

DISTRICT-WIDE SCHOOL SAFETY PLAN

Commissioners Regulation 155.17
(Updated July 2023)

Project S.A.V.E.
(Safe Schools Against Violence in Education)

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I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. POLICY STATEMENT

The District-Wide School Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Chief Emergency Officer, a District-Wide School Safety Team to develop, implement and maintain all provisions of the plan. This plan incorporates all Building-Level Emergency Response Teams appointed by the Building Principals. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building Emergency Response Team. Upon activation of the school building Emergency Response Team, the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies.

The District-Wide Safety Plan was made available for **public comment, 30 days prior to its adoption** and provided participation of the entire school community. The District-Wide and Building Level Plans were formally adopted by the School Board after at least one public hearing. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 1st of each school year (the plan may be abridged for posting purposes)** and will be reviewed annually by the District-Wide School Safety Team **by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-Level Emergency Response Team and filed with both State and Local Police by October 1st of each school year.**

The school district refuses to tolerate violence or threats of violence on school grounds and by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of

all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that the victims or reporters of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at the district office in the office of the Superintendent of Schools at 241 South Ocean Avenue and Plants & Facilities at Saxton Middle School. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

B. Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare the plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The plan must include the following at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommunicate.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent the spread in the workplace in the event an

employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It also must address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for the emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix K (Communicable Disease-Pandemic Plan).

C. ELEMENTS OF THE DISTRICT-WIDE SCHOOL SAFETY PLAN

- Identification of sites of potential emergencies;
- Designation of the school district Chief Emergency Officer;
- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering;
- Response to an implied or direct threat of violence;
- Responses to acts of violence including threats made by students against themselves including suicide;
- Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained, non-violent conflict resolution training; peer mediation programs; extended day and other safety programs;
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies;
- Plans for identification of district resources and coordination of such resources and manpower available during an emergency;
- Designation of the Chain-of-Command (Incident Command);
- Plans to contact parents and guardians including when students make threats of violence against themselves;
- School building security;
- Dissemination of information regarding early detection of potentially violent behavior;

- Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including a review of the tests;
- Annual school safety training for staff and students;
- Protocols for bomb threats, hostage taking, intrusions and kidnappings;
- Strategies for improving communication and reporting of potentially violent incidents;
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring and screening process for all personnel acting in a school safety capacity;
- Information about the school district including population, staff, transportation needs and telephone numbers of key school officials;
- A system of informing all educational agencies within the school district of a disaster; and
- Documentation and record keeping.

D. SCHOOL DISTRICT CHIEF EMERGENCY OFFICER

The Chief Emergency Officer through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders;
- Ensure that all school district staff understands the Districtwide School Safety Plan;
- Assistance in the selection of security related technology and procedures for the use of such technology;
- Coordination of appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan;
- Ensure that all required evacuation and lock-down drills are conducted in all district buildings as required by Education Law section 807;
- Coordinate and lead the efforts of the Districtwide Safety Team in the completion and yearly update of the Districtwide School Safety Plan and the coordination of the Districtwide Plan with the Building Level Emergency Response Plans;
- Ensure that the Districtwide School Safety Plan and Building Level Emergency Response Plans for each building are completed, reviewed annually and updated as needed by the date designated by the State Commissioner;
- Ensure the completion and yearly update of the Building Level Emergency Response Plans by the dates designated by the Commissioner;

- The District Chief Emergency Officer is Dr. Donna Jones, who was reappointed on July 7, 2021.

The Districtwide Safety Team was appointed by the Board of Education on July 7, 2021. CR 155.17(b)(14).

E. IDENTIFICATION OF THE DISTRICT-WIDE SAFETY TEAM

The Patchogue–Medford School District Board of Education has appointed a District-Wide Safety Team consisting of, but not limited to, representatives of the board of education, teaching staff, administrative staff, parent representative, school safety personnel and other key school personnel. The members of the District-Wide School Safety Team and their area of representation are as follows:

Name	Area of Representation
Donna Jones, Ed.D.	Superintendent
Nicolle Ciminiello	Patchogue-Medford Central Office Administrator
Marc A. Negrin	Board of Education Representative
Robert Epstein	Patchogue-Medford Administrator’s Association
Timothy Ritter	Patchogue-Medford Congress of Teachers
John Ahern	Patchogue-Medford Security
Carol Sicignano	Patchogue-Medford Transportation Supervisor
Daniel Harris	Parent Representative
Jodi Moran	Parent Representative
Suzanne Berenz	Parent Representative

Furthermore, the Patchogue-Medford School District Board of Education has appointed Dr. Donna Jones as the District’s Chief Emergency Officer.

F. RESPONSIBILITIES OF THE DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team or designated Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventative actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the Teams primary responsibilities will include:

- Recommending training programs for students and staff in violence prevention, suicide prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing

professional development. All staff will be trained on the building level emergency response plan. New employees will receive training **within 30 days of hire.**

- Dissemination of information regarding early detection of potentially violent behavior;
- Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves;
- Communicating the Plan to students and staff;
- Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances; etc.);
- The Districtwide Safety Team conducted an annual review and updates to the Districtwide Safety Plan on July 15, 2021. CR 155.17(a).
- Making recommendations necessary for change;
- Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Teams;
- Recommending improved security measures based on school building inspection results;
- Conducting annual school-building climate survey of students and staff to identify the potential for violent incidents;
- Reviewing survey results and recommending actions that are necessary.

G. BUILDING-LEVEL EMERGENCY RESPONSE TEAM

The Building-Level Emergency Response Team is appointed by the School Building Principal. The major focus of this team is to create, monitor and update the Building-Level Emergency Response Plan. This team may in part include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Local Law Enforcement (Must Have, NYS Requirement)

- Fire Officials
- Ambulance
- Others

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
 - **Post Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which may include the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

H. CONCEPT OF OPERATION

The District-Wide School Safety Plan is the backbone of each Building Level Emergency Response Plan. The district-wide policies adopted by the Board of Education and reflected within this plan are to be used as guidelines by the school level safety teams in developing their Building Level Emergency Response Plans.

The District-Wide School Safety Plan was developed as a resource for the buildings. In the event of an emergency or violent incident in a school building, it serves as a guide for mobilizing the district's and local government agencies resources to provide a unified response to incidents. The plan strives to eliminate duplicate efforts, and provide a clear and concise direction for necessary responses in the event of an emergency.

The initial response to any emergency or violent incident, at the building level, is to be managed by the School Emergency Response Team. Upon the activation of the School Emergency Response Team to an emergency or violent incident, **local emergency agencies are to be notified as well as the Superintendent**

of Schools or his/her designee. The **Superintendent** will then activate the District-Wide School Safety Plan to initiate a district-wide response. During this time, the district's security office must be notified of the emergency or violent incident. When appropriate, specific county and state resources are to be activated to supplement the district's response, to existing protocols.

This plan is to be reviewed by the District-Wide Safety Team after each incident and annually to make any necessary changes to the plan and confirm the accuracy of all outside contacts.

II. RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

The district has implemented a number of ongoing programs and activities designed to improve communication among students and between students and staff for the prevention and reporting of potentially violent incidents.

- **Bullying Prevention**

Each of the schools have adopted strategies for bullying prevention. The items below reflect some of the strategies used in the schools to prevent bullying. Each principal is given the autonomy to develop the prevention programs that work best for their school culture. The programs below are examples of strategies that may be found in each school.

- **Elementary School Initiatives to Prevent Bullying**

- Bucket Filling – Based on the book Have You Filled a Bucket Lately, students fill each other's (invisible) buckets by interacting positively with one another (saying or doing something kind, giving someone a heartfelt smile, using names with respect, helping without being asked, etc.). Lessons are presented that highlight what it means to be a "Bucket Filler" as opposed to a "Bucket Dipper".
- Peer Mediators – students are trained by Social Workers to resolve peer conflicts by conferring with students in order to understand the problem and develop a resolution and a contract that all parties sign.
- SOAR – Safety. Organization. Achievement. Respect.

- Kindness Links Us Together – Involves students performing kind acts. Students are recognized for being kind (kindness cards, kindness links, names announced over the PA) and the theme of “kindness” is integrated throughout the day during instruction as well as recess.
 - Social Workers and Psychologist push in to classrooms to do formal lessons on topics such as bullying.
 - Bully Busters – Quote of the Week and morning inspirational message.
 - Incorporation of Restorative Justice Practices.
 - Grade level assemblies at the start of each school year that clearly outline bullying and cyberbullying.
- **Middle School & High School Initiatives to Prevent Bullying**
 - Presentations – Presentations by the Suffolk Sheriff’s Office, Suffolk County Police Department and other guest speakers.
 - Bully Forms – Posted strategically on each floor outside of bathrooms. Students can utilize the forms if they want to report any bullying that has taken place.
 - Grade level assemblies at the start of each school year that clearly outline bullying and cyberbullying.
 - At the Middle School and High School level there is an anonymous link on the school home pages where students can click on and fill out information if something is bothering them as a student or the student “sees something” they can “say something”. This form then goes to an administrator in the building to further look into the issue.
 - Incorporation of Restorative Justice Practices.
 - **Diffusing Anger**

A Social worker will conduct small group workshops with middle school and high school teachers dealing with strategies to diffuse student anger.

B. TRAINING, DRILLS, AND EXERCISES

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill;
- Live drill including shelter in place, hold-in-place, evacuation, lockdown and lockout;
- Drills for specific responses (hostage taking, bomb threat, etc.);
- Situational drills;
- Table top exercises;
- Emergency response team exercises; and
- Building pre-clearance searches.

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health and Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-Level Emergency Response Plans including sheltering, lockdown or early dismissal. Eight (8) evacuation and four (4) lockdown drills will be completed in each school building every school year as per New York State regulations (eight (8) of these evacuation drills will be conducted before December 31st of each school year also as per New York State regulations). Debriefings will occur after every drill or actual event.

Description of Procedures

- **Early go-home drill**
In the Fall of each school year, there is a district-wide drill where faculty, students and staff leave their building 15 minutes prior to their normal departure time. Parents are notified that this will be done to test our emergency evacuation procedures. Faculty is expected to return to the building after the drill. Contact is made with the local police department to coordinate crossing guards. Notification procedures are tested by the District's Transportation Department.
- **Lockdown drills**
All buildings perform a lockdown drill at least four times a year to test the buildings ability to respond to an intruder. When the lockdown call is given over the PA, teachers are to look for nearby students and bring them into their classrooms, immediately lock their classroom door, have everyone in the room hide on the wall adjacent to the door, and instruct everyone to remain silent.

- **Training**

To be received by all levels of district employees. Annual Training is provided by principals, who are responsible as Incident Commanders to ensure that all employees in their respective buildings are appropriately trained. Annual multi-hazard training is given to the staff of the Plants and Facilities Department, Transportation Department, Central Office Administration, Security, Clerical, and Food Service staff. All employees are required to have an emergency response plan to use for reference.

- **Annual Multi-Hazard Training:**

Type of Training	Personnel Trained	Date of Training
Annual School Safety Training	All Staff	Ongoing
Right to Know (GCN)	Nurses and health aides Custodians Maintenance Science teachers and aides Art teachers Technology teachers	September department meetings, ongoing for new employees
Asbestos Awareness	Custodians Maintenance	Annual Workshops, ongoing for new employees
Confined Space Training	Maintenance	Annual Workshops, ongoing for new employees
CPR and AED	Coaches Nurses and Health Aides Childcare aides Administrators Security Personnel	Ongoing, to keep all certification current.
Project S.A.V.E. Emergency Response Plan	Staff Students	Opening day faculty meetings Opening of school student assemblies
Project S.A.V.E. Comprehensive School Safety Plan	All Staff	Opening Day Faculty meetings. September department meetings, ongoing for new employees

C. SECURITY STAFF AND SYSTEMS

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards that we employ who are regulated under the New York State Guard Act that requires specific training, fingerprinting and background checks. All of our security guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Our contracted security company is a New York State licensed agency and all of our **security guards**, that are not active Police Officers within New York State, are also individually licensed.

Duties of School Safety Personnel

School safety personnel include the following:

- **Greeters**
Check identification; sign in and sign out all visitors to the building in the visitor management system; distribute and collect visitor badges; notify school staff when visitors are present for them, ensure that visitors have an escort to their destinations.
- **Hall Monitors**
Maintain order in the hallways of secondary schools during class periods; check student passes; check visitor passes; ensure they have an escort; provide assistance to classroom teachers in case of an emergency.
- **Lavatory Aides**
Maintain order and supervise lavatories at the high school. Aides are also responsible for ensuring all students sign in and out before and after entering the lavatory.
- **Chaperones**
Maintain order at after school and evening events.
- **Security Guards**
Maintain order inside school buildings and outside school grounds; assist the school principal in conducting drills and help with Building-Level Emergency Plans when an emergency arises; ensure that all visitors that are in a building have an escort to their destination; check visitor passes; be vigilant for intruders and suspicious packages. Assist Administrators in de-escalation

situations during a crisis.

Hiring and Screening Process of School Safety Personnel

- All district security guards are either active or retired law enforcement agents and have been extensively trained in de-escalating potentially violent situations. All security guards, except active members of a local, city or state police organization, are required to possess a valid New York State Guard license. Additionally, there is a drug test, fingerprinting and a background check along with an interview process before they are hired.

Hall monitors, chaperones lavatory aides and greeters undergo a multi-step hiring and screening process which includes paper screening, reference checks, interviews, fingerprinting, and drug screening.

The administrators in each building are required to meet with security personnel on a regular basis and review emergency procedures which may be specific to each building.

Implementation of School Security

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- Entrance guards and hall monitors will receive two (2) days of staff development every school year;
- The school district has had a security audit/assessment of all school buildings conducted by its contracted security company in conjunction with our Building-Level Emergency Response Team;
- A full assessment conducted by Homeland Security and TSA of the district's transportation system;
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question, the building principal will be consulted. If this has been confirmed, they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion they will be escorted out of the building;
- Visitor badge/sign-in procedures: Before entry into a school building a visitor

must present a valid form of government issued identification. The ID is then scanned into the visitor management system and a computer generated, visitor ID badge is given to said visitor. If the visitor management system is down a temporary ID sticker is issued. Once a visitor is issued an ID badge, they will be escorted to their destination in the building. When their business is complete, a visitor will be escorted back to the main lobby and their ID badge will be collected before they leave the building. Anyone in the building without a visitor's badge will be immediately questioned by building staff and the principal. The security director will be informed.

- Video surveillance: Closed circuit TV security;
- NYS certified security guards;
- A designated School District Security Director;
- On-going Security audits;
- Random searches may be considered if deemed necessary;
- We will employ any other methods deemed necessary and constantly review our current practices;
- When necessary, the district conducts locker searches in secondary schools in order to preserve the safety of all students and staff. The searches are conducted in accordance with district policy and administrative regulations as indicated in policy #5154 Student Searches and Interviews (Appendix F);
- All school buildings have greeters at their main entrance. All other exterior doors are locked. Signs on locked entrances direct visitors to the main entrance for possible entry. Greeters are responsible for ensuring that visitors are entered into the visitor management system and providing them with an identification badge. All greeters are equipped with an operable radio in order to maintain strong communication within the buildings;
- Secondary schools have faculty that perform hall monitoring duties throughout the school day.

Use of Security Devices

- **Video surveillance:** Closed circuit TV security, at key locations inside and outside of district buildings;
- **Security vestibules:** Each district building at its main entrance has a security vestibule for screening visitors. Visitors must scan a form of government issued identification which is entered into a visitor management system, before they are allowed admittance into a building;
- **Visitor management system:** Each district building, including Pupil Services is equipped with a visitor management system;
- **Building alarms:** Each district building has its own alarm system which also uses motion detectors in key areas;

- **Radios:** All security guards, greeters, administrators and other people deemed necessary within a particular building are equipped with an operable radio in order to maintain strong communication within a building;
- **Card access system:** The district utilizes a card access system for staff to enter district buildings. Employee access is usually limited to only the building an employee works in unless otherwise authorized. The District Office is responsible for issuing photo identification badges to all district employees. The badges specify the building and department of each employee.

