. The community should feel welcomed in our schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. Considering today’s security concerns, building accessibility needs to be balanced with the safety of our students and staff. As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.

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3. All visitors are required to report to the main entrance or office and sign a guest book. Guest books shall be maintained for two years. If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.
5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in the District Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce the District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately. The Building Safety Plans contain detailed procedures for dealing with armed or dangerous persons.

INDIVIDUAL BUILDING INFORMATION

Each Building Safety Plan contains maps and floor plans of the buildings, and information on the number of staff and students in that school.

APPENDIX A: ADMINISTRATIVE LIST AND CONTACT INFORMATION

Name	Work Phone
Naomi Ryfun – Superintendent of Schools	(315) 625-5252
<i>Stacey Mailloux - Secretary to Superintendent</i>	(315) 625-5251
Lorrie Burrows – Assistant Superintendent Business and Operations	(315) 625-5274
Patrick Voorman – Director of Human Resources	(315) 625-5274
Jennifer O’Malley - JSHS Principal	(315) 625-5221
<i>Beth Stevens – Secretary</i>	(315) 625-5222
<i>Stephanie Richards – Guidance Secretary</i>	(315) 625-5200
High School Nurse – Melinda Casselmon Rebecca Rossman	(315) 625-5223
Jeff Goodrow – JSHS SPO	(315) 625-5291
Tim LaRose – JSHS Assistant Principal	(315) 625-5201
George Emrich, Athletic Coordinator	(315) 625-5232
Danielle Wheller, Director of Pupil Personnel and Special Education	(315) 625-5235
<i>Lisa Archer – Secretary</i>	(315) 625-5234
Dawn Cooley – Elementary Principal	(315) 625-5293
Missie Nabinger – Assistant Principal	(315) 625-5293
<i>Brittany Nicholas -- Secretary</i>	(315) 625-5260
<i>Michele Stone – Secretary</i>	(315) 625-5270
Robert Ocker – Elementary SPO	(315) 625-5292
APW Elementary School Nurse – Robin Bateman Shayla Parker	(315) 625-5203
Dave Poore – Director of Facilities III	(315) 625-5245
<i>Denise Clark – Secretary</i>	(315) 625-5295
Cindy Pierce - Transportation Supervisor	(315) 625-5242
Debbie Abreu – Director of Child Nutrition	(315) 625-5227
Rob Freund, Technology Coordinator	(315) 625-5231
Jahnyne Huckabone- Tax Collector	(315) 625-5253
Cindy Daley – District Treasurer	(315) 625-5256
Williamstown Highway	(315) 964-2672
Amboy Highway	(315) 863-9820
Albion Highway	(315) 439-1993
Parish Highway	(315) 625-7067
Orwell Highway	(315) 298-2980

APPENDIX B: EMERGENCY/AGENCY TELEPHONE NUMBERS

<u>Agency</u>	<u>Phone</u>
<u>County Emergency Management Office</u> Oswego County	315-591-9150
<u>Fire Department</u> Non-Emergency Administrative Numbers APW Fire Department	911
<u>Ambulance</u>	911
<u>Police</u> Non-Emergency Administrative Numbers New York State Police (School Outreach) New York State Police New York State Police Oswego County Sheriff's Department Road Patrol Dispatch Desk	911 315-366-6077 (Troop D–Oswego & etc.) 315-298-1444 (Pulaski Barracks) 315-668-2496(Hastings Barracks) 315-349-3302 315-349-3411
<u>Health Department</u> Oswego County Health Department	315-349-3545
<u>Highway Department</u> Oswego County Highway Department Town of Mexico Highway Department Dept of Public Works, Mexico, NY Dept. of Envir. Conserv. (DEC) Region 7 including Oswego County	315-349-8331 315-963-3531 315-963-3853 315-426-7519 (petroleum bulk storage)
<u>Other Agencies/Utility Providers</u> Poison Control Center County/Village Water Authority National Grid American Red Cross of Central & Northern NY	1-800-222-1222 1-800-642-4272 gas emergency 1-800-892-2345 315-234-2200
<u>State Education Department</u> Facilities Planning	518-474-3906

APPENDIX C: SSEC – SCHOOL SAFETY & EDUCATIONAL CLIMATE

The New York State Education Department’s (SED’s) School Safety and the Educational Climate (SSEC) Summary Data Collection Form is a part of SED’s implementation of the Dignity for All Students Act (DASA) and Violent or Disruptive Incident Reporting (VADIR). Data regarding violent or disruptive incidents, as well as incidents of, discrimination, harassment, bullying, and cyberbullying, is compiled to comply with New York State reporting requirements and to designate schools that are persistently dangerous. (8-CRR-NY §120.5) All public schools, boards of cooperative educational services, charter schools, and county vocational education and extension boards are required to document incidents occurring on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions.

Each year, charter school leaders are required to report data from each charter school, and school district/BOCES superintendents are required to submit data on a district form and for each school in the district, to SED annually by the date prescribed by the Commissioner of Education. The SSEC Summary Data Collection Form contains data for the current school year and summer months (July 1st through June 30th), including the summer school session. The SSEC Summary Data Collection Form also includes information (such as the number of incidents, offenders, and targets/victims by type of incident) collected in individual incident reports (IIR), as well as other information relating to school safety and the educational climate. Each incident reported on a district or school form should have been investigated to determine/verify the facts and to identify the appropriate category for reporting.

Violent and disruptive incidents or infractions of DASA reports, investigation notes, and IIRs must be maintained at the school until the youngest person involved in an incident reaches the age of 27 (Records Retention and Disposition Schedule ED-1) and must be made available for review upon request by SED and/or auditors.

SSEC School Safety and the Educational Climate (formerly VADIR/DASA) - Data Collection

See link for more info: http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html

APPENDIX C-2: CHILD ABUSE REPORTING

Synopsis of Child Abuse Reporting in an Educational Setting **Sect, 1128 Article 23B of Ed Law**

DEFINITIONS

1. "Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child: (a) intentionally or recklessly inflicting physical injury, serious physical injury or death, or (b) intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death, or (c) any child sexual abuse as defined in this section, or (d) the commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to article two hundred thirty-five of the penal law, or (e) using corporal punishment as defined by the commissioner.
2. "Child" shall mean a person under the age of twenty-one years enrolled in a school.
3. "Employee" shall mean any person: (i) who is receiving compensation from a school or (ii) whose duties involve direct student contact and (a) who is receiving compensation from any person or entity that contracts with a school to provide transportation services to children, or (b) who is an employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract.
4. "Volunteer" shall mean any person, other than an employee, who has direct student contact and: (i) provides services to a school, or (ii) provides services to any person or entity that contracts with a school to provide transportation services to children.
5. "Educational setting" shall mean the building and grounds of a school, the vehicles provided directly or by contract by the school for the transportation of students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.
6. "Administrator" or "school administrator" shall mean a principal, or the equivalent title, in a school, or other chief school officer.
7. "Law enforcement authorities" shall mean a municipal police department, sheriff's department, the division of state police or any officer thereof. Notwithstanding any other provision of law, law enforcement authorities shall not include any child protective service or any society for the prevention of cruelty to children as such terms are defined in section four hundred twenty-three of the social services law.

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8. "Parent" shall mean either or both of a child's parents or other persons legally responsible for the child.
9. "Child sexual abuse" shall mean conduct prohibited by article one hundred thirty or two hundred sixty-three of the penal law.
10. "School" shall include a school district, public school, charter school, nonpublic school, board of cooperative educational services, special act school district as defined in section four thousand one of this chapter, approved preschool special education program pursuant to section forty-four hundred ten of this chapter, approved private residential or non-residential school for the education of students with disabilities including private schools established under chapter eight hundred fifty-three of the laws of nineteen hundred seventy-six, or state-operated or state-supported school in accordance with article eighty-five, eighty-seven or eighty-eight of this chapter.

DUTIES

Direct Care Staff

Immediately, in any case where an oral or written allegation of child abuse in an educational setting is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, school board member or other school personnel required to hold a teaching or administrative license or certificate:

- (a) Promptly complete the attached "Child Abuse In An Educational Setting Confidential Report Of Allegation" reporting form filling in all required fields.
- (b) Promptly "personally deliver" a copy of this report to the school administrator of the school in which the child abuse allegedly occurred.
- (c) In any case where it is alleged that a child was abused in a school or school District, other than the one he or she attends, the report of such allegations should be promptly forwarded to the superintendents of the school where the student attends as well as the school District where the abuse allegedly occurred.
- (d) Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B "Child Abuse in an Educational Setting" shall have immunity from civil liability which might otherwise result by reason of such actions.

School Administrators/Superintendent

Immediately, upon receipt written report alleging child abuse in an educational setting where there is a reasonable suspicion to believe that an act of child abuse has occurred:

- (1) Where the subject child has made the allegations:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent

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- (2) Where the parent of the child has made the allegation:
 - (a) promptly provide the parent with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (3) Where a person other than the subject child or the parent of a subject child has made the allegation:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) ascertain from the person making such a report the source and basis for such allegations
 - (c) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (d) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (4) Any school administrator or superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B “Child Abuse in an Educational Setting” shall have immunity from civil liability which might otherwise result by reason of such actions.

ADDITIONAL DUTIES

School Superintendent

- (1) Where the superintendent has forwarded a Child Abuse in an Educational Setting report to law enforcement, he or she shall refer such report to the commissioner where the employee or volunteer alleged to have committed the act of child abuse in an educational setting holds certification or license.
- (2) A report which is made and does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school District with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as such school, or school District, as the case may be, determines

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District-wide SAVE Plan
Notifying Parents

Dear _____,

Today's Date

When it has been determined that reasonable suspicion exists concerning a reported allegation of child abuse in an educational setting, the building administrator must promptly notify the parents and forward a copy of the report to the superintendent and to appropriate law enforcement authorities. I am writing to inform you that such an allegation has been made concerning _____ and that the APW CENTRAL SCHOOL DISTRICT is following all regulations in compliance with New York State law.