Lockdown System

The District has installed Blue Strobe lights on each building within the District. The purpose of the strobe light is to provide an extra layer of security protection to our schools in the event that a crisis situation manifests itself. In the event that a crisis occurs, requiring the need to lockdown a building, this system will enable the District to remotely deactivate the card access system. This will prevent an employee from walking into a crisis situation. Without this protection, an employee might be unaware that an intruder was in the building or that a crisis situation was in progress.

Policies and Procedures Relating to School Safety

The following policies relate to school building security:

Community Use of Facilities Policy # 1330

This policy provides procedures and guidelines for public use of school facilities, including the need to file an application, maintain appropriate insurance and follow the district safety plan (**Appendix B**).

Public Conduct on School Property Policy # 1340

This policy stipulates conduct and activities that are prohibited on school property, describes methods of gaining access to school buildings, and describes enforcement and penalties (**Appendix C**).

Public Safety Policy # 1350

This policy describes safety education and accident prevention measures and the establishment of the Safety Committee (**Appendix D**).

Code of Conduct

This policy specifies responsible behavior by students, teachers, other district personnel, parents and visitors.

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 (**Appendix E**).

D. VITAL EDUCATIONAL AGENCY INFORMATION

There is one private school located within the Patchogue-Medford School District:

<u>School</u>	<u>Grade</u>	<u>Enrollment</u>	<u>Staff</u>
Holy Angels Regional School	K – 8	215	25

On or about October 1st each year, the private schools are contacted by the Business Office to determine the number of students enrolled in the building, to confirm the number of staff members and to verify the telephone numbers of key officials of each building. This information will then be provided to the Superintendent and to the Facilities Administrator, to be used in the event of an emergency or disaster. The District will keep all private schools in the district up to date as events progress.

E. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR (INFORMATION & TRAINING)

As required by Project S.A.V.E. and the New York State Dignity for All Students Act (DASA), the District-Wide Safety Team will make recommendations for appropriate training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New hires will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- Training for administrators and staff to increase awareness of and sensitivity to the prevalence, causes and consequences of bullying and harassment, and sharing strategies for preventing such behavior;
- Promoting students' involvement in anti-bullying and anti-harassment efforts, peer support, mutual respect and creating a culture which encourages students to report incidents of bullying and harassment or similar behavior to an adult;
- Collaborating with families and the community to inform parents about the prevalence, causes and consequences of bullying and harassment;
- Instruction for all students in civility, citizenship and character education,

including but not limited to, principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and awareness and sensitivity to discrimination or harassment. Also, civility in relation to people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientation, genders and sexes;

- Peer Helping Peer programs designed to educate students and staff;
- Project Adventure program to challenge students to develop confidence, improve self-esteem, and establish team camaraderie;
- Mentoring program for elementary and middle school students at risk designed to enhance social skills, self-esteem, confidence and coping skills coordinated by school psychologists and social workers;
- An explanation of what constitutes school violence and a description of the School Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct;
- Dissemination of the New York State Office of Mental Health one-page handout “What Every Teacher Needs to Know – Recognizing Suicide Risk in Students” and review of the “FACTS” warning signs;
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/sss/documents/SVPIRRequiredComponents.pdf>;
- A description of the school district’s Violence Prevention Program and Safety Plan Information on how to report incidents of violence including threats and verbal abuse;
- How to recognize and respond to school security hazards;
- Review of measures implemented to prevent school violence such as security equipment and safety procedures and on how to diffuse hostile situations;
- How to summon assistance in the event of an emergency;
- Special procedures for bomb threats, hostage taking, intrusions and kidnapping;
- Post-incident procedures including medical follow-up and the availability of counseling and referral;
- Student training will include post-drill or actual event review by classroom teachers.

In keeping with current district procedures, dissemination of informative materials regarding the early detection of potentially violent behaviors to teachers, administrators, parents and other persons in parent relation to students shall be done through the following:

District/School Web Pages

Other methods for informing parents and students include:

- Student handbooks as appropriate for K-5, 6-8 and 9-12 grade levels;
- Building principals to annually review at the first PTA meeting;
- School social worker outreach;
- School counselor involvement;
- First and second step programs;
- Anger management programs;
- Conflict resolution programs;
- “Protect Your Child from Violence”, a resource for parents as developed by the NYS Council on Children and Families.

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.

F. HAZARD IDENTIFICATION

As part of each Building-Level Emergency Response Plan, each Building-Level Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specific defined areas of concern include:

In-District:

Location	Hazard	Response
Saxton MS	Fuel Pumps	Activate, Take Cover or In Building Shelter Plan as needed. Located on Pages 89-90 of the Building Level Response Plan.
River ES	Power Station	Activate, Take Cover or In Building Shelter Plan as needed. Located on Pages 89-90 of the Building Level Response Plan.
River ES	Train Tracks	Possible responses could include Air Pollution, Hazardous Material Spill,

South Ocean MS	Train Tracks	Explosion, Toxic Material Spill, School Bus Accident or Medical Emergency. Located in Building Level Response Plan.
Bay ES	Train Tracks	
Medford ES	Route 112 / Sunrise Hwy.	Possible responses could include Air Pollution, Explosion, Toxic Material Spill, School Bus Accident or Medical Emergency. Located in Building Level Response Plan.

Out-of-District:

Location	Hazard	Response
All District Schools	Shoreham Nuclear Power Plant, Deactivated	Activate, Radiological Incident Response. Located on Page 34 of the Building Level Safety Plan.
All District Schools	Brookhaven Lab	Possible responses could include Air Pollution, Toxic Material Spill or Radiological Incident. Located in Building Level Response Plan.

III. RESPONSE

A. RESPONSE TO VIOLENCE (INCIDENT REPORTING, INVESTIGATION, FOLLOW-UP, EVALUATION AND DISCIPLINARY MEASURES)

All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.) should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form** as part of the **Dignity for all Students Act (DASA)** and **Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Anonymous reporting systems will be utilized if deemed necessary. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

- **The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports.** Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team (Threat Assessment Team) for the purpose of

compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level.

- **Reporting**

Once an incident has been reported and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

Report it to the Police Department;

Secure the area where the disturbance has occurred;

Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible;

Quickly assess the area of the incident to determine damage as a result of the incident and if it's safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plan;

Provide incident debriefing to students/staff as needed. Notify parents.

- **Investigation**

After the incident has occurred the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on the facts that may prevent a recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up;
- Consider changes in controls, policy and procedures.

- **Follow-Up**

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of

violent incidents from suffering further loss.

- **Evaluation**

The District-Wide School Safety Team (Threat Assessment Team) will be responsible for ensuring that an initial building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

- **Disciplinary Measures/Restorative Practices**

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

- **Code of Conduct**

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct has been posted on the district website.

B. NOTIFICATION AND ACTIVATION

Internal and External Communication

The district's Code of Conduct was approved by the Board of Education July 19, 2006 and was last updated on August 19, 2022, specifies the methods to be used for contacting appropriate school and law enforcement officials in the event of a violent situation. The following information defines the protocol:

- **Students**

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a student possessing a weapon on school property or at a school function, must report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. Protocols are reviewed annually with students at the start of each school year.

- **Staff**

District staff are expected to promptly report violations of the Code of Conduct to their supervisor. The district has also developed and provided each employee with an Emergency Response Plan, as a guide to be used in the event of an emergency.

- **Building Administrator**

The building principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime, and substantially affect the order or security of a school, as soon as practical.

In the event of a violent incident, the teacher or student who identifies the incident is to immediately report it to the building principal with as much detailed information as possible. The principal, his/her designee or the assistant principal, is then responsible for determining whether the crisis requires warning the building occupants, prior to contacting the appropriate law enforcement officials and the Superintendent of Schools. The building level Emergency Response Plan should be consulted for each specific crisis to determine the most appropriate agency to be contacted. Administrators must also use judgement, as each incident may require different responses.

- **System for Informing All Educational Agencies of a Disaster**

When a report of a disaster or violent incident is received by the Superintendent of Schools, it is the Superintendent or his/her designee's responsibility to determine if all schools should be notified, as well as all other educational agencies within the school district. If the decision has been made to notify all schools, the Superintendent or his/her designee will enact the Emergency Response Plan, Information Dissemination Plan to relay specific information and instructions as necessary.

This plan calls for radio communication messages to be sent to all principals, and email messages to be sent to all directors, department heads and their secretaries. In the event of a power outage, all communication will be via radio.

- **Notification of Parents and Guardians in the Event of a Violent Incident or early dismissal**

In the event that the Superintendent or his/her designee determines that parents and guardians should be notified of a violent incident, early

dismissal or school closing, the district's School Closing Procedures will be activated. The district will send a message to parents through Connect Ed. The Superintendent will notify key personnel of his/her intentions and relay specific instructions, depending on the situation. The key personnel will then relay this information to their designated contacts, to ensure that the Superintendent's directives are executed.

- **Notification of Parents, Guardians or Persons in Parental Relationship to an Individual Student of the District in the Event of an Implied or Direct Threat of Violence By Such Student Against Themselves**

In the event of an implied or direct threat of violence by an individual student against themselves, including suicide, the Building Principal or his/her Designee will be responsible for notifying the parent, guardian or persons who are in parental relationship to said student.

- **Notification of Board of Education Members**

Once all the appropriate steps have been taken to notify emergency response agencies the Superintendent or his/her designee will notify the Board of Education.

C. SITUATIONAL RESPONSES

Multi-Hazard Response

The district has developed multi-hazard response plans for taking action in a number of different emergency situations. These plans are detailed in the Building Level Emergency Response Plan, and in the District-wide Emergency Response Plan.

Response to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

The District has implemented numerous procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. Response actions in individual buildings will include:

- Implementation of the Incident Command System;
- Use of staff trained in de-escalation techniques;
- Inform building principal;
- Determine level of threat with Superintendent (Activate Threat Assessment Team);
- Contact law enforcement;

- Contact parent if necessary;
- Monitor situation, adjust response as appropriate, utilize Building-Level Emergency Response Team if necessary.

The District, via Board Policies #4312 (**Appendix G**) and #5153 (**Appendix H**), has provided guidance and procedures regarding administrative notification in the event of a threat, implied threat or other act deemed violent or a threat of violence. Said policies indicate that the Board of Education is committed to maintaining a safe school environment, free from intimidation, threats and/or acts of violence. As such, when incidents are observed, district personnel and students are directed to immediately report said incident to the building principal or his/her designee who will conduct a thorough investigation and provide the necessary information to the Superintendent or the superintendent's designee, in the form of:

- Counseling;
- Consequences (detention, suspension, expulsion. etc.)
- Legal Avenues (police report, social services report. etc.)

The principal and related personnel will monitor reported situations until a satisfactory resolution has been obtained.

Response to Acts of Violence (Actual)

The District-Wide Emergency Response Plan, adopted by the Board of Education, includes information regarding appropriate responses to potentially dangerous situations. Specific directions for responding to acts of violence include the following:

- Implementation of Incident Command System;
- Determine the level of the threat;
- If necessary, isolate the immediate area through a Hold-in-Place;
- Inform Building Principal;
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency;
- Notify parents when appropriate, utilizing mass notification system;
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

When responding to a violent incident, the principal or the principal designee's primary objective is to respond in a manner which will protect the health and safety of all building occupants. To accomplish this, the principal or principal's

designee will first determine the type and level of threat to the building occupants. Then, the building level Emergency Response Plan is to be consulted to determine the best possible course of action for the particular incident. Appropriate action will be taken in accordance with Building Level Response Plan protocols.

D. EMERGENCY RESPONSE PROTOCOLS

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats

Detailed response is included with the confidential Building-Level Response Plans.

All administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation.

Hostage Taking

Detailed response is included with the confidential Building-Level Response Plans.

Intrusions

Detailed response is included with the confidential Building-Level Response Plans.

Kidnapping

Detailed response is included with the confidential Building-Level Response Plans.

E. SCHOOL BUILDING CHAIN-OF-COMMAND

Each school building will designate an Incident Commander Chain-of-Command. In

most cases, the chain will account for redundancy. So that if one person is not available there is always someone on-site available to step into the role of the Incident Commander. The chain will consist of more or less depending on school size and hours of operation.

Title	Responsibility
Person who first detects emergency	CALL 911 – PROVIDE EXACT LOCATION
If possible, person who detects emergency	Notify building principal/administrator
Building principal/administrator	Notify District Security – verify 911 has been called
Security	Deploy resources and help coordinate on-scene response
Building principal/administrator	Notify Superintendent's Office <i>If Superintendent is not available, Superintendent's secretary will contact other central office administrators in this order:</i> <i>Assistant Superintendent for Human Resources</i> <i>School Business Administrator</i> <i>Assistant Superintendent for Instruction</i> <i>Group text to all administrators</i>
Building principal/administrator	Notify Crisis Response Team & building custodial staff
Building principal/administrator	Notify staff/students
Superintendent's Office	Initiate notification of parents, emergency team, Board of Education
Custodian	Notify Plant & Facilities Administrator
Building principal/administrator	Direct appropriate clerical staff to notify other schools in District, bus transportation, parents/guardians
Incident Command System (ICS)	Follow recommendations and protocols as specified in ICS 100 for schools.

F. PROCEDURES AND ARRANGEMENTS FOR OBTAINING ADVICE AND EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENTS AND OFFICIALS

Depending on the nature of an emergency, the school district may need to obtain assistance from local government agencies. During an emergency, the Incident Commander will contact 911 to obtain emergency services. The Incident Commander or his/her designee will then notify the Superintendent. Additionally, each building within the district has been provided with the below list of agency

phone numbers.

Suffolk County Emergency Management	631-852-4920
FEMA	212-680-3600
Medford Fire Dept	631-852-4817
N. Patchogue Fire Dept	631-475-1315
Patchogue Fire Dept	631-475-1222
American Red Cross	516-747-3500
Brookhaven Public Safety	631-451-6291
Brookhaven Code Enforcement	631-451-6161
Brookhaven Environmental Protection	631-451-6455
Brookhaven Memorial Hospital	631-654-7100
PSEG Long Island	800-490-0075
News 12	516-393-1159
Western Suffolk BOCES	631-549-4900
Eastern Suffolk BOCES	631-289-2200

For specific assistance beyond the scope of the school district's resources, the Suffolk County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the School Building Level Plans.

G. DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY

The following school district resources are available for use in the event of an emergency:

- **Shelter**
Gymnasiums are available in each of the eleven schools. Arrangements for use shall be made through the Principal or his/her designee.
- **Food**
Cafeterias are available in each of the eleven schools. Arrangements for use shall be made through the Principal or his/her designee. Feeding programs shall be coordinated through the Director of Food Services.
- **Parking**
Each of the eleven schools has ample parking facilities. Arrangements for use shall be made through the Principal or his/her designee.
- **Transportation**
Nine district-owned school buses are available for shuttle services

between district schools and other facilities as required. Arrangements for use shall be made through the Transportation Supervisor or designee.

If additional buses are required, the district will coordinate with contracted bus companies to assist with the emergency.

- **Maintenance**

A staff of custodians, grounds and maintenance personnel are available to assist with building operations, maintenance and other related duties. Arrangements for staff support shall be coordinated through the Principal or his/her designee and Director of Plant & Facilities or designee.

H. PROCEDURES TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES

Arrangements for use of school district resources during an emergency shall be made through the following administrators:

Title	Name	Office
Superintendent of Schools	Dr. Donna Jones	631-687-6380
Asst. Superintendent for Human Resources	Dr. Joey Cohen	631-687-6340
Asst. Superintendent for Instructional Services	Lori Cannetti	631-687-6350
Asst. Superintendent for Business	Frank Mazzie	631-687-6330
Director of Plant & Facilities	Paul Noonan	631-687-6480
Director of School Food Service	Daniel Erwin	631-687- 6525
Security Director	John Ahern	631-687-6580
Transportation Supervisor	Carol Sicignano	631-687-6460
Administrator of Technology	James Richroath	631-687-6418

I. PROTECTIVE ACTION OPTIONS

Building-Level Emergency Response Plans, which are confidential, address the following actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

- School Cancellation (Conditions that warrant making a decision not to open schools);
- Early Dismissal (Conditions warrant returning students to their homes);
- Evacuation (Conditions in the building are unsafe warranting relocation);
- Sheltering (Conditions warrant movement to a safe place in the building)
 - Shelter-In-Place (weather related)

- Shelter-In-Place (Generic/Non-Specific Bomb Threat)
 - Shelter-In-Place (Specific Bomb Threat);
- Hold-In-Place (Conditions warrant isolation of a specific area of the building – usually short term);
- Lockdown (The most serious situation for a school – a threat is in the building);
- Lockout (A threat exists outside the school building or in the vicinity).

In the event of an emergency, the Superintendent of Schools or his/her designee will determine what emergency measures need to be taken. The appropriate response based on circumstances, may be to close school for the day, operate under a delayed opening, operate under an early dismissal or evacuation to either home or to an alternate school.

The Superintendent of Schools or his/her designee will contact the transportation department to arrange for transportation services.

The District Clerk will alert the local media for public service announcements.

IV. RECOVERY

A. DISTRICT SUPPORT FOR BUILDINGS

Upon notification, the Superintendent, or his/her designee, will dispatch additional personnel and support as needed to assist the Emergency Response Team on location. Additional support may include, but is not limited to:

- Administrative personnel;
- Support personnel, such as maintenance, custodial, secretarial, etc.;
- Transportation resources (cars, vans, buses, crossing guards, etc.);
- Communications resources (mobile phones, two-way radios, printing services, media support, "rovers");
- Food Service Director;
- Head Nurse;
- Director of Facilities;
- Others deemed necessary.

Upon notification, the Superintendent, or his/her designee, will dispatch additional personnel and support as needed to assist the Post Emergency Response Team on location. Additional support may include, but is not limited to:

- Administrative support for post incident staff meetings and/or related programs;
- Media Liaison where necessary;
- Family Liaison where necessary.

B. DISASTER MENTAL HEALTH SERVICES

The District will assist with the coordination of Disaster Mental Health Resources in support of the Post Emergency Response Teams in the following ways:

- Provide Crisis consultation where necessary;
- Provide support in identifying at risk students;
- Provide support and location for after school meetings where necessary;
- Provide classroom coverage to allow for funeral or related services;
- Provide location for adult counseling services;
- Assist with Crisis Response Team debriefing.

The District will evaluate its Emergency Response Plan; Post Emergency Response Plan and related supports within a few days following a crisis. A team of individuals involved in each facet of the response will be assembled and directed to discuss and evaluate the effectiveness of the identified plans. Feedback pertaining to what worked, what did not work and what modifications are necessary to the plan(s) will be solicited. Upon completion, plans will be updated based on constructive feedback received.

V. NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be alerts or bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert

Warns of a credible threat against the United States.

Imminent Threat Alert

Warns of a credible, specific and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The “If You See Something, Say Something” campaign across the United States encourages the public and leaders of communities to be vigilant for indicators or potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats specific types of suspicious activity.

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary.

VI. ROLES AND AREAS OF RESPONSIBILITY OF SCHOOL PERSONNEL, SECURITY PERSONNEL AND LAW ENFORCEMENT

Pursuant to Education Law 2801 and this Safety Plan, the District has defined the roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the District’s Code of Conduct. The memorandum of understanding with the District’s security service provider is attached as Appendix J. All security personnel, including those who are employees of the District are expected to adhere to the roles and responsibilities described in the memorandum of understanding. The memorandum of understanding with the Suffolk County Police Department is also attached as Appendix J.

VII. PLAN REVIEW AND PUBLIC COMMENT

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

interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team. The required annual review will be completed on or before October 1st of each year after its adoption by the Board of Education. A copy of the plan will be available at the Plants and Facilities Office, at the Saxton Middle School, at the Business Office located in the District Office at 241 South Ocean Avenue, Patchogue, NY 11772 and on the District website.

APPENDICES

APPENDIX A

**OFFICIAL COMPILATION OF CODES, RULES AND REGULATIONS OF THE
STATE OF NEW YORK
TITLE 8. EDUCATION DEPARTMENT
CHAPTER II. REGULATIONS OF THE COMMISSIONER
SUBCHAPTER J. BUILDINGS AND TRANSPORTATION
PART 155. EDUCATIONAL FACILITIES**

Current through April 17, 2017

(Statutory authority: Education Law, §§ 101, 207, 215, 305, 305[14] as amd. by L. 1997, ch. 464, 403-a, 403-b, 408, 409, 409-d, 409-e, 409-f[1]-[2], 409-h, 1950[4][t], 2503, 2554, 2801-a, 3602, 3602-a[4], 3641, 3713[1], [2], 4402, 4403; Energy Law, § 9-103[8]; Environmental Conservation Law, §§ 8-0113[3], 8-0117[5]; 26 USC, §§ 142[a], [k], 1397E; Executive Law, art. 2-B; L. 1987, ch. 53, § 17; L. 1992, chs. 466, 700; L. 1993, ch. 700; L. 1994, ch. 64, §§ 1, 2; L. 1997, ch. 436; L. 1998, ch. 58, §§ 13, 48, ch. 56, part B, § 1; L. 2000, ch. 60, part A, § 5 and ch. 181; L. 2000, ch. 185, § 6; L. 2001, ch. 217; L. 2002, ch. 231)

Section 155.17 School safety plans

(a) Development of school safety plans.

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter, a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level emergency response team, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

(b) Definitions.

As used in this section:

(1) Educational agencies means public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

(2) Superintendent means a superintendent of schools or a district superintendent of schools, as appropriate.

(3) Disaster means occurrence or imminent threat of widespread or severe damage, injury, or loss of life or 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.

(4) Emergency means a situation, including but not limited to a disaster that requires 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.

(5) Emergency services organization means 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.

(6) School cancellation means 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.

(7) Early dismissal means returning students to their homes or other appropriate locations before the end of the school day.

(8) Evacuation means moving students for their protection from a school building to a predetermined location in response to an emergency.

(9) Sheltering means 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.

(10) Lock-down means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lock-down will only end upon physical release from the room or secured area by law enforcement.

(11) Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents prescribed in paragraph (c)(2) of this section.

(12) Building-level emergency response team means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response 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, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(13) District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management at the district level and has the contents prescribed in paragraph (c)(1) of this section.

(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety

personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

(15) Emergency response team means a building-specific team designated by the building-level emergency response team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) Post-incident response team means a building-specific team designated by the building-level emergency response 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 violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(17) School safety plan means a district-wide school safety plan or a building-level school safety plan.

(18) Serious violent incident means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but 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.

(c) District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;

(iii) appropriate prevention and intervention strategies, such as:

- (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- (b) nonviolent conflict resolution training programs;
- (c) peer mediation programs and youth courts; and
- (d) extended day and other school safety programs;
- (iv) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- (v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- (vi) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- (vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- (viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- (ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
- (x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- (xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- (xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- (xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

(xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster; and

(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

(a) coordination of the communication between school staff, law enforcement, and other first responders;

(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

(c) ensure staff understanding of the district-wide school safety plan;

(d) ensure the completion and yearly update of building-level emergency response plans for each school building;

(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and

(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

(i) policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;

- (ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;
- (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
- (iv) establishment of internal and external communication systems in emergencies;
- (v) definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS);
- (vi) coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
- (vii) procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials;
- (viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;
- (ix) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.

(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption. Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15, 2016 and each subsequent October 15th thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

(d) Use of school property.

Each board of education and board of cooperative educational services shall cooperate with appropriate State, county and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. School districts and boards of cooperative educational services are required to relinquish to the appropriate State or county agencies the control and use of school transportation vehicles and facilities in accordance with county emergency preparedness plans or directives.

(e) Communication liaisons.

(1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or State emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the Cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

(f) Reporting.

Each superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. School districts within a supervisory district shall provide such notification through the district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days.

(g) Instruction.

Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

(h) Fire and emergency drills.

Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

(1) Parents or persons in parental relation shall be notified at least one week prior to the drill.

(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

(3) The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

(i) Reports by educational agencies.

Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(j) Nothing contained in subdivision (a) or (c) of this section shall prevent an educational agency from using, in part or in total, an emergency management plan previously developed in cooperation with a county or other municipality as the emergency management plan required in this section until the adoption of school safety plans as required by subdivision (b) of this section; provided, however, that all applicable requirements of this section shall be met.

(k) Commissioner of Education.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by State and/or county emergency

personnel in accordance with county or State emergency preparedness plans or directives.

Disclaimer: *These Rules of the Regents and Regulations of the Commissioner of Education ("regulations") are unofficial, and are presented for general informational purposes as a public service. Although reasonable efforts have been made to ensure that these regulations are current, complete and accurate, the State Education Department does not warrant or represent that they are current, complete and accurate. These regulations are subject to change on a regular basis. Readers are advised to consult Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR), published by the Department of State, and the State Register for the official exposition of the text of these regulations, as well as for amendments and any subsequent changes or revisions thereto.*

APPENDIX B

COMMUNITY USE OF SCHOOL FACILITIES

The use of buildings, grounds, and facilities of the Patchogue-Medford School District as community centers, for legitimate and appropriate activities by the people of the community, is encouraged by the Board of Education. An organization whose membership is comprised of a majority of district residents may apply to use district facilities for an event that will also involve a majority of district residents. Such use shall be subject to CDC, DOH, Executive Order, appropriate sections of New York State Education Law, decisions by the New York State Commissioner of Education, and regulations of the Board of Education. Priority for the use of these facilities shall always be given to the various aspects of the educational program for which they were primarily provided, including activities relating to the regular school program, intramural and other extracurricular activities, adult education, summer school, and in-service education programs. Further, the Board of Education encourages the joint development of recreational facilities with municipal governmental agencies.

Permitted Uses

District facilities may be used for the purposes listed below, subject to the conditions and restrictions set forth in this policy.

- Instruction in any branch of education, learning or the arts.
- Public library purposes, subject to provisions of the Education Law, or as stations of public libraries.
- Social, civic and recreational meetings and entertainments, or other uses pertaining to the welfare of the community so long as such uses are non-exclusive and open to the general public.
- Meetings, entertainment and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose.
- Polling places for holding primaries and elections, for the registration of voters and for holding political meetings.
- Civic forums and community centers.
- Recreation, physical training and athletics, including competitive athletic contests of children attending a private, nonprofit school.
- Child-care programs when school is not in session, or when school is in session for the children of students attending schools of the district and, if there is additional space available, for children of employees of the district.
- Graduation exercises held by not-for-profit elementary and secondary schools, provided that no religious service is performed.

Prohibited Uses

Any use not permitted by this policy is prohibited. In addition, the following uses are specifically prohibited.

- Meetings sponsored by political organizations.

Community Use of School Facilities (Continued)
Prohibited Uses (Continued)

- Meetings, entertainments and occasions that are under the exclusive control of and the proceeds are to be applied for the benefit of a society, association or organization or a religious sect or denomination, or of a fraternal, secret or exclusive society or organization, other than veterans' organizations or volunteer fire fighters or volunteer ambulance workers.

Conditions of Use for District Facilities

- A) Use of District facilities may be permitted unless such facilities are in use for school purposes, or during educational programs. The District reserves exclusive and non-reviewable judgment to determine if a requested use would interfere with or disturb the District's educational programs.
- B) To ensure that District facilities are preserved for the benefit of the greater District community, only community-based groups and organizations (that is, groups which are located within the geographic area covered by the District) may be granted access to district facilities.
- C) In the event that an organization applies that is not located within the geographic area covered by the District, the information will be shared with the Superintendent and discussed with the Board of Education for review.
- D) Use of District facilities by the Boy Scouts or other patriotic youth groups listed as a patriotic society in Title 36 of the U.S. Code will be permitted to the same extent as other outside groups. The District shall not deny access to or otherwise discriminate against youth groups based solely on the group's membership or leadership criteria or oath of allegiance to God and country.
- E) United States military recruiters will be provided the same access to high school students on school grounds that is generally provided to colleges and universities or prospective employers.
- F) Use of District facilities will be permitted only where the applicant agrees to pay the District a user fee according to a schedule adopted by the District to cover the costs of heat, electricity, maintenance, custodial services, and any other expenses associated with the requested use. Use is further conditioned upon the applicant's agreement to pay additional fees associated with the use of any additional services or equipment. The District retains the right to condition use upon an applicant depositing with the District a sum equaling the estimated costs and fees associated with the proposed use 10 days in advance of the requested use. The District retains the further right to waive user fees for groups that are associated with or sponsored by the District.
- G) Where, in the judgment of the District, the requested use of District facilities requires special equipment or supervision, the District reserves the right to deny such use, or in the alternative, to condition such use upon the applicant's payment of additional fees in accordance with paragraph F above. Only

Community Use of School Facilities (Continued)
Conditions of Use for District Facilities (Continued)

authorized personnel shall operate District equipment, including but not limited to the District's sound, lighting, and display equipment.

Use of District facilities will only be permitted where the organization provides the District timely evidence of adequate minimum insurance coverage (\$1,000,000 per occurrence/\$3,000,000 aggregate) to save the District its employees, agents, and volunteers harmless from all liability, property damage, personal injuries and/or medical expenses. The District will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.

Organizations must provide the District with a certificate of insurance meeting the above requirements.

Prior to the start of the event, an announcement should be made to the group regarding emergency evacuation procedures. For example, point out posted procedures, directions for exiting, how to respond to a fire alarm, etc.

In the event of an accident, the custodian on duty should be notified immediately by the organization designee and report the incident to the Director of Facilities. The Director of Facilities will notify the Superintendent and/or his/her designee.

The Board reserves the discretion to deny use of District facilities described above, or to terminate use of District facilities:

1. by an applicant who has previously misused or abused District facilities or property or who has violated this policy;
2. for use which could have the effect of violating the Establishment Clause of the United States Constitution or other provisions of the United States or New York State Constitution;
3. for any use which, in the estimation of the Board, could reasonably be expected to or actually does give rise to a riot or public disturbance;
4. for any use which the Board deems inconsistent with this policy;
5. for any use by a private for-profit entity that has the direct or indirect effect of promoting the products or services of such entity;
6. in any instance where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed;
7. for any use prohibited by law, regulation, or district policy.

Community Use of School Facilities (Continued)

Application Procedure Section 1330.1

1. All requests for the use of facilities by any outside organization wishing to use the buildings or facilities are to be initiated by filing a request on the District Website (see the department tab entitled “Business, Budgeting and Finance” and click on the link entitled “Building Use Information/Application”).
2. Register for an Account (**first-time users only**)
The first step needed to make an online facility use request is to create a user account. You can do so by clicking the Register icon on the aforementioned page. Be sure to complete all information fields and then click the submit button. There is a video tutorial and a “Quick Start Guide” available to assist you with the process. Once your user account has been completed, including the upload of the notarized Statement of Understanding and insurance documents, the request will be forwarded to the appropriate District administrators for approval. You will receive confirmation of request approval or denial via e-mail.
3. Login and Reserve
Once your user account is approved, you can start making facility reservations. There is a Login and Reserve icon on the website page which will direct you to the login screen. The availability of buildings or facilities can immediately be ascertained through the request process.
There is a video tutorial and a “Quick Start Guide” available to assist you with the reservation process.
If you choose to reserve space in our buildings, please keep in mind that fees may be charged to offset costs for custodians, food service workers, audiovisual technicians, and/or security guards, in addition to any applicable field use costs (see Section 1330.2). Any organization using District facilities must meet insurance requirements and have a current Certificate of Insurance on file with the District.
4. Applications will be accepted no later than 30 days prior to the event.
The application timelines set forth herein may be waived by the Superintendent of Schools on a case-by-case basis upon the written request of the outside organization. Said request shall include, at a minimum, the cause for the delay, as well as the organizations proposed application.