Because a reasonable suspicion does exist action has been taken to ensure the safety of your child as well as the other students and we will keep you informed of the status of this investigation.

Please call me with any questions or concerns that you have.

Respectfully,

Administrator

APPENDIX D: BOMB THREAT FORM

Date: _____ Time: _____ a.m. _____ p.m. _____

Name of Recipient: _____

Location of Recipient: _____

Telephone Number of Recipient: _____

Exact Words of Person Placing Call: _____

QUESTIONS TO ASK (for use with bomb threat only):

1. When is bomb going to explode? _____

2. Where is bomb right now? _____

3. What kind of bomb is it? _____

4. What does it look like? _____

5. Why did you place the bomb? _____

APPENDIX E: TELEPHONE THREAT INFORMATION SHEET

DESCRIPTION OF SUBJECT'S VOICE:

Male _____ Female _____

Young _____ Middle-Aged _____ Old _____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is voice familiar? _____

If so, who did it sound like? _____

Time suspect hung up: _____ a.m. _____ p.m. _____

REMARKS: _____

APPENDIX F: THREAT ASSESSMENT REPORT FORM

Date: _____

Time: _____ a.m. p.m.

Location/Building: _____

Name of Threat-maker: _____ Male Female

Relationship to school/recipient: _____

Exact Words of threat: _____

How the threat-maker appeared (physically and emotionally): _____

Names/Actions of others directly involved: _____

When incident occurred: _____

Where incident occurred: _____

Name(s) of potential victims: _____

Physical conduct that would substantiate intent to follow through on the threat (tone of voice, actions): _____

Events prior to incident: _____

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Any history leading up to the incident:

What event(s) triggered the incident:

Names/Positions of responding staff:

Consequences or impact of incident:

Conclusion of incident:

Status of threat-maker:

Steps taken to ensure the threat will not be carried out:

Person Completing Form:

Forward Completed Form to Building Administrator Immediately

APPENDIX G: PROCEDURES FOR CLEANING UP BODY FLUID SPILLS

These procedures must be used to clean up all spills involving: vomitus, blood, feces, urine, semen or vaginal secretions.

1. PUT ON PROTECTIVE GLOVES

Wear disposable gloves. If unanticipated contact occurs immediately wash affected areas with soap and water.

2. CLEAN UP

For small spills, use paper towels to wipe up then use clean paper towels with soap and water. For larger spills, apply an absorbent material (i.e., Discard, Quaff) until absorbed then vacuum or sweep up all material. Place all waste in a plastic bag and seal.

3. DISINFECT AREA

For hard surfaces such as floors use a clean mop and disinfectant. Shampoo carpets, rugs and cloth furniture with disinfectant.

4. BAG DIRTY MATERIALS

Place all disposable items in plastic bag, remove gloves and seal. Note: Clothing and other non-disposable items should be rinsed in a disinfectant solution and placed in a plastic bag to be sent home.

5. DISPOSE OF DIRTY MATERIALS

Place all bags of disposable waste into another plastic bag (double bag), secure and dispose of immediately in dumpster located outside building. Dispose of dirty water down the drain.

6. CLEAN EQUIPMENT

Rinse broom, dustpan, mop bucket or other equipment in disinfectant solution then rinse thoroughly with hot water. Soak used mops in fresh disinfectant solution then rinse thoroughly. Disinfectant solution should be promptly disposed of down the drain.

7. WASH HANDS

Wash hands with soap and water. Bar soap is acceptable.

8. APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms. The following disinfectants are registered by the United States Environmental Protection Agency (EPA) for use in schools; 3M #10 Quaternary Disinfectant, Quest, DMQ Disinfectant and Neutralizer

APW Central School District
District-wide SAVE Plan

APPENDIX H: DISTRICT WIDE SCHOOL SAFETY TEAM

Naomi Ryfun	Superintendent
Lorrie Burrows	Assistant Supt. for Business and Operations
Diane Bush	Director of Instructional Technology
Patrick Vrooman	Director of Personnel and Instruction
Danielle Wheeler	Director of Pupil Personnel and Special Education
Jennifer O'Malley	Principal, APW Junior/Senior High School
Dawn Cooley	Principal, APW Elementary School
George Emrich	Director of Health, PE, and Athletics
David Poore	Director of Facilities III
Cindy Pierce	Supervisor of Transportation
Debbie Abreu	Director of Child Nutrition
Jeff Goodrow, Robert Ocker	School Patrol Officer(s)
APW Board of Education	
PTSA-Parent Organization	
Hanna Weigel	APWFA President
TBD	APW Bus Driver and Aide

APPENDIX I: PROCEDURES IF STUDENTS ARE MISSING DURING OUT OF SCHOOL ACTIVITIES

Students on field trips must always be in the sight of staff and under their supervision. Student emergency information forms should be taken on all fieldtrips in the event phone numbers and other pertinent information are needed.

1. In the event a student runs away or is missing, staff will look for them and continue to do so until they are found or, it becomes unsafe for the staff to continue to search.
2. In the event a student is missing and appears to be in any danger, police, parents and administration will be notified immediately.
3. In the event a student is missing due to running away or being lost in a reasonably safe area (museum, park) for more than ½ hour, program administration and police must be called, and parents notified. The superintendent and assistant superintendent should be notified as soon as possible.
4. In the event a student is missing due to running away or being lost, a responsible adult must stay in the area until the matter is resolved. Missing students must never be left at any location even if assumed safe.
5. Immediately following an event where a student or students were missing due to running away or being lost, a complete report of the incident will be prepared for the superintendent and assistant superintendent. A staff meeting will be held in the affected program for the purpose of preventing future incidents by review of procedures.

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District-wide SAVE Plan

APPENDIX J: SURVEY OF VULNERABILITY

LOCATION OF POTENTIAL EMERGENCY SITES SITES OWNED BY THE SCHOOL DISTRICT

BUILDINGS

- a. Central Administration Office/APW Junior/Senior High School
- b. APW Elementary School
- c. Transportation Center/Maintenance Center

TRANSPORTATION

- a. School buses
- b. School cars
- c. Other school owned vehicles

COMMUNITY SITES

- a. Hazardous Roadways / Intersections
 - i. Route 104 and Route 22, Route 69, Intersection Little Pond & 183
- b. Waterways / Dams
 - i. a) Altmar Dam
- c. Flood Plains
 - i. a) N/A
- d. 4. Bridges / Underpasses
 - i. Route 81 / Pineville Bridge / Twin Bridges on 22 / Altmar Bridge on 52
- e. Railroads and Crossings
 - i. Railroad yard – N/A
- f. Airports
 - i. N/A
- g. Gasoline / Diesel / Oil Storage Tanks
- h. Potential Air Polluting Industries
 - i. None provided
- i. Potable Water Supply
 - i. No local supply. Provider: OCWA, Source: Lake Ontario
- j. Industries Which Handle Hazardous Materials
 - i. Oswego County Department of Solid Waste
3125 State Route 3, Bristol Hill, Fulton, NY 13069 (315) 591-9200
- k. Radiological Industries / Utilities
 - i. National Grid I + II power plants - Scriba, NY
- l. Cartage of Hazardous Materials Within District
 - i. At present no municipal ordinances prevent the cartage of hazardous materials on major roads within school district.

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District-wide SAVE Plan

APPENDIX K: ANNUAL WRITTEN INSTRUCTIONS TO STUDENTS AND STAFF

The Superintendent of Schools, together with each chief school administrator of an educational agency other than a public school located within the school district, shall provide written instructions on emergency procedures in their respective schools for all students and staff. The written instructions shall be distributed by October 1 of each school year to students and staff by any of the following methods:

1. School district newsletter mailed to all district residents.
2. Special mailing to students' homes.
3. Handout for students to carry home.

At a minimum, written instructions shall include the following information:

1. Identify alarm warning system.
2. Various response actions which may be required, such as early dismissal and sheltering, and a description of each.
3. Name of District Emergency Coordinator, and the names and roles of the members of the Emergency Response Team.
4. Methods for disseminating information during an emergency.
5. A source for additional information.

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District-wide SAVE Plan

APPENDIX L: DRILL NOTIFICATION

The following notice is provided as an example only - notices will be issued by building principals one week prior to the scheduled drill. Such notices will be mailed to the student's last address of record. Where possible, enrolled siblings will be included on one notice.

TO: Parent or Guardian of: _____

ADDRESS: _____

SUBJECT: Early Dismissal

The APW Central School District has scheduled its annual test of the Early Dismissal Plan for _____.
(date)

Students will be released 15 minutes earlier than their normally scheduled time in order to test the early dismissal response of the District's Emergency Plan.

Please make appropriate arrangements for the early arrival of your children as a result of this drill.

Thank you,

Principal

APW Central School District
District-wide SAVE Plan

APPENDIX M: GO BAGS

Gotta Go Bags

Gotta Go Bags are school emergency bags that are filled with supplies that you may need to have or take with you in an emergency. A minimum of two bags should be kept in each building. The bags should be kept in different locations in the school in the event that one location is not accessible. It is also a good idea to keep a bag at an outside location such as, in an evacuation site.

There are school level gotta go bags and district level gotta go bags. The bag should be updated periodically, to make any necessary changes or replacements.

The following is a list of basic items schools and districts may need to include in the bags.