Only completed applications will be accepted. This includes a fully executed online Facility Use Request, as well as a signed Statement of Understanding and Proof of Insurance requirements (see exhibit A for copies of these forms). All applicable fees must be received no later than 10 days prior to the first event on the application.

Community Use of School Facilities (Continued)
Application Procedure (Continued)

5. Building use may not commence until approval is given by the Superintendent of Schools.
6. The applicant must clearly and completely describe the intended use of the district facility in the application.
7. All applicants must review this policy prior to submitting the application. All applications must be signed by an authorized agent of the group or organization requesting use. The applicant's signature on the application shall attest to the group or organization's intent to comply with all Patchogue-Medford Board of Education policies and regulations and to use District facilities strictly in accordance with the use described in the application.
8. All applicants must agree to assume responsibility for all damages resulting from its use of District facilities.
9. Permits shall be valid only for the facility, use, dates and time specified in the permit. No adjustment to the permit is allowed except with the prior written approval of the Superintendent of Schools. Permits shall not be transferable.
10. The Superintendent of Schools is authorized to alter or cancel any permit if it becomes necessary to use the facility for school purposes or for other justifiable reason.
11. With regard to scheduling activities, the District retains the right to give preference to groups and organizations which are associated with or sponsored by the district.

While the Superintendent of Schools is authorized to approve requests by outside agencies for use of school District facilities in the name of the Board of Education within the provisions of New York State Education Law and established regulations, the Superintendent of Schools shall refer to the Board of Education for final approval those requests which may be deemed questionable by the Superintendent of Schools.

Charges and Fees
Section 1330.2

The sponsors of the activity for which permission is granted shall pay all fees and charges to the District in accordance with a schedule established by the Board of Education. Fees must be received by the Business Office no later than 10 days prior to the event or first event in a series. The fee structure will be based upon the relationship of the organization to the Patchogue-Medford School District, the community at large, and the nature of the organization. This schedule shall be based upon the expenses incurred by the District in making the buildings and personnel available.

Community Use of School Facilities (Continued)
Charges and Fees (Continued)

Level I Users: School or community-based organizations that provide direct services to students such as PTA, scouting, and athletic programs, or organizations involved in a partnership program with a school or District club or organization. Fees to be assessed when school is not in session.

Level II Users: Not-for-profit community-based organizations such as local fire departments, hospitals, service clubs, and government agencies. Fees to be assessed when school is not in session.

Level III Users: For-profit organizations.

Use of Equipment
Subsection 1330.3

Use of District owned, movable equipment is prohibited by outside organizations. This prohibition is extended to include but not limited to, musical instruments, business equipment, audiovisual equipment, athletic equipment, as well as school buses and other district-owned vehicles. Use of District equipment is only permissible by District employees. (Refer to subsection 1330.2 and Appendix B)

Liability
Subsection 1330.4

Because it is in the public interest for the Board of Education to protect the District against substantial financial loss, liability insurance will be required for individuals or groups who use school facilities or school district sites. Individuals and organizations shall attach a certificate of insurance to the application requesting the use of a school district-owned facility or an outdoor site. The face amount of the insurance certificate must be, at a minimum, equal to \$1,000,000 per occurrence/\$3,000,000 aggregate to save the District, its employees, agents, and volunteers harmless from all liability, property damage, personal injuries and/or medical expenses.

The District will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.

Exemptions from this policy are authorized for school district-sponsored events or for events sponsored by school-related organizations such as student groups and parent organizations. No exemption, however, will be granted to any organization which intends to use school facilities for recreational, athletic, physical fitness, or similar activities. Organizations whose meetings are of a nature which require the participants to be sedentary are those to be considered for a waiver of liability insurance. Should such an organization wish to depart from its usual business meeting activity to sponsor a recreational, athletic, or physical fitness activity, the minimum insurance will be required and written evidence of same must be filed, in advance, pursuant to the established building use application procedure.

Community Use of School Facilities (Continued)

Exceptions
Subsection 1330.5

Exceptions to any aspect of this policy will be made only upon application to the Superintendent of Schools and/or his/her designee and subsequent approval by the Board of Education.

Policy Adopted:

November 17, 1986

Supersedes Policies Adopted:

February 26, 1968

September 21, 1970

May 15, 1972

August 28, 1973

November 20, 1973

December 15, 1975

Policy Revised:

January 28, 1991

Policy Revised:

June 21, 1993

Policy Revised:

July 14, 1997

Policy Reviewed:

September 27, 1999

Policy Revised:

July 8, 2002

Policy Revised:

March 24, 2003

Policy Revised

August 25, 2003

Policy Revised:

November 10, 2003

Policy Revised:

April 15, 2013

Policy Revised:

August 26, 2013

Policy Revised:

October 20, 2014

Policy Revised:

August 24, 2015

Policy Reviewed:

August 29, 2016

Policy Revised:

August 27, 2018

Policy Revised:

August 26, 2019

Policy Revised:

December 21, 2020

Community Use of School Facilities (Continued)

Policy Revised:
August 23, 2021
Policy Revised:
August 29, 2022

Application Forms to Rent or Use Buildings and/or Grounds

- 1. Statement of Understanding**
- 2. Proof of Insurance Requirements**

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6480

STATEMENT OF UNDERSTANDING

(To be uploaded and attached to the Application for Use of School Buildings or School Grounds submission)

Date _____

The attached application for the use of _____
(Name of school facility requested)

is submitted in accordance with, and with full knowledge of, the rules of the Patchogue-Medford Board of Education with respect to the use of school buildings and grounds, and in accordance with, and with full knowledge of, Section 414 of the New York Education Law.

The applicant hereby undertakes complete responsibility for the supervision and welfare of all persons on school premises as the result of the event sponsored by the undersigned, and this liability and responsibility attach both with respect to persons arriving on school grounds or remaining on school grounds later than the actual time set aside for the use.

Applicant hereby agrees to save the school district harmless from any claims made by any persons for loss or damage allegedly occurring as the result of the activities planned. This means that the applicant will pay for the legal defense that the school district may be called upon to institute, and will reimburse the school district for any loss or damage occurring to it, with the result that the school district shall be free of any expense of any kind as the result of approving this application.

I certify that as the officially-designated officer of the applicant organization, I have the authority to sign all forms and agreements, including this one, and that my signature indicates a full understanding of all the obligations assumed when using school facilities or school grounds.

Signature (of person to whom a permit will be issued)

Name (printed)

Title

Subscribed and sworn to
Before me this

_____ day of _____

20____.

Name and address of organization:

Telephone Number: _____

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6480

PROOF OF INSURANCE REQUIREMENTS

(To be uploaded and attached to the Application for Use of School Buildings or School Grounds submission)

1. Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the permittee hereby agrees to effectuate the naming of the Patchogue-Medford School District as an additional insured on the permittee's insurance policies.
2. The policy naming the Patchogue-Medford School District as an additional insured shall:
 - a. Be an insurance policy from an A.M. Best rated "Secure" or better insurer, licensed in New York State.
 - b. State that the organization's coverage shall be primary and non-contributory coverage for the District its Board, employees and volunteers.
 - c. The Patchogue-Medford School District shall be listed as an additional insured by using an endorsement providing additional insured coverage for accidents and claims arising out of their use of facilities such as ISO endorsement CG 2026 or equivalent. The decision to accept an alternative endorsement rests solely with the Patchogue-Medford School District. A completed copy of the endorsement must be attached to the certificate of insurance.
 - d. At Patchogue-Medford School District's request, the organization shall provide a copy of the declaration page of the liability and umbrella policies with a list of endorsements and forms. If so requested, the organization will provide a copy of the policy endorsements and forms.
3. The permittee agrees to indemnify Patchogue-Medford School District for any applicable deductibles and self-insured retentions.
4. Required Insurance:
 - a. **Commercial General Liability Insurance**
\$1,000,000 per occurrence/ \$3,000,000 aggregate, with no exclusions for athletic participants.
 - b. **Excess Insurance**
\$_____ each Occurrence and Aggregate. Excess coverage shall be on a follow-form basis.
5. Permittee acknowledges that failure to obtain such insurance on behalf of the Patchogue-Medford School District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the Patchogue-Medford School District. The permittee is to provide the Patchogue-Medford School District with a certificate of insurance, evidencing the above requirements have been met, prior to the commencement of work or use of facilities.
6. The Patchogue-Medford School District is a member/owner of the NY Schools Insurance Reciprocal (NYSIR).
 - a. The permittee further acknowledges that the procurement of such insurance as required herein is intended to benefit not only the Patchogue-Medford School District but also the NYSIR, as the District's insurer.

Policy 1330 – Exhibit B

Schedule of Charges

Schedule of Charges
Subsection 1330.2

Charges for use of buildings and athletic fields shall be assessed according to the criteria outlined below and will be established each year by the Board of Education.

Level I and Level II Users:

1. For an event that requires one (1) custodian and when the event is limited to less than three (3) hours:

	Weekdays	Saturdays	Sundays
Elementary Schools	\$ 0	\$206	\$267
Eagle and Middle Schools	\$ 0	\$206	\$267
High School	\$ 0	\$247	\$326

2. Rate for each hour beyond the minimum of three (3) hours when one (1) custodian is needed:

	Weekdays	Saturdays	Sundays
Elementary Schools	\$ 0	\$67	\$93
Eagle and Middle Schools	\$ 0	\$67	\$93
High School	\$ 0	\$88	\$113

3. Rate for each hour for each additional custodian required for larger events. Additional custodians must be employed for a minimum of three (3) hours each.

	Weekdays	Saturdays	Sundays
All Buildings	\$ 0	\$53	\$68

4. A \$43 hourly rate for each food service worker required for events that utilize the kitchens. A minimum of three (3) hours will be required for each food service worker requested. The minimum cost will be \$129 for three (3) hours.
5. A \$63 hourly rate for an audiovisual technician. A minimum of three (3) hours will be required. The minimum cost will be \$189 for three (3) hours.
6. A \$31 hourly rate for each security guard required. A minimum of three (3) hours will be required. The minimum cost will be \$93 for three (3) hours.
7. A \$43 hourly rate for field use will apply. A minimum of three (3) hours will be required. The minimum cost will be \$129 for three (3) hours.

Community Use of School Facilities (Continued)**Schedule of Charges****Subsection 1336.1 (Continued)**

Level III Users: For-profit organizations.

1. For an event that requires one (1) custodian and when the event is limited to less than three (3) hours:

	Weekdays	Saturdays	Sundays
Elementary Schools	\$ 459	\$ 680	\$ 895
Eagle and Middle Schools	\$1243	\$1854	\$2465
High School	\$1418	\$2115	\$2813

2. Rate for each hour beyond the minimum of three (3) hours when one (1) custodian is needed:

	Weekdays	Saturdays	Sundays
Elementary Schools	\$215	\$315	\$407
Eagle and Middle Schools	\$372	\$547	\$720
High School	\$488	\$720	\$953

3. Rate for each hour for each additional custodian required for larger events. Additional custodians must be employed for a minimum of three (3) hours each.

	Weekdays	Saturdays	Sundays
All Buildings	\$142	\$200	\$257

4. A \$73 hourly rate for each food service worker required for events that utilize the kitchens. A minimum of three (3) hours will be required for each food service worker requested. The minimum cost will be \$219 for three (3) hours.
5. A \$99 hourly rate for an audiovisual technician. A minimum of three (3) hours will be required. The minimum cost will be \$297 for three (3) hours.
6. A \$63 hourly rate for each security guard required. A minimum of (3) hours will be required. The minimum cost will be \$189 for three (3) hours.
7. A \$43 hourly rate for field use will apply. A minimum of three (3) hours will be required. The minimum cost will be \$129 for three (3) hours.

APPENDIX C

PUBLIC CONDUCT ON SCHOOL PROPERTY

In accordance with Section 2801 of the New York State Education Law requiring the Board of Education to promulgate rules and regulations governing conduct on school property of students, teachers, other staff, visitors, licensees, and invitees, the Board of Education adopts the following regulations to maintain public order on school property:

Access to School Buildings and Grounds

Section 1340.1

All persons other than a pupil enrolled in a building or an authorized member of the building staff shall, immediately upon entering any school building, report their presence to the district employee (greeter or security guard) located at the greeter's desk. However, this regulation shall not apply to entertainments, sporting events, or public meetings held after regular school hours.

Prohibited Conduct and Activities

Section 1340.2

The Board of Education prohibits the following conduct or acts on school property by students, teachers, staff members, licensees, visitors, or invitees:

1. The willful physical injury of any person or the threat to use force which would result in such injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful or negligent disruption of the orderly conduct of classes or of any other school program or activity.
5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby.
6. The willful interference with the lawful and authorized activities of others.
7. The possession, consumption, sale, offer, manufacture, distribution, or exchange of tobacco (including, but not limited to, electronic cigarettes, vape products), alcohol and/or alcohol beverages, controlled and/or illegal substances (or any synthetic versions, whether or not specifically illegal or labeled for human consumption), or being under the influence of any of these substances on school property or while at a school event or function as such terms are defined by the District's Code of Conduct;
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, laser pointer, or any other object that

Public Conduct on School Property (Continued)
Prohibited Conduct and Activities, Section 1340.2 (Continued)

reasonably can be considered a weapon, except in the case of law enforcement officers or except as specifically authorized by the school district.

9. The violation of any federal or state statute, local ordinance, or Board of Education policy.
10. Smoking a cigarette, cigar, pipe, electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or using chewing or smokeless tobacco.
11. The refusal or failure of any person to comply with a lawful order or direction of officials of the school district in the performance of their duties.
12. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the superintendent of schools.
13. The operation of motor vehicles, bicycles, or other vehicles in violation of traffic and parking regulations or in areas such as playfields, tennis courts, or running tracks where vehicles and bicycles are prohibited.
14. Willfully disregarding a prohibition against golfing, archery, rocketry, model airplane flying, or tossing or firing boomerangs, sling shots, or spears.
15. Failure to conform to fire drill, safety drill, or bomb threat procedures.
16. Willfully inciting others to commit any acts prohibited by this policy.

Enforcement and Penalties
Section 1340.3

Any violation of the above shall be reported immediately to the building principal. The principal will investigate the case thoroughly and make a written report to the superintendent of schools.

The principal and the superintendent of schools will have the following options as to what penalty to impose:

- Option 1:** Violators will be reprimanded.
- Option 2:** Violators will be ordered to leave the school property immediately.
- Option 3:** Police will be called and a specific charge made under the proper sections of the Penal Code.

Public Conduct on School Property (Continued)
Enforcement and Penalties - Section 1340.3 (Continued)

Option 4: Any penalty authorized by Section 3214 of the New York State Education Law or Board of Education policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Option 5: Any penalty authorized under Section 3020-a of the New York State Education Law, if the violator is a tenured teacher, provided the provision pertaining to charges, notices, hearings, and findings have been complied with.

Option 6: Any penalty authorized under Section 3031 of the New York State Education Law, if the violator is a nontenured teacher, or Section 75 of the New York State Civil Service Law, if the violator is a non-teaching employee of the district, provided the provisions pertaining to charges, notices, and hearings have been complied with.