School Level Supplies:

- | | |
|---|---|
| <ul style="list-style-type: none"> ___ Student register with parent emergency numbers ___ List of students with custody limitations ___ Teacher/Employee roster ___ Teacher schedules ___ School emergency plan ___ Building floor plans - Not the blueprints, the internal layout with rooms numbered. (10 copies - to give to agencies responding to an incident.) ___ Exterior school grounds maps - 5 copies ___ Map of local area ___ Cellular phones - consider battery charging/power adapters ___ Emergency phone numbers ___ Bull horn(s) ___ Portable radios ___ Master keys to building - 2 sets, minimum ___ Pens and pencils ___ First aid supplies | <ul style="list-style-type: none"> ___ Student tracking forms - carbonless system where the teacher/employee can record the students with them. ___ Index cards and note pads ___ Other forms or documents the school may require ___ Flashlights and batteries ___ Duct tape ___ AM/FM radio ___ Blanket ___ Cups, plastic containers and a water source ___ Towels ___ Utility knife ___ Screwdriver ___ Pliers ___ Plastic bags ___ _____ ___ _____ ___ _____ ___ _____ |
|---|---|

Things you may need that won't be stored in the gotta go bag:

- Student medications
- Teacher/Employee daily attendance record
- Student daily attendance record

District Level Supplies:

- | | |
|--|--|
| <ul style="list-style-type: none"> ___ First aid supplies ___ Blankets ___ Building floor plans - multiple sets for each building ___ District emergency plans | <ul style="list-style-type: none"> ___ Parent reunification forms ___ Computer (desk or laptop) and printer ___ Material to make signs for directing parents to the reunification center ___ _____ |
|--|--|

Keep in mind that personnel from other schools may be able to assist you in evacuating the building.

APPENDIX N: ASSISTED EVACUATION PLANS FOR STUDENTS WITH SPECIAL NEEDS

An assisted evacuation plan form (see attached sample) should be completed for any child who has limited mobility and for any other child who would require assistance to leave the building in the emergency. These forms can be obtained from the Education Center.

The plan should include alternatives for situations in which the person with primary responsibility is not available.

It is suggested that the Building Administrator not be designated as the person with primary responsibility. In an emergency situation the Building Administrator must attend to many immediate demands and decisions. Also, the Building Administrator should be free to report to the designated place in the assembly area to meet staff members and to give instructions.

It is also suggested that the person with primary responsibility be someone who is likely to be near the child who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic.

One strategy for the evacuation of a child who cannot use the stairs unassisted, or who cannot negotiate crowded stairs quickly, is to designate an area of the stairwell out of the flow of traffic (Remember that the stairwells are designed to retard the spread of fire). The child remains there with an adult assistant until the students have passed and the stairs can be used.

This form should be completed for every child who needs any kind of special accommodations in emergency evacuations. Copies should be distributed according to the instructions on the form. The plan should be reviewed annually.

APPENDIX N-1: SAMPLE ASSISTED EVACUATION PLAN FOR STUDENTS WITH SPECIAL NEEDS FORM

Name of Child _____
Building _____
Teacher and Room _____
Reason child needs assistance _____

Assistance to be given _____

Person responsible _____
Alternate person responsible _____
Alternate person responsible _____
Special arrangements needed at assembly area _____
Other pertinent information _____
Attach copy of student's class schedule and out-of-classroom services.

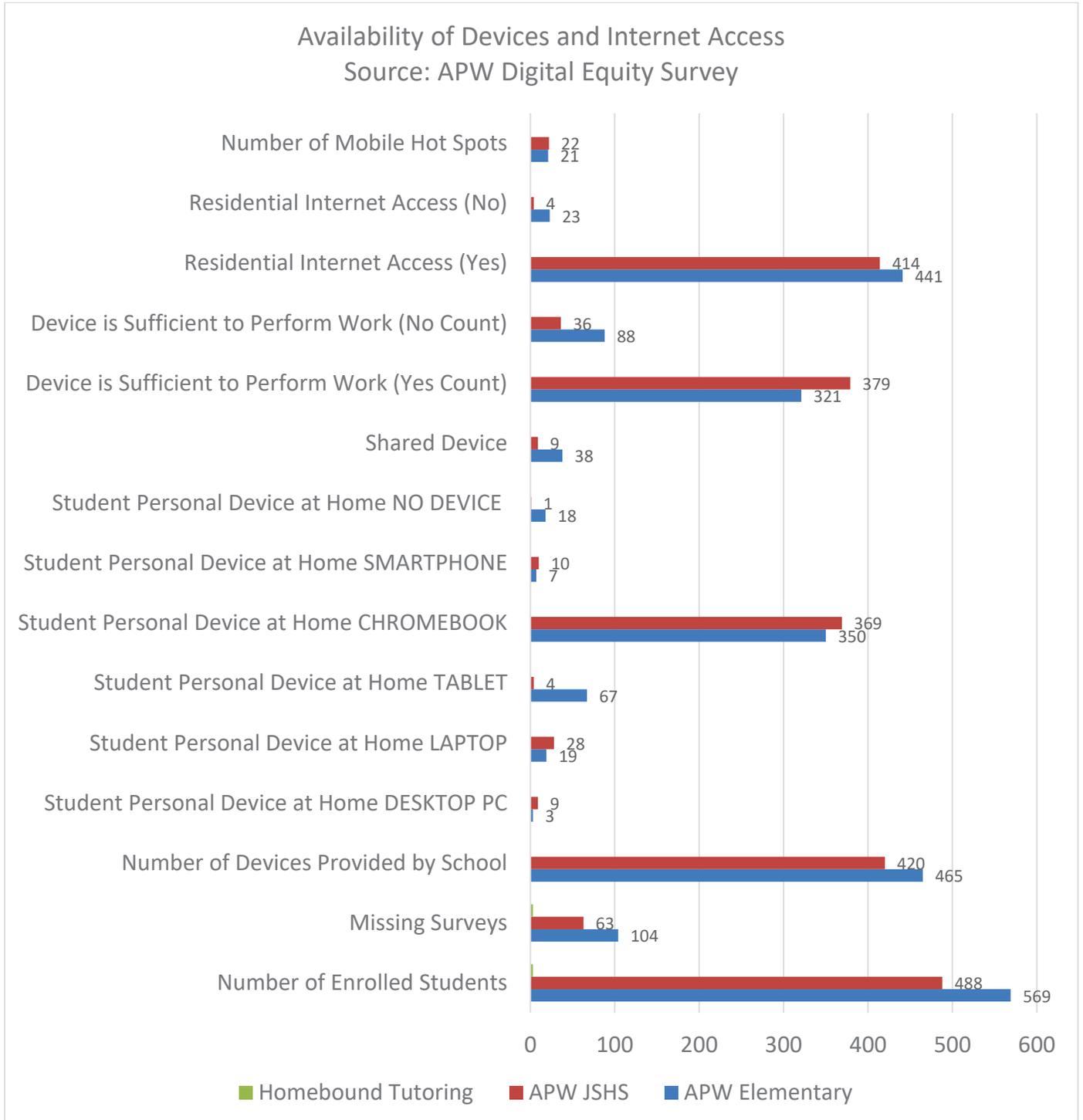
Signature of person who prepared plan Date

Copies on file: Principal
 District Office
 Substitute information folder
 Nurse
 Classroom/homeroom teacher
 District Emergency Response Plan

Circulate information to all special area or class teachers. Copy of plan should be kept with class attendance roster.

APPENDIX O: EMERGENCY REMOTE INSTRUCTION PLAN

Survey and reporting on availability of devices and internet access



Expectations for time spent in remote instruction

A combination of synchronous and asynchronous instruction will be employed in the event of pivoting to remote instruction. The amount of time will vary depending on the grade level/course. This will be communicated at the building level should the District pivot to remote instruction.

Description of instruction when remote instruction not available or appropriate

The Remote Learning Dashboard will be the primary source for resources if remote instruction is not available or appropriate.

Provision of special education and related services.

All efforts will be made to provide specially designed instruction and special education services at the frequency recommended on the student's IEP at the same time each week regardless of the mode of delivery (in-person, virtual, or combination). If a remote model is activated, the District will consider needs on a case-by-case basis to determine high-needs students that may require additional services. All efforts will be made to make decisions collectively with representation from students, families, staff and any additional persons familiar with individual student needs.

APPENDIX P: APW CODE OF CONDUCT



www.apwschools.org

CODE OF CONDUCT

Altmar-Parish-Williamstown
Central School District
District Office
639 County Route 22 • Parish, NY 13131

Adopted by the APW Board of Education: 8/31/23

APW Strategic Plan Goal #4: Build safe, positive, healthy climates for learning and working to nurture student and staff well-being.

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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 of Education recognizes that teaching students respect, civility and understanding toward others, as well as the practice and reinforcement of appropriate behavior and values of our society, is an important function of the School System.

Philosophy of the APWCSD

The School District wishes to foster an environment where students exhibit behavior that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, the district stresses positive communication and discourages disrespectful treatment. This policy is not intended to deprive and/or restrict any student of his/her right to freedom of expression but, rather, seeks to maintain, to the extent possible and reasonable, a safe, harassment free and educationally conducive environment for our students and staff.

Furthermore, the District shall provide that the course of instruction in grades Pre-K through 12 includes a component on civility, citizenship and character education in accordance with Education Law §801, with an emphasis on discouraging acts of harassment, bullying and/or discrimination. Character education is the deliberate effort to help students understand, care about and act upon core ethical values.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to see to it that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“code”) in accordance with Board Policy 6410.

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

Definitions

For purposes of this code, the following definitions apply.

1. **“Act of violence”** is an act against a person that includes, but is not limited to, biting, hitting, kicking, punching, pushing and shoving, and scratching.
2. **“Chain of Command”** is a list of people that are put in place in sequential order to solve a problem.
3. **“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.