Loitering on School Property
Section 1340.4

The Board of Education prohibits loitering on school property. A person is a loiterer when such person enters or remains in or on school grounds without any specific legitimate reason for being there and without written permission from someone authorized to grant it. Persons not requiring written permission are students; staff members; public officials; school board members; legitimate visitors; invitees; and licensees, the latter having obtained approval to use school facilities in accordance with Board of Education Policy #1330.

If a school district representative determines that a person is loitering on school grounds, said official representative shall direct that the person leave the premises. The request shall be personally communicated to the individual determined to be loitering. The school district representative shall exercise discretion in those situations which involve a parent, a person not an employee, an employee not assigned to the facility involved, a student not assigned to the facility involved, and a stranger. School district representatives shall exercise discretion in their actions, taking into account the scene of the visit, the possibility of violence, or the involvement of the use of drugs or alcohol. If the situation is one which, in the representative's discretion, does not require forceful action, the school district representative shall advise the person to leave the premises. Police may be called if there is a refusal to leave the premises or if the situation is one which, in the representative's discretion, requires forceful action.

Police may be called in advance of a request to leave the premises in the event of anticipated or actual turmoil or breach of law requiring immediate help.

Public Conduct on School Property (Continued)
Loitering on School Property - Section 1340.4 (Continued)

The Board of Education authorizes unilateral action by police, including arrest, if any person is apprehended on school property and found to have entered or remained unlawfully during times when school is not in session or if any of the following conditions exist:

1. The person refuses to leave the premises.
2. There is evidence of damage to school district property or theft of property.
3. The person is involved in an act of violence.
4. There is evidence of the use of an alcoholic substance or an illicit narcotic substance.
5. The person possesses a dangerous weapon.
6. The person is apprehended in an area barred to public admittance such as:
 - a. Vehicle or equipment compounds.
 - b. The interior of buildings.
 - c. Field houses.
 - d. Fire escapes.
 - e. Rooftops.
7. The person is in violation of activities or action prohibited in Section 1340.2 of this policy.

Other Penalties
Section 1340.5

These regulations and the penalties are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Conflict
Section 1340.6

Nothing in these rules and regulations is intended to conflict with any provisions of collective bargaining contracts entered into with appropriate employee units.

Public Conduct on School Property (Continued)**Legal References**
Section 1340.7

The legal references respecting Policy #1340 - Public Conduct on School Property are as follows:

New York State Education Law, Section 2801
 New York State Penal Code, Sections 265.01-a and 240.35
 Chapters 138 and 698 of the Laws of New York of 1979

Policy Adopted:
 November 16, 1964
 Policy Reviewed:
 February 15, 1971
 Policy Adopted:
 November 27, 1972
 Policy Approved by New York State Education Department
 January 16, 1973
 Policy Revised:
 January 21, 1980
 Policy Revised:
 January 28, 1991
 Policy Revised:
 January 24, 2000
 Policy Revised:
 January 24, 2022
 Policy Revised:
 August 29, 2022

APPENDIX D

PUBLIC SAFETY

The Board of Education desires that reasonable precautions be taken to assure the safety of students, employees, and any other persons who may occupy school district premises. Safety education and accident prevention measures are important for the development of appropriate behavior and the proper attitude in order to minimize the possibility of physical harm.

The school district will promote risk-management and safety education programs. These programs will be directed towards students and staff. The Superintendent of Schools will recommend to the Board of Education for consideration at its annual reorganization meeting the appointment of a Safety Committee comprised of appropriate staff members.

The Safety Committee will recommend, to the Superintendent of Schools, programs involving in-service education, accident prevention procedures, procedures for reporting accidents and unsafe conditions, procedures for accident recordkeeping, programs for buildings and grounds inspection, vehicular and pedestrian safety programs, and fire prevention activities.

The Safety Committee is invited annually to report to the Board of Education at a meeting held each spring for the purpose of hearing reports from the Committee on recommendations for continued improvements to safety protocols.

Policy Adopted:
 May 20, 1985
 Policy Reviewed:
 October 18, 1999
 Policy Reviewed:
 October 24, 2016
 Policy Reviewed:
 August 28, 2017
 Policy Revised:
 August 27, 2018
 Policy Revised:
 August 26, 2019
 Policy Reviewed:
 August 24, 2020
 Policy Reviewed:
 October 18, 2021
 Policy Revised:
 August 29, 2022

APPENDIX E

PATCHOGUE-MEDFORD SCHOOL DISTRICT

CODE OF CONDUCT

Project S.A.V.E.
(Safe Schools Against
Violence in Education)

May 21, 2001
Revised: August 24, 2001
Revised: June 20, 2005
Revised: June 19, 2006
Reviewed, no revisions: June 2007
Reviewed, no revisions: June 2008
Revised: March 24, 2009
Revised: April 18, 2016
Revised: July 27, 2020
Revised: August 29, 2022

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CODE OF CONDUCT

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

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

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

II. DEFINITIONS

For purposes of this code, the following definitions apply.

- “Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.
- “Parent” means parent, guardian or person in parental relation to a student.
- “School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in New York Vehicle and Traffic Law § 142.
- “School function” means any school-sponsored extracurricular event or activity.
- “Violent student” means a student under the age of 21 who:
 - Commits an act of violence upon a school employee, or attempts to do so.
 - a. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 - b. Possesses, while on school property or at a school function, a weapon.
 - c. Displays, while on school property or at a school function, what appears to be a weapon.
 - d. Threatens, while on school property or at a school function, to use a weapon or inflict harm.
 - e. Knowingly and intentionally damages or destroys the personal property of any student, school employee, or any person lawfully on

school property or at a school function.

f. Knowingly and intentionally damages or destroys school district property.

- “Firearm” means a firearm as defined in 18 U.S.C. § 921, for purposes of the Gun-Free Schools Act.
- “Weapon” means: (a) any other gun, including, but not limited to: BB guns, pistols, air guns, spring guns, revolvers, shotguns, rifles, machine guns, disguised guns, paintball guns, electronic stun guns, and electronic dart guns; (b) all knives and/or blades (with the exception of plastic cutlery solely used for eating meals), including, but not limited to: daggers, dirks, razors, razor blades, stilettos, switchblade knives, gravity knives, metal knuckle knives, box cutters, cane swords, and Kung Fu stars; as well as (c) brass knuckles, sling shots, pepper spray or other noxious spray, explosive or incendiary bombs, or other devices, instruments, materials or substances that can cause physical injury or death when used to cause physical injury or death.
- “Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. STUDENT RIGHTS

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

- Take part in all district activities on an equal basis regardless of actual or perceived race, sex, color, weight, creed, national origin, ethnic group, religion, religious practice, gender, sexual orientation, or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Be informed of school rules and consequences.

B. STUDENT RESPONSIBILITIES

All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class, on time,

and prepared to learn.

- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- Follow directions given by teachers, administrators, and/or other school personnel in a respectful, positive manner.
- Adhere to safety protocols implemented by the District including but not limited to appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face coverings, gloves, or other protective equipment, and following directives by teachers, administrators, and/or other school personnel as to such protocols.
- Seek help in solving problems.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions
- Conduct themselves as representatives of the district when participating or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Arrive at school prepared to learn with all necessary learning equipment (textbooks, charged laptop, calculator, writing utensils).
- Protect and safeguard all District property lent to support student instruction.

IV. ESSENTIAL PARTNERS

A. PARENTS/GUARDIANS

Parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative justice approach.

All parents/guardians are expected to:

- Recognize that the education of their child(ren) is a shared responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time and verify absences.
- Send their children to school dressed in a manner consistent with the student dress standards.
- Reinforce school rules with their child(ren).
- Be supportive of education.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Support the District laptop device program, by teaching your children to care and respect the equipment that has been lent to them.

B. TEACHERS

1. All district teachers are expected to:
 - Maintain a climate of mutual respect and dignity.
 - Be prepared to teach.
 - Demonstrate concern for student achievement.
 - Know school policies, regulations, and rules, and enforce them in a fair and consistent manner.
2. Communicate to students and/or parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom rules and regulations
 - Regarding student performance.
3. Be open to active participation in resolving conflicts through a restorative process.

C. GUIDANCE COUNSELORS

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counsel or conferences and parent/teacher/student/counselor conferences, as necessary.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Be open to active participation in resolving conflicts through a restorative process.

D. PRINCIPALS/ASSISTANT PRINCIPALS

1. Promote a safe and orderly school environment.
2. Support teaching and learning.
3. Communicate regularly with the staff, students and parents.
4. Support and promote extracurricular activities.
5. Be responsible for enforcing the Code of Conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Be open to active participation in resolving conflicts through a restorative process.

E. DIRECTORS

1. Promote a safe and orderly school environment.
2. Support teaching and learning.
3. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

4. Evaluate on a regular basis all instructional programs.
5. Be open to active participation in resolving conflicts through a restorative process.

F. SUPERINTENDENT

1. Promote a safe and orderly school environment.
2. Support teaching learning.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the Board of Education about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct consistently, and ensuring all cases are resolved promptly and fairly.
7. Be open to active participation in resolving conflicts through a restorative process.

G. BOARD OF EDUCATION

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review 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. Be open to active participation in resolving conflicts through a restorative process.

V. STUDENT DRESS STANDARDS

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

A student's attire, grooming and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief and/or revealing garments are not appropriate.
- Ensure that undergarments are appropriately concealed so as not to be a distraction to the educational process.
- Not include the wearing of hats or headwear in the school except for medical and religious purposes, or personal protective equipment as ordered by safety protocols implemented by the District.
- Not include items that are vulgar, obscene, libelous, or denigrate others.
- Not promote, endorse and/or encourage illegal or violent activities.

- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities, including, but not limited, to those related to gangs or organizations promoting violence (e.g., bandanas, articles of clothing promoting gang colors, etc.).

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

Students who violate the student dress standards shall be required to modify their appearance. Any student who refuses to do so shall be subject to disciplinary action, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress standards shall be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.

VI. 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 and equipment.

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

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

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- Running in hallways.
- Making unreasonable noise.
- Using language or gestures that are profane, lewd, vulgar or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
- Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

- Computer/electronic communication misuse, including, but not limited to, any unauthorized use of computers, software, Internet/Intranet, or social media platforms; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- The unauthorized display or use of personal electronic devices, including, but not limited to, radios, cell phones, iPods and other music, video, and/or media players, cameras, laptops, and tablets.
- Purposefully damaging school equipment.
- Loitering in hallways between classes.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teacher, teacher aides, monitors, security personnel, bus drivers, school administrators or other school employees, or otherwise demonstrating disrespect.
- Lateness for missing or leaving school without permission.
- Skipping detention.
- Loitering in hallways and ignoring directions to go to class.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- Inappropriate public sexual contact.
- The unauthorized display or use of personal electronic devices, including, but not limited to, radios, cell phones, iPods and other music, video, and/or media players, cameras, laptops, and tablets.

D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as hitting, kicking, punching, or scratching) upon students, teachers, administrators, other school employees, or any other person lawfully on school property, or attempting to do so.
- Possessing a firearm or weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a firearm or weapon.
- Threatening to use any firearm or weapon.
- 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.
- Intentionally damaging or destroying school district property.
- Verbal or written threats on any public platforms.

E. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

- Lying to school personnel.
- Subjecting other students, school personnel or any other person lawfully on school property, or attending a school function, to danger, by engaging in conduct which creates a substantial risk of physical injury or intimidation or humiliation.
- Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 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 demeaning them. Discrimination, which includes an act of prejudice against any student, by a student(s) and/or employee(s) 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 (including identity and expression) or sex, to deny rights, equitable treatment or access to facilities available to others.
- Harassment, which includes: (a) the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that 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; (b) conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety, including, but not limited to, conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, as an actual or perceived basis for treating another in a negative manner.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Acts of sexual harassment, as defined in the District's sexual harassment policy.
- Hazing, which includes committing an act against a student or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to a person, as a precondition for the student to be initiated into, affiliated with, or maintaining membership in any school sponsored activity, organization, club, or team, or, for any other comparable improper purpose. The term "hazing" includes, but is not limited to:
 - a) Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate, that has the potential to endanger the mental or physical health or safety of that student, including, but not limited to, the creation and/or distribution and/or transmission of photographs, videos, or any other image or other recording that shows exposed private parts of the human body in a lewd or indecent manner (e.g., sexting).
 - b) Any hurtful, aggressive, destructive or disruptive behavior that subjects a student to risk of harm or that adversely affects the mental or physical health

- c) The coerced use or abuse of tobacco, alcohol, drugs or other illegal substances.
 - d) Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of District policies and regulations.
 - e) An induction, initiation, or membership process involving harassment.
- Selling, using, possessing, or distributing obscene or pornographic material.
- Using vulgar or abusive language, cursing or swearing.
- Possessing or smoking a cigarette, cigar, pipe; possessing or using chewing or smokeless tobacco or an electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or other device that can be used for smoking and/or vaporizing. “Electronic cigarette” and “vapor pen” shall include any refill, cartridge, and /or any other component of an electronic cigarette or vapor pen.”
- Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either.
 - Illegal substances include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as “designer drugs”, which are substances designed and synthesized to mimic the intended effects and usages of illegal substances, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
- Inappropriately using, sharing, or possessing prescription and over-the-counter drugs.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging of a fire extinguisher.
- Distribution or electronic transmission of photographs, videos, or any other image or other recording that shows exposed private parts of the human body in a lewd or indecent manner, whether or not photographs, videos, or other recordings were recorded and/or distributed and/or transmitted consensually by all parties involved in the making and recording of such photographs, videos, or other recordings.
- Any form of electronic messaging that causes disruption to the educational environment (e.g., texting, sexting, tweeting, instant messaging, other social media applications and websites).
- Failure to mitigate, hinder, attempt to stop, or report to a school official or the proper authorities any violation of the Code of Conduct.
- Failure to adhere to safety protocols implemented by the District including but not limited to appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face coverings, gloves, or other equipment, and following directives by teachers, administrators, and/or other school personnel as to such protocols.

F. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misconduct.

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

- Plagiarism.
- Cheating.
- Copying.
- Altering records.
- Assisting another student in any of the above actions.
- Damaging another student's personal property or lent district equipment.

VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon or firearm on school property or at a school function must report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, 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.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical.

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Historically, the discipline of students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the board authorizes restorative justice practices to be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and re-entry circles to address

misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

The main principles of restorative justice are valuing and restoring relationships, repairing the harm done to affected parties, respecting others' opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional punishments in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize restorative justice practices where appropriate in addressing student disciplinary issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

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:

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

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

A. CONSEQUENCES

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the District's dual goals of eliminating school disruptions and maximizing student instruction time.

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

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with disciplinary issues.

Should a parent or student over the age of 18 opt out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

- Oral warning – any member of the district staff.
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal or designee, administrators, superintendent.
- Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal or designee, administrators, superintendent.
- Detention – teachers, principal, administrators, superintendent.
- Suspension from transportation – director of transportation, principal or designee, superintendent.
- Suspension from social or extracurricular activities – activity director, principal or designee, superintendent.
- Suspension of other privileges – principal, superintendent.
- In-school suspension – principal, superintendent.
- Removal from classroom – teachers, principal or designee.
- Short-term (five days or less) suspension from school – principal, superintendent, and Board of Education.
- Long-term (more than five days) suspension from school – superintendent, Board of Education.
- Permanent suspension from school – superintendent, Board of Education.

B. PROCEDURES

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, school personnel authorized to impose the penalty 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 penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

1. Detention

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

2. Suspension From Transportation

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

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

3. Suspension From Athletic Participation, Extracurricular Activities And Other School Functions

Parent will be notified of suspension from participation in athletic activities, extracurricular activities or other school functions. A student subjected to a suspension from athletic participation, extracurricular 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 penalty involved.

4. Suspensions

Suspensions will be used to the minimum degree necessary to promote improved student behavior and maximize student attendance.