4. **“Copyright”** is the exclusive legal right to reproduce, publish, and sell the matter and form of a literary, musical, or artistic work. Copyright infringement occurs when the copyright owner’s rights are violated; when someone other than the copyright holder copies the “expression” of a work; i.e., when the “infringing” work is substantially similar to the copyrighted work. This means that the idea or information behind the work is not protected but how the idea is expressed is protected.
5. **“Cyberbullying”** means harassment/bullying, as defined below, through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to the following: Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression). Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.
6. **“Disability”** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).
7. **“Discrimination”** means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
8. **“Disruptive student”** means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the staff member’s authority over the classroom.
9. **“Emotional harm”** that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.
10. **“Employee”** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

11. **“Gender”** means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).
12. **“Harassment/bullying”** means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])
13. **“Hazing”** is defined as the performance of any act or the coercion of another to perform any act of initiation that causes or creates a risk of humiliation or dangerous activity, or that risks inflicting mental or physical harm. Permission, consent or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in the policy.
14. **“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.
15. **“Illegal/Inappropriate/Prohibited Substances”** include but are not limited to: inhalants, marijuana, synthetic “marijuana” cannabinoids (synthetic cannabinoids consist of plant material coated by chemicals that mimic THC, the active ingredient in marijuana), cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs, look-alikes, alcohol, tobacco, energy drinks, and prescription or over-the-counter drugs when possession or use has not been authorized in accordance with District policy and procedure or such are inappropriately used or shared with others. Smokeless vaporized tobacco products and all associated paraphernalia included but not limited to Juul pods, CBD oil, etc.
16. **“Parent”** means parent, guardian, or person in parental authority to a student.
17. **“Plagiarism”** is the use or close imitation of the language and ideas of another author and representation of them as one’s own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.
18. **“Principal”** is defined as the building principal, or that person acting in the principal’s absence.
19. **“Restorative Practices”** are strategies that seek to repair relationships and give students an opportunity to right their wrong and make amends. They are a positive step in helping students learn to resolve disagreements, take responsibility for the behavior, and repair the harm that a behavior has caused. Restorative practices give students the opportunity to learn from the situation. These practices help to improve school climate and help students strengthen their social-emotional skills. These practices help to understand student behavior and give students the tools they need to

problem-solve.

20. **“School bus”** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).
21. **“School function”** means any school-sponsored extra-curricular event or activity (Education Law §11[2]).
22. **“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 Education Law §11[1].
23. **“Serious bodily injury”** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
24. **“Sexual Orientation”** is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.
25. **“Special Patrol Officer (SPO)”** is a law enforcement officer employed to maintain order and provide security in public buildings, including schools. The SPO refrains completely from acting as a school disciplinarian. SPOs are not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. For specific duties of the SPO, see Appendix B.
26. **“Substantial disruption”** of the educational process or a substantial interference with a staff member’s authority occurs when a student is grossly insubordinate or disrespectful; demonstrates a persistent unwillingness to comply with a staff member’s instructions; or repeatedly violates the school or classroom behavior rules.
27. **“Teacher removal of a student from a class”** refers to when a classroom teacher removes a disruptive student from the class for up to two days. This applies to the class of the removing teacher only.
28. **“Threat”** means an expression of intention to cause harm, do violence, intimidate, or punish.
29. **“Time out”** is a technique used to interrupt an unacceptable behavior by removing the student from the situation where the misbehavior is occurring. The State does not regulate the use of time out but does regulate the use of a separate room where a student may be removed for purposes of “time out.” (NYSED Policy Brief, Use of Time Out Rooms for Students with Disabilities)
30. **“Time out room”** is defined by State regulations as an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his or her education program. Time out rooms are to be used in conjunction with a behavioral intervention plan (BIP) in which a student is removed to a supervised area in order to facilitate self-control or to remove a student from a potentially

dangerous situation.

31. **“Under the Influence”** A person shall be considered if he or she has used any quantity of an inappropriate substance within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.
32. **“Violent student”** means a student under the age of 21 who
 - a. Commits an act of violence upon a school employee, or attempts to do so.
 - b. Commits, while on school district property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
 - c. Possesses, 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.
33. **“Weapon”** means a firearm as defined in 18 USC §921(a) and 18 USC §930(g)(2) for purposes of the Gun-Free Schools Act and the District weapons policy. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, paint ball gun, disguised gun, air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or look-alikes (i.e., fake items made to look like any of the aforementioned or other weapon or any object that could be considered a reasonable facsimile of a weapon), pocket pen or other knife, or other device, instrument, material, or substance (“other item”) that can cause physical injury or death when used, or when such other item is brandished as a weapon.

DASA, Equal Opportunity, and Prohibition of Discrimination, Harassment and Bullying

Please refer to APW BOE Policy 0015

Dignity Act for All Students Act (DASA)

The Dignity for all Students Act (“The Dignity Act” or “DASA”) was enacted in response to the increasing number of incidents involving harassed, ostracized and socially isolated students who, as a result of their maltreatment, engaged in dangerous behavior. The Dignity Act was signed into law to create a safe learning environment for our all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees.

Prohibited Conduct Under DASA

Under The Dignity Act, no student shall be subjected to discrimination based on their actual or perceived race; color; weight; national origin; ethnic group; religion; religious practice; disability; sexual orientation; gender (including gender identity, gender non-conformity, or gender expression), or sex (in accordance with Board Policy 0015).

The Dignity Act prohibits those acts of harassment, bullying, cyber-bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment; where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. A violation occurs when an action or actions and/or behavior adversely affect the educational process and/or endangers the health, safety or morals of students; subjects the student to a hostile school environment (i.e., when the conduct of another has unreasonably and substantially interfered with a student’s education performance, opportunities, or benefits, or mental, emotional and/or physical well-being), and may be subject to disciplinary consequences. A violation also occurs when discriminatory conduct of another causes physical injury or fear for one’s physical safety

Application

The Dignity Act and this Code apply to all incidents on school grounds, including but not limited to, a school building, athletic playing field, playground, parking lot, school bus, District vehicle) and to cyber-bullying, or any conduct prohibited by this Code occurring off campus that is disruptive to the educational environment or negatively affects students or adults in the educational environment; The Dignity Act also applies to public school functions (school extracurricular events or activities – on or off school property).

Dignity Act Coordinator (DAC)

The Dignity Act requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex (Education Law §13[3]. Staff who know or have reasonable knowledge of acts of discrimination and/or harassment must report such incidents by completing a DASA Form and submit the form to the staff member and the DASA Coordinator; students who have witnessed such acts of discrimination and/or harassment must report such incidents to the staff member and the DASA Coordinator. Building and District DASA Coordinator (DAC) contact information is provided below.

District DASA Coordinator	
Patrick Vrooman (315) 625-5274 • pvrooman@apw.cnyric.org	
APW Elementary School	APW JR/SR High School
Ms. Crystal Reynolds, DASA Coordinator (315) 625-5260 creynolds@apw.cnyric.org	Ms. Jennifer O’Malley, DASA Coordinator (315) 625-5221 jomalley@apw.cnyric.org

Remedial Measures

Remedial responses should place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Reporting Discrimination, Harassment and Bullying

Students may file a DASA report to initiate the investigation of a claim of discrimination, harassment, and/or bullying. Forms may be found on the APW website and in the main offices of each school building. A student may also provide a verbal report to a school employee.

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.

The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.

Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or

discrimination.

Student Rights and Responsibilities

Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. The District's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities, which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others. In addition, to promote a safe, healthy, orderly, and civil school environment, all district students have the right to

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, gender identity, gender nonconformity, gender expression, sexual orientation, or disability, or any other categories of individuals protected against discrimination by federal, state, or local law (see Board Policy 0015).
2. Have a safe, healthy, orderly, and courteous school environment.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
5. Attend school and participate in school programs unless suspended from instruction and participation for a legally sufficient cause as determined in accordance with due process of law.
6. Expect no privacy of lockers, backpacks, and cars on school grounds. Lockers are provided for the purpose of storing school related materials securely and to maintain privacy between students. All lockers, locks, combinations and/or keys are school property, and school officials have the right to search lockers at any time (see Board Policy 7602).
7. Be suspended from instruction in accordance with the rights provided under Education Law Section 3214 (pp. 20, 22, 36-39, & 41)

Student Responsibilities

All district students have the responsibility to

1. Accept responsibility for their actions.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. Attend school daily and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. Respond to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.

7. Work to develop mechanisms to deal with their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might lead to disciplinary actions.
10. Dress and groom appropriately for school and school functions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Follow school and societal rules.
13. Immediately report any health or safety issues to school staff (*e.g. presence of drugs or weapons*).

Essential Partners: School-Parent Compact

The Altmar Parish Williamstown Central School District believes that appropriate student behavior is a result not only of student efforts but of cooperative efforts among parents, school staff members, the administration, and the Board of Education. All essential partners will demonstrate respect for school and societal rules. The District therefore emphasizes the need for the entire school community to provide a meaningful educational experience to all District students.

The following School-Parent Compact (see Regulation 1200.2, Parent and Family Engagement Plan) outlines how parents, teachers, school counselors, administrators, all district staff, the superintendent, and the Board of Education will share the responsibility for improved student academic achievement and details the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

Parents

All parents are expected at all times to

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their child(ren) to school every day ready to participate and learn.
3. Ensure their child(ren) attends school regularly and on time.
4. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
5. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know the Code of Conduct, the consequences for violating it, and help their child(ren) understand the rules and consequences.
7. Convey to their child(ren) a supportive attitude toward education and the district.
8. Build positive relationships with teachers, other parents, and their child(ren)'s friends.
9. Help their child(ren) deal effectively with peer pressure.

10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study, and ensure homework assignments are completed.
12. Follow the chain of command when problems arise so that problems can be solved at the lowest level (staff member/teacher, school counselor, vice principal/principal, superintendent, Board of Education)

Teachers

All district teachers are expected at all times 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 all his/her students.
3. Demonstrate interest and enthusiasm in teaching and concern for all students' achievement.
4. Know school policies and the Code of Conduct, 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/course attendance expectations and requirements
 - f. Growth and achievement progress

School Counselors

All district counselors are expected at all times to

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. Encourage and provide information to assist students/parents with student career planning.
5. Encourage students to make the most of the curricula and extracurricular programs.

Administrators

All district administrators are expected at all times to

1. Promote a safe, orderly and stimulating school environment, which supports active teaching and learning.
2. Facilitate regular communication (*including the redress of grievances*) among staff, students, and

parents.

3. Evaluate on a regular basis all staff and instructional programs.
4. Support the development of and student participation in appropriate extracurricular programs, and assess and adjust as needed.
5. Be responsible for enforcing the Code of Conduct and resolving all cases promptly and fairly.

All School District Employees

All school district employees are expected at all times to

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Demonstrate interest, enthusiasm and concern for student health, safety, and achievement.
3. Know district policies and enforce them in a fair and consistent manner.
4. Be familiar with and enforce all Local, State and Federal laws, prohibited student conduct and regulations.
5. Communicate to students
 - a. Expectations for students
 - b. Board approved Code of Conduct
6. Communicate regularly with students, parents, and other staff members concerning safety.

Superintendent

The Superintendent is expected at all times to:

1. Promote a safe, orderly and stimulating school environment, which supports 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 about educational trends relating to student discipline.
4. Work to promote and support instructional programs that encourage positive behaviors sensitive to student and teacher needs.
5. Work with school personnel in enforcing the Code of Conduct and resolving all cases promptly and fairly.

Board of Education

All school Board members are expected at all times to

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 parents/visitors on school property and at school functions.

2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
4. Support the efforts of teachers, staff, and community to provide the highest quality education for students.
5. Be student advocates and interact with parents; helping students achieve success by promoting a clear and open line of communication between parents and the Board of Education and Behavioral Specialist, if necessary.

Student Dress Code

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the work place and society. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. The school cannot and does not dictate styles. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should help students develop an understanding of appropriate appearance in the school setting.

Dress Code Expectations

A student's dress, grooming, and appearance, including accessories, shall

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that revealing garments are not appropriate and may disrupt or interfere with the educational process.
3. Ensure that underwear is completely covered with outer clothing.
4. Wear footwear at all times. Footwear that is a safety hazard will not be allowed. Not wearing footwear is a violation of the health codes.
5. Recognize wearing of headwear that could be a disruption or interfere with the educational process will not be allowed unless for a medical and/or religious purpose/reason.
6. Recognize items that are, or are implied as, vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, disability, gender (including gender identity, gender non-conformity, gender expression), or sexual orientation could be a disruption or interfere with the educational process and will not be allowed.
7. Recognize promoting, advertising, and/or endorsing the use of alcohol, tobacco, tobacco promotional items (e.g., brand names, logos and other identifiers) or illegal drugs and/or encourage other illegal or violent activities, sexuality/sexual acts could be a disruption or interfere with the educational process and will not be allowed.
8. Recognize that accessories that are hazardous, damaging, or present danger to school property or persons could be a disruption or interfere with the educational process and will not be allowed.

Consequences for Dress Code Violations

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item(s) and, if necessary or practical, replacing it (them) with an acceptable item. Any student who refuses to do so shall be considered insubordinate and subject to disciplinary action.

Prohibited Student Conduct

The Board of Education expects all 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, equipment, and district vehicles.

The best discipline is self-imposed, and 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 (e.g. field trips, alternative education tutoring after hours, athletic contests, etc.) 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. These provisions apply whether the conduct is in person, in writing, via cell phone, texting, e-mail or any other electronic means of communication. Students 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 engage in the following unacceptable behaviors.

Unacceptable Behaviors

1. Disorderly or disruptive conduct
 - a. Running in hallways.
 - b. Making unreasonable noise.
 - c. Obstructing, which means purposefully blocking, vehicular or pedestrian traffic.
 - d. Trespassing, which is entering any school building, other than the one the student regularly attends, without permission from the administrator in charge of the building.
 - e. Engaging in any willful act, which disrupts the normal operation of the school community.
2. Insubordinate conduct
 - a. Failing to comply with the reasonable directives of teachers, school administrators or other school employees, special patrol (law enforcement) officers, or other adults with supervisory authority. Examples include but are not limited to the following:
 - i. Missing class without permission
 - ii. Leaving class without permission

- iii. Being tardy to school or class without permission.
 - iv. Skipping detention.
3. Disrespectful conduct
4. Violence
- a. Committing an act of violence, or attempting to do so, upon another student or any other person lawfully on school property or at a school function.
 - b. Committing an act of violence upon a teacher, administrator, or other school employee, or attempting to do so.
 - c. Fighting or use of physical force
 - i. Aggressive physical conflict between two or more individuals
 - ii. Includes wrestling, shoving, punching, kicking, hitting, shaking, poking
 - d. Communication by any means, including oral, written, or electronic (such as through the Internet, social media or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or (b) results in material or substantial disruption to the educational environment.
 - e. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
5. Endangering the safety, morals, health, or welfare of others
- a. Lying, deceiving or giving false information to school personnel.
 - b. Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
 - c. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by defaming them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.)
 - d. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team. Hazing is a form of harassment and bullying.
 - e. Selling, using, possessing, or distributing obscene material.
 - f. Gambling and gaming.
 - g. Inappropriate touching.
 - h. Initiating or reporting warning of fire, bomb threat, or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

- i. Failure to report, when you have knowledge of, an intended false bomb threat.
6. Possession, use, or distribution/sale of alcohol, illegal drugs/substances, tobacco products
 - a. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products (for purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, spit/spitless tobacco and any other smoking or tobacco product i.e., smokeless, dip, chew, snus and/or snuff in any form, including look-a-like tobacco products such as smokeless or “vapor” cigarettes) or illegal substances, or being under the influence of any of these. “Illegal substances” include, but are not limited to, inhalants, marijuana, CBD substances, cocaine, LSD, PCP, amphetamines, heroin, steroids, look- alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs.”
 - b. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the- counter drugs.
 - c. Possessing, consuming, selling, attempting to sell, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
7. Violating another student’s rights
 - a. Under the Dignity for All Students Act (DASA), all students have the right to equity and inclusion. To promote safety and belonging, students are protected from the following:
 - i. Discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
 - ii. Harassment/bullying resulting in the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])
 - iii. Sexual harassment, which includes unwelcome sexual advances, requests for sexual

favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature as set forth in Board Policy 0015.

1. Includes indecent exposure, that is, exposure to sight of the private parts of the body or other lewd or indecent behavior.
 - iv. Cyberbullying through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to the following: Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression). Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.
 - v. Violating gender privacy when using school restroom facilities.
 - b. Along with DASA, the CROWN Act, protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. (From Understanding the CROWN Act, NYSED and the Commissioner's Regulations 100.2 (jj), (kk)).
8. Computer/electronic communications misuse
- a. Includes any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; hacking into or accessing without authorization, secured sections of the District's or other's computer networks; or any other violation of the district's acceptable use policy (Board Policy 7361).
 - b. Unauthorized use of personal computer, laptop and/or other computerized information resources through the APWCSD computer system is prohibited.
9. Unauthorized use of electronic devices
- a. Students may not use cell phones, mp3 players, games, CD players, cameras, and pagers during instructional time, except as expressly permitted in connection with authorized use in the buildings.
10. Misconduct while on a school bus, school operated vehicle or private vehicle being utilized for the transport of students
- a. 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.
 - b. Students are required to conduct themselves on the bus in a manner consistent with

established standards for classroom behavior.

- c. Excessive noise, pushing, shoving and fighting will not be tolerated.
11. Using profane, lewd, vulgar, or abusive language or gestures
12. Possession, use, or distribution/sale of weapons
- a. Threatening to use any weapon.
 - b. Possessing/displaying a weapon or what appears to be a weapon capable of causing physical injury or death while on school property or at a school function.
 - c. 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.
13. Destruction of property
- a. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 - b. Intentionally damaging or destroying school district property.
14. Academic misconduct
- a. Plagiarism
 - b. Cheating
 - c. Copying or otherwise transmitting answers to or for other students
 - d. Altering records
 - e. Assisting another student in any of the above actions

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct, and to immediately report any individual possessing a weapon, alcohol, or illegal substance on school property or at a school function, to a teacher, school counselor, the assistant principal, the building principal, or other district staff. To the extent possible, the reporting student's identities will not be disclosed.

All district staff members that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff members that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately and if warranted, destroyed or handed over to law enforcement after school consequences are complete. If possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted,

which may include permanent suspension and referral for prosecution. Notification of law enforcement officials is a probable consequence.

The building principal or his or her designee may 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. The notification may be made by telephone, followed by a letter. This notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Additional Avenues for Reporting Disciplinary Concerns

Counseling

The school counselors shall handle all referrals of students for counseling and determine if further intervention(s) are necessary.

Preventive Services

Contact Guidance Counselor or Psychologist.

PINS Diversion

The district may work with Oswego County Department of Social Services to file a PINS (person in need of supervision) petition in Family Court (following the family court guidelines).

Juvenile Delinquents and Juvenile Offenders

In accordance with Education Law Section 3214(3)(d), where a student has been determined to have brought a weapon (as defined in the Education Law) to school, the superintendent is required to refer such student under the age of 16 to the County Attorney, except for any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42). The superintendent is required to refer students age 16 and older or any student 14 or 15 who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Youth Court / Peer Court

- Agreeable Community Service
- Restorative Practices

Progressive and Restorative Discipline

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is 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 develop in self-discipline.

Discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. **When possible, restorative practices should be considered over punitive, exclusionary practices (Recommendations for Reducing Disparities In and Reforming School Discipline in New York State, 2022).** Restorative practices are strategies that seek to repair relationships and give students an opportunity to right their wrong and make amends. They are a positive step in helping students learn to resolve disagreements, take responsibility for the behavior, and repair the harm that a behavior has caused. Restorative practices give students the opportunity to learn from the situation. These practices help to

improve school climate and help students strengthen their social-emotional skills. These practices help to understand student behavior and give students the tools they need to problem-solve. Administrators may use restorative practices to supplant traditional consequences or in addition to as best to meet the need of the individual student.