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the District.

Parents will be notified of in-school suspensions. The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension”. The in-school suspension teacher will be a certified teacher.

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.

5. Teacher Disciplinary Removal of Disruptive Students

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most cases the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques and standard practices.

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

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

If the disruptive student poses an ongoing threat to the educational 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 to himself/herself or others, 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 district-established disciplinary form and must notify the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal. The teacher must call the student's parent/guardian within 24 hours to explain the circumstances of the removal.

Within 24 hours after the student's removal, the principal or principal's designee will notify the student's parents that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but not later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee 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 or designee prior to the beginning of classes on the next school day.

The principal or principal's designee shall inform the person in parental relation to such pupil of the removal and the reason therefore within 24 hours of the pupil's removal.

The principal may require the teacher who ordered the removal to attend the informal conference, when scheduled during the teacher's normal workday.

If, at the informal meeting, the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and the principal.

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

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, or 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.

The principal or his or her designee 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 offered continued educational programming until he or she is permitted to return to the class. A removed student may not be temporarily placed in another classroom. Appropriate class work must be provided for the removed student by the removing teacher.

Each teacher must keep a complete log (on a district-provided form) for all cases of removal of students from his or her class. The principal and/or his/her designee must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, the principal or principal's designee shall verify whether the present removal is in violation of the student's rights under state or federal law. Accordingly, the principal or principal's designee shall verify the present removal is not in violation of the student's rights under state or federal law.

6. Suspension from School (Out Of School)

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

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

Suspensions will be used to the minimum degree necessary to promote improve student behavior and maximize student attendance.

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

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

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the Patchogue Medford Union Free School District.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to

the matter and record them for subsequent presentation, if necessary.

a. Short-term (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. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five (5) business days. The superintendent shall issue a written decision regarding the appeal within ten (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 thirty (30) business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so or new circumstances develop which could impact the decision rendered by the superintendent. Only final decisions of the board may be appealed to the commissioner within thirty (30) calendar days of the decision.

b. Long-Term (more than 5 days) Suspension From School

When the superintendent or building principal determines that a suspension for more than five (5) 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 presented by counsel, the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding, or may, 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. A tape 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, which 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 thirty (30) business days of the date of the superintendent's decision unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) calendar days of the decision.

c. Permanent suspension

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

7. Damaging of lent Laptops

- a. Accidentally damaging a school lent laptop. Should a student damage a device accidentally, it must be reported immediately. No disciplinary action will be taken if it is truly an accident. Should accidents become more frequent (more than two per school year) the guardian of the student will be required to meet with a building administrator to discuss how to prevent future accidents. A replacement laptop will not be given until this meeting has occurred.
- b. Intentionally damaging school lent laptop. Should a student intentionally damage their or another student's lent laptop the district will implement restorative practices; should these not prove to be effective or sufficient due to the severity of the incident, the list below will be utilized to determine consequences:

- i. Parent will be required to meet with a building administrator to discuss the incident before the student receives a replacement device.
- ii. Student may lose the ability to take the device home for a specified period of time or indefinitely.
- iii. Require that the parent purchase insurance in order for the student to receive a replacement device.
- iv. Written warning - principal or designee.
- v. Written notification to parent – principal or designee, administrators, superintendent.
- vi. Detention – teachers, principal, administrators, superintendent.
- vii. Suspension from social or extracurricular activities – principal or designee, superintendent.
- viii. Suspension of other privileges – principal, superintendent.
- ix. In-school suspension – principal, superintendent.
- x. Short-term (five days or less) suspension from school – principal, superintendent, and Board of Education.
- xi. Long-term (more than five days) suspension from school – superintendent, Board of Education.
- xii. Permanent suspension from school – superintendent, Board of Education.

C. MINIMUM PERIODS OF SUSPENSION

1. Students Who Bring To, Or Possess, A Firearm Or Weapon On School Property

Any student, other than a student with a disability, found guilty of bringing to, or possessing, a firearm or weapon onto school property will be subject to suspension from school for at least one (1) calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law § 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis based upon the following conditions:

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

A student with a disability may be suspended in accordance with the requirements of State and Federal law.

2. Students Who Commit Violent Acts Other Than Bringing A Weapon to School

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to, or possessing a firearm or weapon onto school

property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. The superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm or weapon.

3. Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with the Teacher's Authority over the Classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for up to five (5) days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive", means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) on four (4) or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. The superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm or weapon.

D. REFERRALS

1. Counseling

Students may be referred to counseling with a school guidance counselor according to the nature of the reason for the student's referral or the availability of services. The guidance office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that he or she requires supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct which makes the

student ungovernable, or habitually disobedient and beyond the lawful control of the school.

- Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquent and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a firearm or weapon to school, or
- 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 years old, who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. 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. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student Code of Conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board expects that this will be a sparingly used option and staff will employ conflict resolution meetings, restitution to those harmed, and group, classroom, or community circles as appropriate for a particular student. Restorative justice practices will be the considered first in dealing with disciplinary issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

A. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

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

- A “suspension” means a suspension pursuant to Education Law § 3214.
- A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative education setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- A “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 program, 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:

- The Board, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- The superintendent may order the placement of a student with a disability in an IAES, another setting or suspension for up to ten (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 student would be subject to suspension for the same behavior.
- The superintendent may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

- 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 forty-five (45) days, if the student carries or possesses a firearm or weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - “Weapon” means the same as “dangerous weapon” under 18U.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 two (2) inches in length.
 - “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 applicable to this policy.
 - “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.
- Subject to specified conditions required by both federal and state law, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to forty-five (45) days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. CHANGE OF PLACEMENT RULES

- 1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:**
 - For more than ten (10) consecutive school days; or
 - For a period of ten (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 ten (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 suspension 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 or suspension or removal.**

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

removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving firearms, weapons, illegal drugs or controlled substances.

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The 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 ten (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 firearms, weapons, illegal drugs or controlled substances.

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

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

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

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

- 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.

- 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:
 - Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. **The district shall provide parents with notice of disciplinary removal** no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving firearms, weapons, illegal drugs or controlled substances; or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner of Education shall accompany the notice of disciplinary removal.
4. **The parents of a student with disabilities subject to a suspension of five (5) consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.**
5. **Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five (5) school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.**
6. **The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has**

determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

8. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

- The district requires 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.
- 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.
 - During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving firearms, 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 on the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - 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.

9. An expedited due process hearing shall be completed within fifteen (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 (5) business days after the last hearing date, and in no event later than forty-five (45) calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

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

1. The district may report a crime committed by a student with a disability to the

appropriate authorities, and such action will not constitute a change of the student's placement.

2. **The superintendent shall ensure that copies of the special education** and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. CORPORAL PUNISHMENT

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

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

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

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

XII. STUDENT SEARCHES AND INTERROGATIONS

The Patchogue-Medford School District Board of Education is committed to providing an atmosphere for a positive, safe and orderly school environment. Therefore, student searches and interrogations will be conducted in accordance with applicable Federal and State laws and guidelines.

XIII. VISITORS TO THE SCHOOLS

Visitors to the school are subject to Board of Education policy number 1340.1 and the following terms.

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:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office of the principal upon arrival at the school. There, they will be required to present photo identification and 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.

- Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- Any visitor to the school that has knowingly contracted or is exhibiting symptoms of an epidemic or pandemic disease or are living with an individual that has knowingly contracted or is exhibiting symptoms of an epidemic or pandemic disease shall Disclose such condition and may be excluded.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct. All visitors are expected to adhere to safety protocols implemented by the District including but not limited to appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face coverings, gloves, or other equipment, and following directives by teachers, administrators, and/or other school personnel as to such protocols.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

Public conduct on school property is governed by Board of Education policy number 1340 and the following terms. No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- 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.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- 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.
- Intimidate, harass or discriminate against any person on the basis of race, color, weight, creed, national origin, ethnic group, sex, religion, religious practice, age, gender (including gender identity and expression), sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances, or any synthetic versions (whether or not specifically illegal or labeled for human consumption) or be under the influence of either on school property or at a school function.
- Possess or use firearms or weapons in or on school property or at a school function,

except in the case of law enforcement officers or except as specifically authorized by the school district.

- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this Code of Conduct.
- Violate any Federal or State statute or regulation, local ordinance, or board policy while on school property or while at a school function.
- Smoke a cigarette, cigar, pipe, electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or use chewing or smokeless tobacco on school property.

XV. DISSEMINATION AND REVIEW

A. DISSEMINATION OF CODE OF CONDUCT

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

- Providing copies of a summary of the Code of Conduct to all students at a general assembly held at the beginning of each school year.
- Making copies of the Code of Conduct available to all parents at the beginning of each school year.
- Making 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 of Conduct and a copy of any amendments to the Code of Conduct as soon as practical 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 of Conduct 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.

TEACHER REMOVAL OF STUDENT FORM
Use Only For Three Day Removal

Student Name _____

Date of Referral _____

Period _____

Teacher Name _____

Directions: Check off the situation that applies and follow the steps outlined.

☐

Student was substantially disruptive of the educational process or substantially interfered with the teacher's authority over the classroom *and posed a danger to himself/herself or others.*

- Teacher may order the removal of the student immediately.
- Teacher must explain to the student the reason for the removal. Within 24 hours, the student will be allowed to present the student's version of the relevant events.
- Teacher must notify the administrative office that a child has been removed from class.
- Teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day upon which the removal occurred.
- By the start of the day following the removal, the teacher must supply the main office with a copy of assignments for the student to complete during the removal period.

☐

Student is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

- Teacher/student conference must be held before student is removed.
- Teacher will inform the student of the work that needs to be completed for the remainder of the period.
- Teacher must notify the administrative office that a child has been removed from class.
- Teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day upon which the removal occurred.
- By the start of the day following the removal, the teacher must supply the main office with a copy of assignments for the student to complete during the removal period.

Describe the events leading up to the removal and the steps taken to modify the child's behavior prior to removal

What explanation was given to the student for his or her removal?

What was the student's response?

Notice to Parents from Principal

Date/Time/Manner

Check One and Date ____ Personal Delivery

____ Other Means: Explain _____

Express Mail ____

Outcome: _____

APPENDIX F

STUDENT SEARCHES AND INTERVIEWS

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

The board authorizes the superintendent of schools, building principals, assistant principals, deans, directors and central office administrators, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. In addition, the board authorizes building principals to initiate bag searches and visual inspections of students in response to potential threats as part of the procedures included in the Pre-Clearance and Security Screening in Lieu of Evacuation section of the School Emergency/Disaster Preparedness Plan. (See administrative regulations for guidance in setting up these searches and inspections.)

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

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

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

Student Searches and Interviews (Continued)

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

1. Student Lockers, Desks and Other School Storage Places

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

2. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search in which physical evidence is found that violates the law or the district code, except those conducted as part of a Pre-Clearance and Security Screening:

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

The principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s).

In the event the item must be turned over to police, the principal or the principal's designee shall be responsible for assuring that the dangerous or illegal items are personally handed over to police in accordance with established police procedures.

Student Searches and Interviews (Continued)

3. Police Involvement in Searches and Interviews of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. ***In the absence of a search or arrest warrant, or in the event that the police officials do not have probable cause to believe that a crime has been committed on school property or at a school function, a student may not be questioned or searched without the consent of the student's parent.*** The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

4. Child Protective Services Investigations

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

Student Searches and Interviews (Continued)

4. Child Protective Services Investigations (Continued)

All requests by child protective services to interview a student on school property shall be made directly to the principal or his or her designee. The principal or designee shall set the time and place of the interview. The principal or designee will be present during the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

Policy Adopted:
August 12, 2002

Administrative Regulations

STUDENT SEARCHES AND INTERVIEWS Bag Searches and Visual Inspections of Students Guidelines

The following guidelines are to be used in those circumstances in which a building implements the procedures under the Pre-Clearance and Security Screening in Lieu of Evacuation section of the School Emergency/Disaster Preparedness Plan.

- Whenever possible, advance notice in the form of a letter should be given to students and parents.
- Individuals approved to conduct bag searches and visual inspections of students include teachers, deans, assistant principals, principals, directors and central office administrators.
- Students who bring in book bags or purses will have them searched. Students are to be told that they may take out the items they need for the day and to pick up their bags in the main office at the end of the day. Students may bring items into the building that are contained in a clear plastic bag. Schools will have a supply of plastic bags available in the event they are needed. Individuals conducting the search are to wear plastic gloves.
- Visual inspections must occur in an open area.
- A table must be placed between the searcher and the students.
- Male searchers are to search male students; female searchers are to search female students.
- Searchers are not to touch students in any manner.
- Searchers are to conduct their inspections as follows:
 - Greet students;
 - Ask students to empty the contents of their pockets;
 - Ask students if they have a cell phone or beeper;
 - Ask to see the top of students' waistbands and the top of their socks;
 - Wish them a good day.

Administrative Regulations Adopted:
August 12, 2002

APPENDIX G

THREATS AND VIOLENCE

As It Relates To District Employees

The Board of Education strives to maintain a school environment free from intimidation, threats, or violent acts, including, but not limited to intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, possession or use of weapons, or any other act, which, in the administration's opinion, is inappropriate to the school environment. Threats of violence, in any form - verbal, nonverbal, written, in drawing or other visual forms - made by a student or staff member will be immediately addressed by the administration. Serious and/or repeated threats will be followed by appropriate consequences as determined by school policy and recommendations of the Safety Committee following review of the situation.

As part of Chapter 181 of the Laws of 2000, the Schools Against Violence in Education (S.A.V.E.) legislation, employees who experience any of the behaviors listed above should immediately report this information to an administrator. All complaints will receive prompt attention and the situation will be investigated. Based on the results of the inquiry, disciplinary action deemed appropriate by school administration will be taken.

School employees who observe or have knowledge of violation of this policy should immediately report it to an administrator. A prompt investigation of these events will occur and the cooperation of all incident-related individuals will be sought. An employee who believes there is a serious threat to the safety and health of others must immediately report their concerns directly to law enforcement authorities and to school administration.

Policy Adopted:
August 13, 2001
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
August 29, 2022

APPENDIX H

THREATS AND VIOLENCE As It Relates To Students

The Board of Education strives to maintain a school environment free from intimidation, threats, or violent acts, including, but not limited to intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, possession or use of weapons, or any other act, which, in the administration's opinion, is inappropriate to the school environment. Threats of violence, in any form - verbal, nonverbal, written, in drawing or other visual forms - made by a student or staff member will be immediately addressed by the administration. Serious and/or repeated threats will be followed by appropriate consequences as determined by school policy and recommendations of the Safety Committee following review of the situation.

As part of Chapter 181 of the Laws of 2000, the Schools Against Violence in Education (S.A.V.E.) legislation, students who experience any of the behaviors listed above should immediately report this to any District staff member. All complaints will receive prompt attention and the situation will be investigated. Based on the results of the inquiry, disciplinary action deemed appropriate by school administration will be taken.

Students who observe or have knowledge of violation of this policy should immediately report it to any District staff member. A prompt investigation of these events will occur and the cooperation of all incident-related individuals will be sought. Students who believe there is a serious threat to the safety and health of others must immediately report their concerns directly to any District staff member.