Factors Used in Determining Disciplinary Consequences

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 parents, teachers and/or others, as appropriate;
6. Other extenuating circumstances.
7. Whether conduct is related to a disability or suspected disability
 - a. If the conduct of a student may be related to a disability or suspected disability, discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability (See Discipline of Students with Disabilities).

Examples of Consequences

Students who are found to have violated the District's Code of Conduct may be subject to the following consequences either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process. The listed sanctions are advisory and discipline will be progressive. However, district personnel may impose any level of discipline, even for the first violation, that is proportionate to the misconduct at issue. Administration may adjust the consequence based on the infraction and or frequency.

1. **Oral warning** – any employee of the district
2. **Time Out (within the classroom)*** – any employee of the district
3. **Written warning** – any employee of the district
4. **Restorative Practices** – Any employee of the district
5. **Written notification to parent** – transportation supervisor, athletic coordinator, coaches, school counselors, teachers, teacher assistants, assistant principal, principal, superintendent
6. **Elementary Reflection Room** – assistant principal, principal
7. **Detention** – teachers, teacher assistants, assistant principal, principal, transportation supervisor, superintendent

8. **Suspension from transportation** – transportation supervisor, assistant principal, principal, superintendent
9. **Suspension from athletic participation** – coaches, athletic coordinator, assistant principal, principal, superintendent
10. **Suspension from social or extracurricular activities** – activity director, athletic coordinator, assistant principal, principal, superintendent
11. **Suspension of other privileges** – transportation supervisor, athletic coordinator, assistant principal, principal, superintendent
12. **Alternative Learning Center (ALC)** – assistant principal, principal, or superintendent
13. **Temporary removal from classroom** by teacher, principal, assistant principal, or principal's designee, in accordance with Education Law § 3214(3-a)
14. **Short-term (five days or less) suspension from school** – principal, superintendent. In the absence of the principal, the assistant principal may suspend.
15. **Long-term (more than five days) suspension from school** – superintendent
16. **Permanent suspension from school** – superintendent, Board of Education.

*There is a difference between time out and time out room. See NYSED's Policy Brief on the Use of Time Out Rooms.

General Guidelines

Behavior Violations and Levels of Response		
Level 1 Response	Level 2 Response	Level 3 Response
<ul style="list-style-type: none"> • Verbal reprimand • Counseled by staff member • Staff detentions • Parent notification by referring staff member • School discipline referral submitted to office • Parent notification by administration • Principal detention(s) and/or parent teacher conference (as requested) • Behavior plan (pass restriction, lunch restriction, etc.) • Restitution • Mediation • Restoration conference 	<ul style="list-style-type: none"> • Partial day-1 day ISS/OSS including detention and late detention <ul style="list-style-type: none"> ○ Parent/Student/Administration contact and/or conference for all Level II's ○ Arrangement for repairs or restitution will be agreed upon ○ Suspension from all extra and co-curricular activities ○ Privileges will not be reinstated until all obligations are met ○ Removal from immediate situation • Partial day-3 days ISS/OSS, including detentions • 2 Days OSS for 2nd vaping offense • 3 Days OSS for 3rd vaping offense • Referral to Farnham • Partial-5 Days ISS/OSS, including detention • **Administration, at their discretion, may request a Superintendent's Hearing for Level II offenses 	<ul style="list-style-type: none"> • **Alternative placement • **Long-term suspension • **Superintendent hearing

Elementary Guidelines

Misconduct	PK-6 Elem. 1st Offense	PK-6 Elem 2nd Offense	PK-6 Elem 3rd Offense
Level 1			
<p style="text-align: center;"><u>Insubordination</u></p> <ul style="list-style-type: none"> • Running or "horse play" • Throwing objects • Computer Misuse • Unauthorized use of electronic devices • Continual disruptive 	<ul style="list-style-type: none"> • Verbal reprimand & counseling by a staff member (teacher) 	<ul style="list-style-type: none"> • Verbal reprimand • Parent notification • Recess restriction (RR) <ul style="list-style-type: none"> ○ 1 period and/or Time Out (less than 60 minutes) • ISS 	<ul style="list-style-type: none"> • Verbal reprimand • Parent notification • Recess restriction (RR) <ul style="list-style-type: none"> ○ 1 period and/or Time Out (less than 60 minutes) • ISS

<p>behavior</p> <ul style="list-style-type: none"> • Disrespecting others within learning environment (adults and students) • Lying/cheating/copying 			<ul style="list-style-type: none"> • Detention
Level 2			
Parent / Student / Administration contact and/or conference for all Level 2s			
<ul style="list-style-type: none"> • Excessive and/or repeated Level I violations • Minor altercations (pushing, shoving, kicking, poking) • Destruction of property, vandalism • Leaving class/school w/o permission • Verbal discrimination, harassment, retaliation • Inappropriate/abusive language/gestures • Attempting to fight or assault • Communicating a threat that is verbal, written, or electronic • Use and/or possession of any vaping or tobacco product. 	<ul style="list-style-type: none"> • Principal's office • RR/ISS/Detention/OSS • Arrangements for repairs or restitution will be agreed upon • Suspension from all extra and co-curricular activities. Privileges will not be reinstated until all obligations are met • Removal from immediate situation 	<ul style="list-style-type: none"> • Principal's office • ISS/Detention/OSS • Parent notification • Arrangements for repairs or restitution will be agreed upon • Suspension from all extra and co-curricular activities. Privileges will not be reinstated until all obligations are met • Removal from immediate situation 	<ul style="list-style-type: none"> • Principal's office • ISS/Detention/OSS • Parent notification • Arrangements for repairs or restitution will be agreed upon • Suspension from all extra and co-curricular activities. Privileges will not be reinstated until all obligations are met • Removal from immediate situation
Level 3			
<ul style="list-style-type: none"> • Assault • Fighting • Possessing or displaying a weapon • Possessing or use of drugs and/or alcohol 	<ul style="list-style-type: none"> • Immediate removal from student population and school property (if necessary). • The District may immediately notify the police and the student's parents of the infraction by telephone and in writing. • Immediate out-of-school suspension for up to five days. The administrator may request a Superintendent's hearing. • Per Board of Education Policies 0021 and 6150, students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, 		

	<p>illegal drugs, counterfeit and/or designer drugs, or paraphernalia for use of such drugs...may be subject to disciplinary measures outlined in this Code of Conduct. For the first violation, a student may be <u>suspended from attending school for a period of one year</u>. For subsequent violations the student(s) may be <u>suspended from school for a period of one year</u>. **</p> <ul style="list-style-type: none"> • These offenses will be considered infractions of law and will generally be referred to law enforcement officials. • Per Board of Education Policy 7360, “Weapons in Schools and the Gun Free Schools Act”, any student who brings a firearm, as defined in federal law, or has such a firearm in his/her possession on school premises, or brings such firearm to any setting that is under the control or supervision of the School District, will be referred by the Superintendent to either a presentment agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials. Such referrals will be made as follows: a student who is under the age of sixteen (16) and who is not a fourteen (14) or fifteen (15) year-old who qualifies for juvenile offender status under the Criminal Procedure Law will be referred to a presentment agency for juvenile delinquency proceedings (County Attorney); a student who is sixteen (16) years old or older, or who is fourteen (14) or fifteen (15) and qualifies for juvenile offender status, will be referred to the appropriate law enforcement authorities. Any such student found guilty, after a hearing, will be suspended from school for a period of not less than one calendar year. The Superintendent of Schools may review and modify such suspension on a case-by-case basis and modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner’s Decisional Law).
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*Administrator/Superintendent Action

**Superintendent Action

JSHS Guidelines

Misconduct	Level 1	Level 2	Level 3	SPO	Notes
Absences					
Skipping/late to class without a valid reason	X	X			
Persistent or excessive absences from school	X	X			Significant absences from school will result in having Child Protective Services informed and possibly involved

Leaving School without permission	X	X			
Academic Dishonesty					
Plagiarism, copying another's work, cheating or altering records	X	X	X		
Alcohol					
Under the influence of Alcohol		X	X	X	School staff will refer student to appropriate substance abuse counseling through Farnham Agency and School Nurse will be notified immediately
Use or possession of Alcohol		X	X	X	
Distribution or selling of Alcohol		X	X	XX	
Arson					
Starting a fire		X	X	X	NYS Uniform Fire Prevention Code 401.3 requires building principals to contact the fire department for any and all unwanted fires
Starting a fire: Destruction of property as a result of a fire		X	X	XX	Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014.
Assault on student or other individual					

Assault with or without injury		X	X	X	
Assault on student with serious bodily injury with or without provocation (hitting, kicking or punching another student)			X	X	
Two or more persons intentionally assault with injury		X	X	X	
Two or more persons intentionally assault with serious bodily injury			X	X	
Bomb Threat					
Making threats of providing false information about the presence of explosive materials or devices on school property			X	XX	
Bullying, Harassing and/or Discrimination					
Intentional conduct (including verbal, physical, or written conduct) that constitutes bullying, discrimination or cyberbullying	X	X	X	X	A Dignity for All Students Act Investigation (DASA) is always documented and required when bullying, discrimination and/or harassment are suspected

<p>Intentional conduct via electronic communication that constitutes bullying, harassment or discrimination</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Depending on the allegations, a DASA, Title IX and/or other investigation as outlined in applicable board policies may be required</p>
<p>Persistent bullying</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>DASA investigation</p>
<p>Defamation - making false or unprivileged statements or representations of an individual or identifiable group of individuals that harm the reputation of the person or identifiable group by demeaning them. Includes posting or publishing videos, audio recordings or pictures (written material, cell phones, Internet, Facebook, YouTube, Snapchat and/or any form of social media.)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>Harassment (Threatening behavior) - A threat to engage in menacing behavior that is violent or sexual in nature, without physical contact, that would likely cause offense, annoyance or alarm</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>DASA investigation</p>

Harassment of Staff (Threatening behavior) - A threat to engage in menacing behavior that is violent or sexual in nature, without physical contact, that would likely cause offense, annoyance, or alarm	X	X	X	X	
Damage to school property or personal property					
Minor damage (less than \$50)	X	X			
Damage to another person's or school property (\$50-\$500)		X	X	X	
Damage to another person's or school property (over \$500)		X	X	X	
Disruption to the Educational Process/Misconduct					
Disruptive behavior	X	X	X		
Use of profanity or obscene language or gestures	X	X			
Use of profanity or obscene language or gestures towards staff members	X	X	X		

Throwing objects without physical harm (including bus, classroom, hallway, etc.)	X	X			
Throwing objects that pose a potential threat of harm (including bus, classroom, hallway, etc.)	X	X	X		
Refusing to sit in an assigned seat on a school vehicle	X	X			
Deliberately tampering with emergency exits / Improper activation of a fire alarm (including bus)		X	X	XX	Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form. If the fire alarm is the fire department must be notified and they have jurisdiction until the event is investigated
Loitering - The act of remaining in an area for no obvious reason (hanging around)	X	X			
Fighting					
Fighting - Aggressive physical conflict between two or more individuals including: wrestling, shoving, punching, kicking, hitting, shaking, poking, etc.		X	X	X	DASA investigation may be warranted

Fighting with serious bodily injury		X	X	XX	
Fighting that causes the principal to initiate "hold in place" emergency procedures, prevents large numbers of students from moving through the hallways and disrupts the educational process for large numbers across the school, or poses a serious and grave threat to safety of large numbers of students, such as threat of substantial bodily harm to students			X	XX	
Gambling					
Participating in games of chance, skill for money (including card playing) for money and/or things of value	X	X	X		
Illegal Behavior					
Criminal Mischief - The destruction or serious defacing of school property of the property of others	X	X	X	XX	

(Trespass) Burglary - Illegal or unauthorized entry to any area of the school during or after regular school hours; ex. Classrooms cabinets, auditorium, offices, lockers, gymnasium, rooms, etc.	X	X	X	XX	
Illegal Drugs					
Under the influence		X	X	X	School staff will refer student(s) to appropriate substance abuse counseling (See Policy 6150) School nurse will be notified immediately
Use and/or possession		X	X	XX	See Policy 6150
Distribution and/or selling		X	X	XX	See Policy 6150
Inhalants					
Under the influence		X	X		School staff will refer student to appropriate substance abuse counselor (See Policy 6150) School nurse will be notified immediately
Use and/or possession		X	X	X	See Policy 6150

Distribution and/or selling		X	X	X	See Policy 6150
Sexual Assault / Sexually based infraction or offenses					
Forced sexual act			X	XX	School staff is required to refer students to appropriate counseling
Sexual harassment (ex. Unwelcome sexual advances; requests for sexual favors' or inappropriate verbal, written or physical conduct of a sexual nature)		X	X	X	Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Sexual activity or sexual misconduct (ex. Indecent exposure, engaging in sexual activity, etc.)		X	X	X	
Technology Acceptable Use Policy					
Inappropriate use of school devices	X	X	X		The action by any student to view or change information on an electronic device that they are authorized/not authorized to access Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Theft					

Theft / Possession/ Transfer of stolen goods under \$500	X	X		X	
Theft / Possession/ Transfer of stolen goods over \$500		X	X	X	
Tobacco / Tobacco Products / Nicotine Products / Electronic vaporizers and/or smoking devices					
Possession and/or use		X	X		See Policy 0021
Distribution and/or selling		X	X	X	See Policy 0021
Violent					
Threatening to commit an act of violence	X	X	X	X	Committing an act of violence (such as hitting, kicking, punching, etc.), unless otherwise related to their disability
Striking a student	X	X			
Striking an adult	X	X			
Committing an act of violence towards a student	X	X	X	X	
Committing an act of violence towards an adult	X	X	X	X	
Weapons, Firearms, Explosives					

Possession of instruments or objects that could be used as weapons		X	X	X	Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by the superintendent of schools
Possession of an instrument or object used as a weapon with intent to cause injury			X	XX	
Possession of a weapon			X	XX	
Firearms (possession of a firearm as defined in 18 USC 921 of federal code; ex. Handguns, rifles, shotguns, bombs)			X	XX	
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including, but not limited to, BB guns, pellet guns, etc.)			X	XX	
Explosives (possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device including, but not limited to, firecrackers, smoke bombs, flares, or any combustible or			X	XX	

explosive substances or combination of substances or articles, other than a firearm					
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*Administrator/Superintendent Action

**Superintendent Action

Student Rights Related to Disciplinary Consequences

In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the consequence.

Students who are to be given consequences other than an oral warning, written warning, or written notification to their parents are entitled to additional rights *before* the consequence is imposed. There are specific procedures that must be followed when imposing various consequences. These procedures, explained below, help ensure students’ are afforded specific rights. These additional rights are also explained below.

Procedures and Student Rights

Detention

Teachers, assistant principals, principals, and the superintendent may use school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

After School Detention will be imposed as a consequence only after the student’s parent has been notified to confirm that the student has appropriate transportation home following detention.

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 transportation supervisor’s, principals, or assistant principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the transportation supervisor, assistant principal, building principal or the superintendent. In such cases, the student’s parent 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 parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the discipline to discuss the conduct and the consequence involved.

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 parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequence involved.

Alternative Learning Center (ALC)

The Board recognizes that 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, or assistant principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent 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.

Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can interfere with the rights of other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to the following:

- Short-term "time out" in an elementary classroom or in an administrator's office;
- Sending a student to the principal's office for the remainder of the class time only;
- Sending a student to a school counselor or other district staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is defined as a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student is grossly insubordinate or disrespectful, demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity

to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses 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 24-hours.

The teacher must complete a Teacher Removal Form (see Appendix A) 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 removal form. 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 school day.

Within 24-hours after the student's removal, the teacher and the principal must notify the student's parents, via telephone or email, that the student has been removed from class and why. The principal will verify the teacher notification by calling the parent and reminding them of the opportunity for an informal hearing at school with all parties involved. This will be followed by a written notice, sent within 24 hours, to inform parents of their right, upon request, to meet informally with the principal to discuss the reasons for the removal. The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal 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 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

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

The principal may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. 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.

Any disruptive student removed from the classroom by the classroom teacher, shall be provided continued instruction. The where/how instruction will take place is at the discretion of the principal.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's

placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal 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.

The principal may, in his/her discretion, designate a school district administrator to carry out his/her functions for student removal.

Suspension* from school

Suspension from school is a 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. Students suspended from school are prohibited from being on school district property and from attending or participating in any school function on or off school district property. The consequence in terms of suspension is subject to the Superintendent's review for extenuating circumstances. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the 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.

Short-term (5 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 shall be delivered in a manner reasonably calculated to assure receipt within 24 hours of the decision to propose suspension. 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 parents of the right to request an immediate informal conference with the suspending authority, where the parents, upon request, shall be permitted to ask questions of complaining witnesses under such procedures as the suspending authority may establish.

The notice and opportunity for informal conference shall be provided prior to the suspension unless the student's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption.

Where the student's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption, the student may be immediately suspended and the notice and informal conference shall be afforded as soon as reasonably practicable.

Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents.

If the informal conference is requested, it will be scheduled at the earliest convenience of the school official.

After the conference, the suspending authority shall promptly advise the parents in writing of his or her decision. The suspending authority 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 superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so.

The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal.

If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the Board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so.

Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Long-term (more than 5 days) suspension from school

When the superintendent, or his/her designee, 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. When the Board of Education determines to conduct the fair hearing itself, it must provide the required notice of hearing.

The superintendent shall personally hear and determine the proceeding or may, in 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. An audio recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations 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 30 calendar 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 within 30 days of the decision.

Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances including, but not limited to, where a student's conduct demonstrates a reckless disregard for the health, safety and welfare of others and/or 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.

*When any suspensions occur and the school is closed on the suspension dates, then the suspension(s) will carry over to the next attendance day.

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.

Discipline of Students with Disabilities

The Board 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 receive certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations. The student and parents of a student with disabilities subject to disciplinary action shall be provided with at least the same opportunities for due process as available to students' parents of non-disabled students under the Education Law, subject to the enhanced protections described below.

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.
 - a. A **"suspension"** means a suspension pursuant to Education Law § 3214.
 - b. 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).
 - c. 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, superintendent or a building principal may suspend a student with a disability 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 suspend a student with a disability 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 disciplinary 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, for any of the following reasons:
 - i. The student carries or possesses a weapon to or at school, school premises or a school function.
 1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes 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 1/2 inches in length.
 - ii. The student knowingly possesses or uses illegal drugs² or sells or solicits the sale of a controlled substance³ while at school, on school premises or at a school function.
 1. "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.
 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.

- iii. The student has inflicted serious bodily injury⁴ upon another person while at school, on school premises, or at a school function.
 1. “Serious bodily injury” means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - b. 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 the hearing officer determines that the school district has demonstrated by substantial evidence that maintaining the student in his or her current educational placement is substantially likely to result in injury to the student or others.

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 except where the manifestation team has determined that the behavior was not a manifestation of such student's disability, or the student is properly placed in an IAES.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. Functional Behavioral Assessment
 - a. The district’s Committee on Special Education shall 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.
 - b. 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.

- c. 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.

2. Manifestation Determination

- a. If a suspension shall constitute a disciplinary change in placement, the Manifestation Team shall conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action within 10 school days of a decision is made to suspend a student. If the Manifestation Team determines that a student's conduct was a manifestation of his or her disability, the student shall not be suspended. The Superintendent may place such student may be placed in an IAES if the student has (i) carries or possesses a weapon to or at school, school premises or a school function; (ii) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or (iii) inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

3. 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
 - i. Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - ii. The parent of the student has refused services; or
 - iii. The parent of the student has not allowed an evaluation of the student pursuant to Section 200.4 of the Commissioner's Regulations.
- c. 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.