Policy Adopted:
August 13, 2001
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
November 25, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
August 29, 2022

APPENDIX I

Required Drills (current as of 10/20/2017)

Type of Drill	Required Number of Drills & Deadlines		Authority
School Year Fire and emergency drills	At least 12 total drills each school year <ul style="list-style-type: none">○ 8 of the 12 drills must be evacuation drills<ul style="list-style-type: none">• 4 of the 8 evacuation drills must be through use of identified secondary means of egress○ 4 of the 12 drills must be lock-down drills		Education Law § 807(1)
	8 of the 12 drills	Between 9/1 and 12/31 each year	8 NYCRR § 155.17(h)
	Remainder of 12 drills	Anytime during school year	
	Note: 155.17(h) requires districts to conduct one test of their emergency response procedures under each of their building-level emergency response plans, including, sheltering, lock-down, or early dismissal, at a time to occur no more than 15 minutes earlier than normal dismissal time. Parents/guardians must be notified at least one week prior to the drill. The drills must test the usefulness of communications and transportation system during emergencies. There is no prohibition on this test of the building-level plan being conducted in conjunction with one of the 12 required fire & emergency drills.		
Summer School Fire and emergency drills	At least 2 drills during summer school in buildings where summer school is conducted		Education Law § 807(1)
	1 drill	During first week of summer school	
	1 drill	During remainder of summer school	
School Bus drills	At least 3 drills each school year on emergency procedures, with instruction on safe boarding & exiting procedures, as well as instruction on orderly conduct		Education Law § 3623(1)(c) 8 NYCRR § 156.3(f)
	1 drill	During first 7 days of school	
	1 drill	Between 11/1 and 12/31 each year	
	1 drill	Between 3/1 and 4/30 each year	

APPENDIX J

MEMORANDUM OF UNDERSTANDING

WHEREAS, pursuant to Education Law §2801-a and Commissioner's Regulation §155.17, a school district that employs, contracts with, or otherwise retains law enforcement or security personnel, including school resource officers, is required to establish a written contract or memorandum of understanding: (1) defining the relationship between the school district, school personnel, students, visitors, law enforcement, and/or security personnel; (2) defining law enforcement and/or security personnel's roles, responsibilities and involvement within a school; and (3) clearly delegating the role of school discipline to the school administration; and

WHEREAS, pursuant to Education Law § 2801-a and Commissioner's Regulation § 155.17, the District and Covert Security ("CONSULTANT") have entered into discussions regarding the role of CONSULTANT's security personnel, including, but not limited to, the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the District Code of Conduct and have received stakeholder input regarding same;

NOW, THEREFORE, IT IS HEREBY AGREED, by and between the District and CONSULTANT as follows:

1. The function of CONSULTANT personnel is to provide recommendations for a safe and secure campus environment for students, staff and visitors, as well as to prevent and/or report violations of the law and/or the District's Code of Conduct by students, staff and/or visitors.

2. CONSULTANT personnel shall continue to be responsible for the recommendations of security in the District's schools as set forth in the current agreement between the parties, which is incorporated by referenced into this Memorandum of Understanding. Such security functions include, but are not limited to, visitor control, patrol of school buildings/grounds/fields/property, making recommendations on security needs/security improvements/safety concerns, detecting hazards, safeguarding District property, preventing and reporting criminal activity, preventing and reporting violations of the District Code of Conduct, and emergency response.

3. CONSULTANT personnel shall take reasonable and appropriate measures to mitigate immediate threats of harm to students, visitors, and/or staff members, including but not limited to providing emergency safety instructions to individuals on school property and summoning law enforcement personnel. Requests for law enforcement assistance should be made after consultation with building-level administrators. If consultation is impracticable, CONSULTANT personnel shall notify an administrator of a request for law enforcement involvement as soon as possible after such a request is made.

4. CONSULTANT personnel shall not be responsible for disciplining students, whether for violations of law or the District's Code of Conduct. The District and its administration are solely responsible for disciplining students. While CONSULTANT personnel may be responsible for taking appropriate action to prevent or stop criminal activity, any student involved in such

criminal activity or violations of the District's Code of Conduct shall be escorted or reported to the school administration, which shall determine and mete out the appropriate discipline.

5. CONSULTANT personnel may refer non-violent criminal activity to law enforcement personnel only upon the consultation with the Superintendent of Schools, or other designated individuals.

6. CONSULTANT only searches under exigent circumstances. At all times during searches or investigations, CONSULTANT will make recommendations only upon the directions of a building-level administrator, the Superintendent of Schools, or other designated individual. CONSULTANT personnel will strictly adhere to the District's student search policy at all times. No search will exceed the scope permitted by the District.

7. The District shall be responsible for student Code of Conduct violations and routine disciplinary violations. All CONSULTANT personnel shall read and understand the District's Code of Conduct, but shall not have the authority to administer discipline against students. All incidents known to the CONSULTANT should be reported to building-level administrators, the Superintendent of Schools, or other individuals designated by the District.

8. CONSULTANT personnel are not empowered to forcibly detain or arrest individuals on school property unless there is an imminent danger to themselves or others.

9. While on duty, the primary District point of contact for CONSULTANT personnel is the Building Principal of the school building to which the employee is assigned. In the absence of the Building Principal, the secondary point of contact shall be the Assistant Principal or other designated Central Office administrator.

10. A representative from CONSULTANT will serve as a member of the District-side safety team as well as the building-level safety teams.

11. CONSULTANT personnel shall confer with building-level administrators, the Superintendent of Schools, or other designated individuals as necessary to develop plans and strategies designed to prevent and/or minimize dangerous situations on school property or involving students at school-related activities.

12. CONSULTANT personnel shall be familiar with the District-wide school safety plan and, as required, the building-level emergency response plans. During emergency incidents, CONSULTANT personnel may act as liaisons between school administration, law enforcement personnel, and other emergency resources.

13. The rights, responsibilities and expectations for behavior for students, the expectations of the District's staff (including the administration) in relation to students, and the expectations of behavior for visitors/members of the public while on District property are set forth in the District's Code of Conduct, which is incorporated by reference into this Memorandum of Understanding. CONSULTANT shall be cognizant of such rights, responsibilities and expectations in providing

its contracted security services to the District and shall act in accordance with the District's Code of Conduct.

14. The Building Principal of each school will have primary oversight responsibility for CONSULTANT personnel assigned to his or her school. Building Principals shall report any issues involving CONSULTANT personnel, or the provision of security services by such personnel, to the Superintendent of Schools or designee.

15. CONSULTANT personnel shall respect student privacy rights, and shall ensure all personally identifiable information pertaining to students remains confidential pursuant to District policy, New York state law, and the Family Educational Rights and Privacy Act ("FERPA").

16. CONSULTANT shall provide the District with a description of the minimum job qualifications its employees providing security services to the District must meet, the training program such employees must pass, and the mandatory certifications such employees must possess.

17. CONSULTANT personnel shall provide information necessary to fill out relevant sections of any incident reporting forms, use of force reports, or other required District paperwork or records relating to security incidents in which such CONSULTANT personnel were involved.

18. CONSULTANT shall make its personnel available, as required, to provide witness testimony as part of internal investigations, student disciplinary proceedings, and any other legal actions or proceedings involving the District.

CONSULTANT

Donald R. Flynn

By:

DISTRICT

Anthony C. O'Brien
By: Anthony C. O'Brien

President, Board of Education

**COUNTY OF SUFFOLK
NEW YORK**



POLICE DEPARTMENT

GERALDINE HART
POLICE COMMISSIONER

September 16, 2019

Memorandum of Understanding

1. Parties:

This Memorandum of Understanding is entered into by and between the _____ School District; and the Suffolk County Police Department (SCPD) for the placement of School Resource Officers (SROs) within the School District.

2. Authorities:

Education Law §2801-a which require schools to define the roles and responsibilities of school personnel, security personnel, and law enforcement officers that deployed in schools.

3. Purpose:

The SCPD and School District, in order to ensure a successful SRO program, will build a positive relationship between law enforcement, students, and school employees.

The goal of the SRO program is to promote a safe school environment, reduce crime, and provide a law enforcement resource to school administrators, teachers and students.

The purpose of this agreement is to provide clarity and understanding regarding the roles and responsibilities of SROs.

4. Overall Roles and Responsibilities of the SRO:

- Perform duties, responsibilities of duly sworn SCPD Officer.
- Forge & maintain effective relationships with students, faculty, staff & admin.
- Assist school leaders in planning/execution of school safety drills including fire, lockdown, lockout and reunification.



ACCREDITED LAW ENFORCEMENT AGENCY
Visit us online at: www.suffolkpdp.org
Crime Stoppers Confidential Tip Hotline: 1-800-220-TIPS
Non-Emergencies Requiring Police Response - Dial: (631) 852-COPS
30 Yaphank Avenue, Yaphank, New York 11980 – (631) 852-6000



- Understand school's Code of Conduct and assist school personnel in observing/reporting infractions.
- Plan/assist with emergency response for various circumstances.
- Assist school officials when matters involving law enforcement officers are required.
- Observe/evaluate potential threats to safety of student body.
- Serve as visible deterrent to illegal/dangerous activity.
- Handle requests for service in/around school, follow up on reports generated at school, and engage parents/community as needed.
- Conduct safety and security assessments.
- Assist in the development of emergency management and incident response systems including mitigation/prevention, preparedness, response, and recovery.
- Integrate appropriate security equipment/technology.
- Respond to unauthorized persons on school property.
- Serve as a member of school's Threat Assessment Team.
- Serve as a member of school's Safety Committee.
- Communicate regularly with school security.
- Build relationships with juvenile justice counselors, parole officers, and family court to help connect youth with needed services.
- Develop/expand crime prevention efforts for students, offering workshops, lessons, and assemblies as appropriate.
- Partner with organizations, school faculty, and advocates to develop and expand community justice initiatives for students.

5. SRO selection:

The SRO position will be filled according to SCPD selection process. The SCPD will make the final selection of any SRO. The placement of SRO into schools will be done after consultation with the hosting School District.

6. SRO supervision:

The police department will have sole responsibility and authority over the day-to-day- operation and administrative control of the SRO assigned to the school district.

7. Community Engagement:

All stake holders/parties involved in the SRO program will continually work on building and expanding existing community partnerships that help support the mission of safe schools. These community partnerships will provide resources that can help students get necessary support.

8. Information Sharing:

It is the understanding of both the school district and SCPD that confidentiality and a student's right to privacy are of the utmost importance in the administration of these services. Therefore, student records shall be kept confidential in accordance with all applicable laws and professional standards.

9. Tracking SRO activities with data:

To help monitor progress toward achieving safe schools, SROs will collect and provide data related to school safety.

10. Expenses:

There is no cost to the School District for stationing a SCPD SRO in their District.

11. Annual Review and Revision:

The SCPD and the School District should review this agreement on an annual basis.

DATE: _____

FOR THE SCHOOL DISTRICT:

FOR THE COUNTY:

[] School District

Geraldine Hart
Police Commissioner

APPENDIX K

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with PPE needed for each work shift. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Suffolk County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - School nurses will be utilized to train staff, students and families on recognizing symptoms and preventative actions to reduce the spread of a communicable disease.

- Administrators/Reporters who receive a report that someone has tested positive, ensure that the person reports the positive test through a standardized protocol, that will be set up by the district.
- When in receipt of a positive test result for a communicable disease, the Administrator/Reporter for that particular building will commence contact tracing (if applicable) and complete any required follow-up. Information will be submitted to the Suffolk County Department of Health (SCDOH) in accordance with any guidance from the Centers for Disease Control (CDC) or New York State Department of Health (NYSDOH).
- The district will follow all other reporting requirements as delineated by the Governor and/or New York State Department of Health.
- The Suffolk County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Superintendent of Schools, Dr. Donna Jones**, will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district Administer of Technology will also be an important Team member. The Assistant Superintendent for Human Resources, School Business Administrator, Director of Plant & Facilities, Food Services Supervisor, Transportation Supervisor, Public Information Officer, Assistant Superintendent for Special Education & Pupil Services and Assistant Superintendent for Curriculum will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on **September 21st, 2020**, for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government shutdown similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** – brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent of Schools, Assistant Superintendent for Human Resources, Assistant Superintendent for Special Education & Pupil Services, Assistant Superintendent for Instruction, School Business Administrator	General management and decision making for the district, including reporting to the Board of Education	Supervision of staff	Staggered days and times	Frontline Absence Management system will be used to document those employees working from home.
Facilities Director	Management of all district buildings and grounds	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
Administrator of Technology	Management of Technology Department	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
Assistant to the Superintendent	Serves as district's purchasing agent, print shop manager, and Data Protection Officer.	Requires use of nVision which cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system
Senior Accountant	Supervision of Business Office staff, budget management, banking and accounting functions	Requires use of nVision which cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system
Food Services Supervisor	Management of Food Services Department	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
Transportation Supervisor	Management of Transportation Department	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
Claims Auditor	Performs auditing of all accounting, payroll, benefits, worker's compensation,	Works with Accounting, Payroll and Benefits Department staff	Staggered days and times	Utilization of Frontline Absence Management system

	checks, claims, and other transactions			
Assistant Claims Auditor	Assists Claims Auditor with all auditing functions as needed	Works with Accounting, Payroll and Benefits Department staff	Staggered days and times	Claim form will be submitted
District Clerk	Coordinates all meeting details for Board of Education and maintains all district records and official papers	Access to District records is on-site Virtual meeting operation is run on-site using District owned technology	Staggered days and times	Utilization of Frontline Absence Management system
Administrative Assistant to the Superintendent	Provides all confidential and clerical supports for the Superintendent	Works directly with the Superintendent	Staggered days and times	Utilization of Frontline Absence Management system
PMAA Unit				
Principals, Assistant Principals	Management of school building	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
Academic Directors	Works with building administrators to support the management of the building and instructional program.	Supervision of staff	Staggered days and times	Utilization of Frontline Absence Management system
CSE Chairpeople	Oversee the proceedings of the CSE meetings	Access to District records is on-site; Assist academic directors with the supervision of staff.	Staggered days and times	Utilization of Frontline Absence Management system
PMCT unit				
Teachers and Teaching Assistants	Providing instruction to the students	Might be needed to deliver on-site instruction or livestream content in full remote instances, retrieve/prepare instructional materials, etc.	Staggered days and times	Utilization of Frontline Absence Management system

CSEA Full Time Clerical/Aides Unit				
Full Time Clerical and Aides	Various clerical responsibilities including attending to phone call inquiries, processing and submitting paperwork with a number of governmental agencies, processing orders, student supervision, etc.	Many operations require access to on-site district records and programs which cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system and Timepiece for the hourly 10-month Clerical Aides
Child Care Director, Group Leaders	Operation of Before School, After School, and/or During the School Day, Child Care programs	Supervision of students on-site in the Child Care programs	Staggered days and times	Utilization of Frontline Absence Management system and claim forms
CSEA Full Time Operations Unit				
Custodial Supervisor	Supervises all custodial staff	Custodial work takes place inside buildings cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system
Custodians (including Heads & Chiefs)	Cleaning and upkeep of school buildings	Custodial work takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Timepiece
Maintenance Supervisor	Supervises all maintenance staff	Maintenance work takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system
All Maintenance Department staff (including groundskeepers and mechanics)	Repairs and maintenance work done within buildings and on district properties	Maintenance work takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Timepiece
Drivers/messengers	Receiving and distribution of mail, food, packages, etc. throughout the district	Pick-up and delivery takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Timepiece
Senior Food Service Workers & Senior Cook	Preparation and distribution of school meals	Takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Timepiece
Bus Drivers	Transportation of students	Takes place on-site and cannot	Staggered days and times	Utilization of Timepiece

		be done remotely		
All Technology Department staff members	Performs variety of supports to district website, e-mail, all electronic communication platforms, instructional support programs, computer related hardware, etc.	Takes place on-site and cannot be done remotely	Staggered days and times	Utilization of Frontline Absence Management system
CSEA Part Time Unit				
All members	Various responsibilities including food services, custodial, technology support, instructional support, transportation aides, clerical duties, health aides, greeting, assistant group leaders and lavatory monitoring.	Might be needed in certain instances to assist with variety of on-site duties such as greeting parents/visitors, distributing meals, etc.	Staggered days and times	Utilization of Timepiece or claim forms
PMRPNA Unit				
All Nurses	Provide health services to students and staff members	Would need to be on-site for COVID testing, if Child Care program is operational, or for medication retrieval	Staggered days and times	Utilization of Frontline Absence Management system
Other				
Guards	Performs security checks of buildings, supervises daily events	Tasks take place on-site and cannot be done remotely	Staggered days and times	Claim forms
Permanent and all other Substitutes	Various responsibilities including teaching, food services, custodial, technology support, instructional support, transportation aides, clerical duties, health aides, greeting, and lavatory monitoring	Depending upon the situation where certain staff members are quarantined, the District may require their on-site services our discretion in the event there is a need.	Staggered days and times	Claim forms