- d. 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.
4. The district shall provide parents with notice of removal no later than the date on which a decision is made to impose discipline on the student or to remove the student with a disability to an IAES.
 - a. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
5. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if the following:
 - a. The district requests such a hearing to obtain an order of 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.
 - i. 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.
 - ii. 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 of

the request for a hearing, without exceptions or extensions.

Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations, 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. The superintendent shall provide copies of the special education and disciplinary records of a student with disabilities for consideration to the appropriate authorities to whom a crime is reported, to the extent consistent with the Federal Educational Rights and Privacy Act.

Use of Reasonable Physical Force

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 for the following reasons according to the NYS Commissioner's Regulations:

- to protect oneself, another student, teacher, or any person from physical injury;
- to protect the property of the school or of others; or
- to 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 comply with a request to refrain from further disruptive acts.

It should be noted that while the Commissioner's Regulations do not specify who may employ reasonable physical force, if necessary, every effort should be made to ensure that staff have exhausted all other methods and that restraints are carried out by TCIS-trained staff. **Prone restraints (meaning physical or mechanical restraint while the student is in the face down position) are prohibited, as per NYS Amendment to the Commissioner's Regulations.** In instances where the safety of others is at stake, the SPO is authorized by the agreement between the County of Oswego and APW to exercise reasonable physical force.

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.

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

Student Interrogation and Searches

See Board Policy 7602

Prohibited Staff Conduct

The Board of Education, per Board Policy 6112 "Staff-Student Relations (Fraternalization)", requires that all school district employees and/or volunteers maintain a professional, ethical relationship with district students that is conducive to an effective, safe learning environment.

Staff members and/or volunteers are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student and/or the student's family may have "consented" to such conduct.

Inappropriate employee and/or volunteer behavior includes but is not limited to the following: flirting, making suggestive comments, dating, requests for sexual activity, physical displays of affection, giving inappropriate personal gifts, frequent personal communication with a student (via phone, text, e-mail, social media, letters, notes, etc.) unrelated to course work or official school matters, providing alcohol or drugs to students, inappropriate touching, and engaging in sexual contact and/or sexual relations.

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 or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school and receive permission to visit. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s) at least 24 hours in advance, so that class disruptions are kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee.
7. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
8. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
9. All visitors will conduct themselves in accordance with the normal conventions of respect, responsibility, and sportsmanlike conduct.

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. For the purposes of this section of the code, “school property” shall mean any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District’s elementary or secondary schools, or in or on a school bus. A “school function” shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state. “Public” shall mean all persons when on school property or attending a school function including, but not limited to teachers, administrators, other school personnel, the Board of Education, students, and parents/persons in parental relation to the student.

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.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the activity(ies) that they are attending.

Prohibited Public Conduct

No person, either alone or with others, shall engage in the following:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs, or other school activities or non-school activities held on school grounds.
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. Intimidate, harass, threaten, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, disability, gender, or sexual orientation.
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. Possess, use, or threaten to use weapons (or facsimiles thereof) in or on school property or at a school function, except in the case of special patrol (law enforcement) officers or except as specifically authorized by the school district.

11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Use tobacco products and/or inhalants of any kind in or on school property or while attending a school function.
16. Violate any federal or state statute, local ordinance or Board Policy while on school property or while at a school function.

Penalties for Engaging in Prohibited Public Conduct

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

1. Parents/Visitors

Authorization, if any, to remain on or at (and/or return to) school grounds or school functions shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and/or arrest.

2. Students

Shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements, as stated in this Code of Conduct.

3. District Employees

Shall be subject to immediate ejection and/or arrest, and disciplinary action as the facts may warrant in accordance with any legal rights that they may have.

4. Other(s)

Authorization, if any, to remain on or at (and/or return to) school grounds or school functions shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and/or arrest. A ban may be imposed by the district requiring notification of and permission from the building principal and/or superintendent prior to any visit to school property or school related function.

Enforcement of Public Conduct

Designated persons in a supervisory capacity, including but not limited to district administrators, building principals, assistant principals, advisors, athletic directors, teachers, staff, and chaperones shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee becomes aware of an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee 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 principal or his or her designee 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 for Engaging in Prohibited Public Conduct" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

Dissemination and Review

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

- Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
- Making copies of the code available to all parents at the beginning of the school year.
- 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.
- Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the code available for review by students, parents and other community members.

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 student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting 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 no later than 30 days after adoption.

Appendix A: Teacher Removal Form

TEACHER REMOVAL FORM

Note: For removal of a student who is substantially disruptive of classroom, Educational process only. For other discipline, use regular Disciplinary Referral process in SchoolTool.

TO: _____ School: _____
 (*Principal or Designee) (School Name)

Student Name: _____ Grade _____ Homeroom: _____

Date of Incident _____ Date sent From Room _____ Time sent from Room _____ Subject/ Room _____

Student w/Disability _____ Classification _____

Program (check one):

- Consultant Services Related Services Only Inclusion
 Resource Special Class Other

REASON (S) FOR REMOVAL:

- SUBSTANTIAL DISRUPTION OF THE EDUCATIONAL PROCESS
 Violent Activity: Specify _____
 Persistent, non-compliance with teacher instructions
 Other _____
- REPEATED AND SUBSTANTIAL INTERFERENCE WITH TEACHER'S ABILITY TO PRESENT MATERIAL AND/OR PROVIDE FOR EDUCATIONAL NEEDS OF OTHER STUDENTS
 Repeated and Substantial interference with the Education of other Students
 Persistent Interference with Teacher's Authority: Specify _____
 Other Substantial Interference with the educational Program _____

DESCRIPTION OF INCIDENT REQUIRED: _____

ACTION TAKEN BY TEACHER:

- Informal Discussion with Student Prior to Removal
 Immediate Removal/Informal Discussion Within 24 Hours
 Classwork Assigned: _____

ACTION TAKEN BY ADMINISTRATION:

TEACHER CONFERENCE WITH PRINCIPAL (OR DESIGNEE)

DATE _____ TIME _____

- REMOVAL SUSTAINED LETTER SENT TO PARENT WITHIN 48 HOURS
 REMOVAL OVERTURNED STUDENT RETURNED TO CLASS

REASON:

- The charges against the student are not supported by substantial evidence.
 The student's removal is otherwise in violation of the District's Code of Conduct.
 The conduct warrants suspension from school pursuant to Education Law 3214, and a suspension will be imposed.
 Removing teacher has not provided appropriate alternative educational materials for the student during the removal period.

Appendix B: Duties of the Special Patrol Officer (SPO)

- A. Provide for the security and safety of all students, staff, and visitors.
- B. Protect school property and maintain order in and around the school site.
- C. Provide intervention between students and/or staff using appropriate techniques to calm and control situations.
- D. In coordination with APW Administration, investigate all crimes and incidents occurring on and in the vicinity of school grounds, and provide the appropriate documentation for such investigations.
- E. Report all violations of law, regulations, or policies to APW administration.
- F. Enforce New York State laws, rules, and regulations and assist APW in meeting requirements mandated by New York State law:
- G. Act as liaisons with police and fire officials.
- H. Advise the APW administration of any circumstances or situations that may create a potential for harm to persons. or damage to or loss of property.
- I. Screen all persons entering the building or school grounds when in a position to do so, and take necessary action to prohibit loitering and trespassing on school grounds.
- J. Become familiar with all hidden recesses in the building and check them periodically.
- K. Maintain visibility as much as possible.
- L. Refrain completely from acting as a school disciplinarian. SPOs are not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law.
- M. Report for duty in a timely manner. In the event an SPO is absent from work, the SPO shall notify his or her supervisor. The Sheriff shall then attempt to provide APW with a replacement SPO if staffing is available. The Sheriff shall notify APW that the SPO will be absent and of the replacement SPO if available.
- N. Question any individual not having appropriate identification who appears to be student to ascertain his or her status.
- O. Make efforts to maintain casual relationships with students and attempt to develop a rapport with them.
- P. Develop a working relationship with the staff APW.
- Q. When requested, participate in meetings with school officials, parents, or the APW Board of Education to assist in dispute resolution and/or in developing policy and procedures concerning school safety.

- R. Comply with all State and Federal laws including but not limited to applicable regulations of the Commissioner of Education. as well as all of the rules, regulations, policies, and procedures related to investigations, interviews, and search and arrest procedures of the Sheriff.
- S. Abide by APW policies except to the extent that such policies conflict with the SPO's responsibilities as a law enforcement officer or in a situation where life or property are in danger.
- T. SPOs shall be subject to all other personnel policies and practices of the Sheriff, except for such policies or practices that may have to be modified in order to comply with the terms and conditions of this Agreement.
- U. Act swiftly and cooperatively when responding to major disruptions and criminal offenses at school.
- V. Provide a positive role model to the students and provide education in Law Enforcement as requested and appropriate:
- W. Build relationships by being a liaison between the OCSO and APW.
- X. Provide information to students and staff regarding DWFs, weapons, sale of illegal drugs, etc.
- Y. Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence in prosecution.
- Z. Educate potential school-age victims in crime prevention and safety. and develop or expand crime prevention efforts for students.

Appendix C: List of Policies Referenced within the Code of Conduct

The following APW Board of Education Policies are referenced within the Code of Conduct and are listed below in order of appearance:

6410: Maintaining Discipline and Conduct

0015: Equal Opportunity and Prohibition of Discrimination, Harassment, and Bullying

7602: Security Searches (Students)

7361: Student Use of Computerized Information Resources (Acceptable Use Policy)

0021: Tobacco, Nicotine, and E-Cigarette Use Prohibited

6150: Alcohol, Drugs, and Other Substances

7360: Weapons in School and the Gun Free Schools Act

6112: Staff-Student Relations (Fraternization)