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
 - All teachers and administrators have already been provided with devices and the software needed to maintain operational functions and instructional services
- **Internet Access Assessments:**
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. Wi-fi hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards

in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the Patchogue-Medford School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix K, Section (1)**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Suffolk County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-Wide Command Center will be at **the District Administration Building** with the alternate at **Saxton Middle School** and will be activated at the direction of the School District Incident Commander. We have established our District-Wide Incident Command Structure as follows:

○ Dr. Donna Jones	Superintendent	(631) 687-6380
○ Dr. Joey Cohen	Assistant Superintendent for Human Resources	(631) 687-6340
○ Dr. Jessica Lukas	Assistant Superintendent for Special Education & Pupil Services	(631) 687-6440
○ Lori Canetti	Assistant Superintendent for Instruction	(631) 687-6350
○ Frank Mazzie	School Business Administrator	(631) 687-6330

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the FEMA website. *We are also recommending that all District-Wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.*

- In the event of a future pandemic or medical emergency, the school district, as it did with COVID-19 has designated a safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive cases and are responsible for subsequent communication. Coordinators, like with COVID-19, shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Pandemic Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>Patchogue-Medford High School</i>	<i>Dr. Randy Rusielewicz</i>	<i>(631) 687-6500</i>
<i>Oregon Middle School</i>	<i>Bryan Lake</i>	<i>(631) 687-6800</i>
<i>Saxton Middle School</i>	<i>Dr. Michelle Kwon</i>	<i>(631) 687-6700</i>
<i>South Ocean Middle School</i>	<i>Dr. Timothy Piciullo</i>	<i>(631) 687-6600</i>
<i>Barton Elementary School</i>	<i>Matthew Hanley</i>	<i>(631) 687-6900</i>
<i>Bay Elementary School</i>	<i>Rui Mendes</i>	<i>(631) 687-6950</i>
<i>Canaan Elementary School</i>	<i>Robert Epstein</i>	<i>(631) 687-8100</i>
<i>Eagle Elementary School</i>	<i>Erin Skahill</i>	<i>(631) 687-8150</i>
<i>Medford Elementary School</i>	<i>Dr. Sharon Deland</i>	<i>(631) 687-8300</i>
<i>River Elementary School</i>	<i>Richard Hoffmann</i>	<i>(631) 687-8350</i>
<i>Tremont Elementary School</i>	<i>Emily Wernau</i>	<i>(631) 687-8700</i>
<i>Administration</i>	<i>Dr. Joey J. Cohen</i>	<i>(631) 687-6340</i>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO), Dr. Donna Jones, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Administrator of Technology to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. **The District's communication systems were successfully tested weekly since the onset of the Covid-19 Pandemic and will continue to be monitored in the future. Having redundant systems of communication, such as Connect Ed, group emails and use of the District's website have proved to be invaluable.**
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district **Superintendent, Assistant Superintendent for Human Resources, Assistant Superintendent for Instruction, Assistant Superintendent for Special Education & Pupil Services and the School Business Administrator**. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system. **All of the above individuals have access to each of the above communication systems**
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Senior Accountant, Assistant to the Superintendent, Office Assistant, Senior Office

- Assistant, Claims Auditor, Account Clerk, Senior Account Clerk, Senior Account Clerk Typist, Principal Office Assistant, Principal Account Clerk and Payroll Manager. All the above titles have been cross trained. In December of 2020, the payroll department was put on quarantine. The District successfully ran two payrolls during a two-week period, to get all 1600 employees paid, by utilizing many of the employees listed above.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Facilities Director or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.
Teachers may volunteer in this effort (if trained). If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted at the end of their school day when students are not in the classroom with the provided disinfectant. At no time will products not approved by the school district be utilized.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Assistant Superintendent for Human Resources provided cross training of staff to ensure essential functions. Human Resources will work in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
 - Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include synchronous and asynchronous online instruction. We will utilize Zoom, Microsoft Teams, and Schoology to achieve this as well as:
 - Other on-line resources and textbooks
 - Communication modalities for assignment postings and follow-up include: telephone, e-mail, automated notification systems, and website postings

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability: (If applicable to the communicable disease that this plan must be utilized, the following information will be implemented:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N-95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested

and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Suffolk County Health Department to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The district continues to have an adequate amount of Personal Protective Equipment (PPE). The district has PPE on hand at all eleven of the schools as well as a stock of items in two centralized locations, Saxton Middle School and the Administration Building. The stock pile of items, kept in the two centralized locations, are in areas that not only stop degradation of product but allow easy access when needed. The District will follow all CDC, DOH, PESH/OSHA guidelines and requirements for PPE supplies/equipment.

****Note:** If the Department of Health or Centers for Disease Control recommends the use of N-95 respirators, those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the (employee(s) is capable of wearing an N-95 respirator without impacting health.*

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Suffolk County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

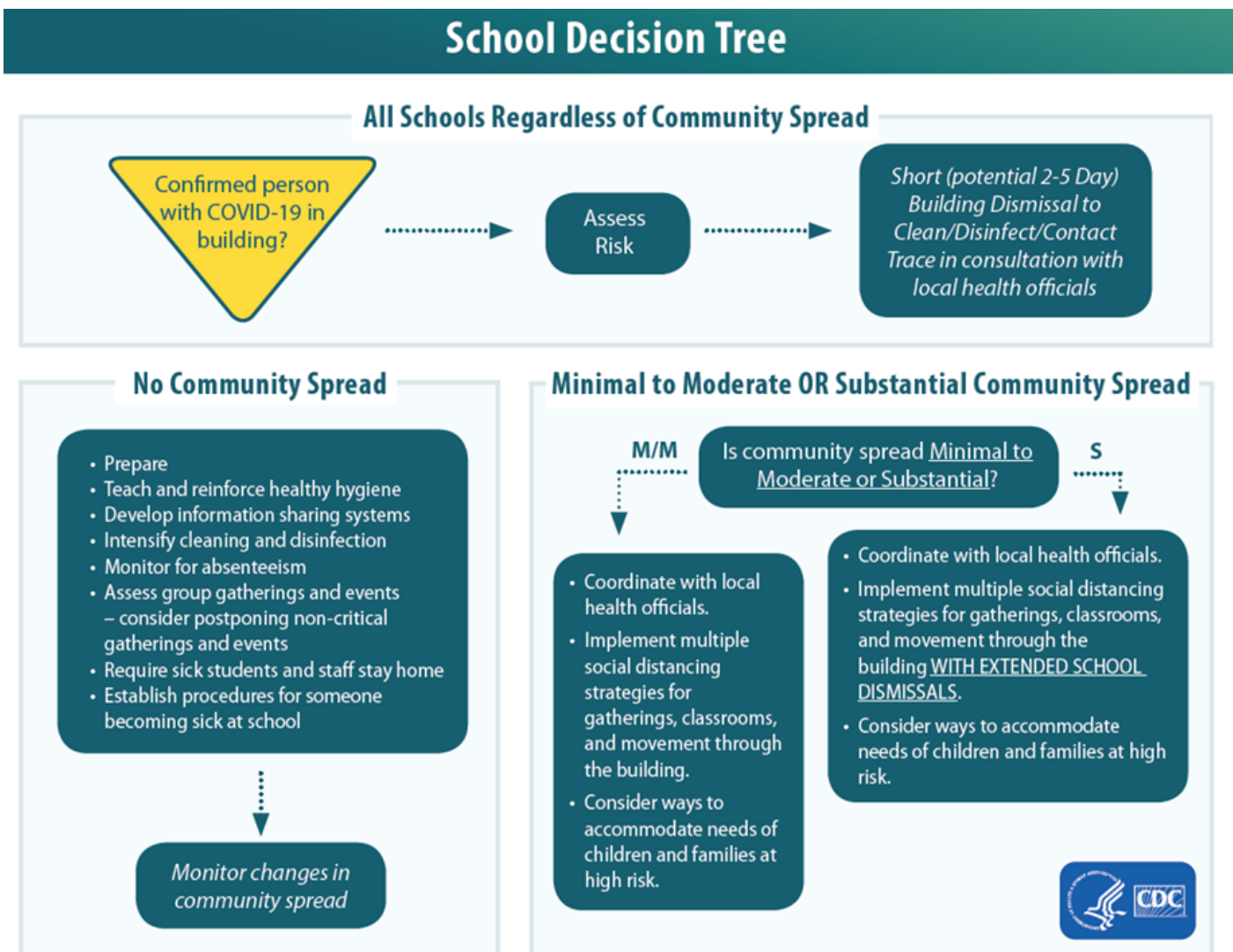
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Administrator of Technology to re-test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The School Business Administrator will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The School Business Administrator will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facilities Director will meet with staff and monitor ability to maintain essential function. The Facilities Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facilities Director will work closely with the School Business Administrator or designee to implement different phases of the Plan as necessary.
- The Assistant Superintendent for Human Resources will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Human Resources will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department.**

(5) Preventing Spread, Contact Tracing and Disinfection

The District, in the event of a future Pandemic or Medical Emergency, will follow the steps in preventing the spread of disease, contact tracing and disinfection that it used during the Covid-19 Pandemic unless we receive new or updated protocols from the CDC, DOH or PESH/OSHA, those steps consist of the following:

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.

- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure**⁷ for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test of their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. **Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings**⁷.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. The CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.

- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- In case of a future Pandemic or Public Health Emergency, the Human Resources Department, like it did with COVID-19, will continue to handle medical accommodations related to such emergency. Requests for medical accommodations should be made to Human Resources via email.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **“NYS Contact Tracing” (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:

The District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.

- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19 or infectious disease, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.
- As per the OSHA Hazard Communication Standard and the NYS Right to Know Law, all employees handling cleaning and disinfecting materials will be trained about the specific chemicals that they are using.
- Copies of the Safety Data Sheet (SDS) for each chemical being used will be available in the custodial office of each building for employee review.
- All appropriate protections including PPE will be in place for these employees to prevent exposure to such chemicals.

Upon request, Plant & Facilities will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- The District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off-site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix K, Section (1)**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

- Fairfield Inn Marriot (631-447-6200)
- Comfort Inn (631-654-3000)
- Spring Hill Suites by Marriot (631-924-0090)
- Home 2 Suites by Hilton (631-775-1450)
- Hampton Inn (631-732-7300)
- La Quinta & Suites by Wyndham (631-881-7700)
- Holiday Inn (Islip/MacArthur Airport) (631-758-9200)
- Residence Inn by Marriot (631-475-9500)
- Courtyard by Marriot (631-612-5000)
- Hilton Garden Inn (Islip/MacArthur Airport) (631-738-7800)
- Homewood Suites by Hilton Ronkonkoma (631-585-0080)
- Hyatt Regency (631-784-1234)

Suffolk County School Districts have also established school building shelter sites across the County in cooperation with the Suffolk County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Plant & Facilities and Instructional Services as well as other departments as necessary will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX L

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

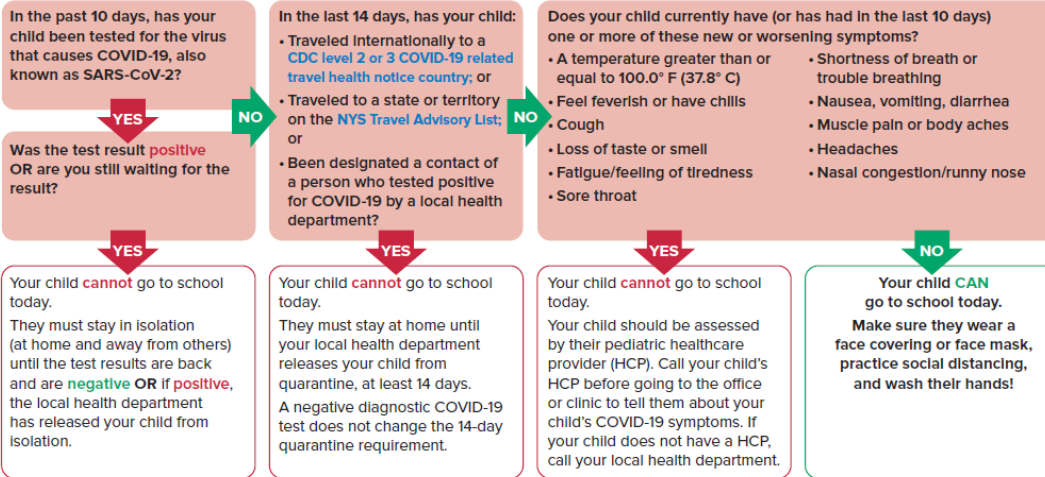
4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

Can My Child Go To School Today?



Report absences, symptoms, and positive COVID-19 test results to your child's school.

SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?

In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are you still waiting for the result?

YES

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative** OR if **positive**, the local health department has released you from isolation.

NO

In the last 14 days, have you:

- Traveled internationally to a [CDC level 2 or 3 COVID-19 related travel health notice country](#); or

- Traveled to a state or territory on the [NYS Travel Advisory List](#); or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

You **cannot** go to work at the school today. If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement. School staff are not essential workers and **must** quarantine.

NO

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES

You **cannot** go to work at the school today. You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO

You **can** go to work at the school today! Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

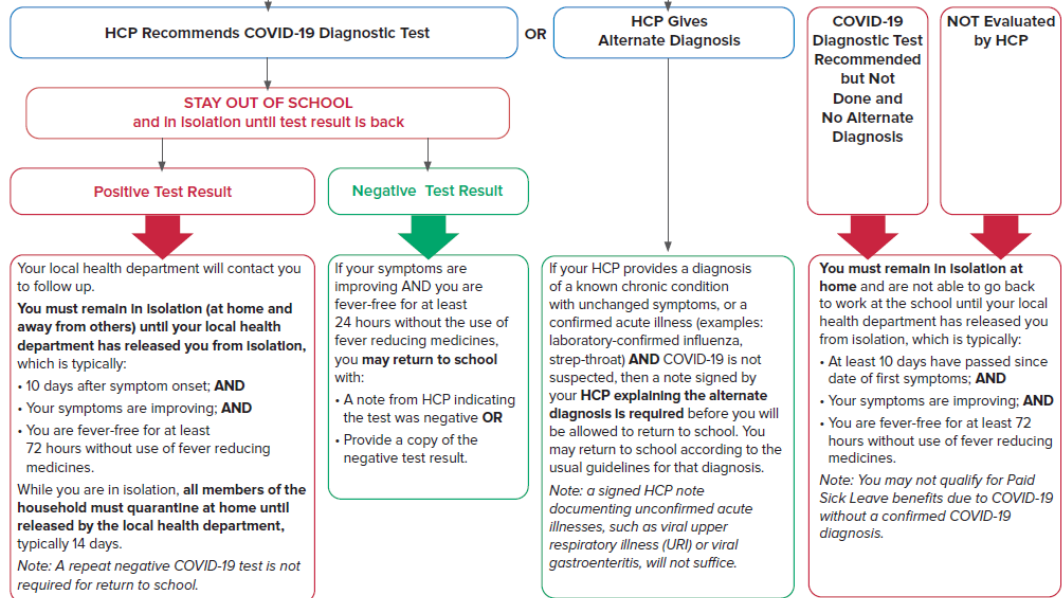
Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

I have COVID-19 symptoms. When can I go back to work at the school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

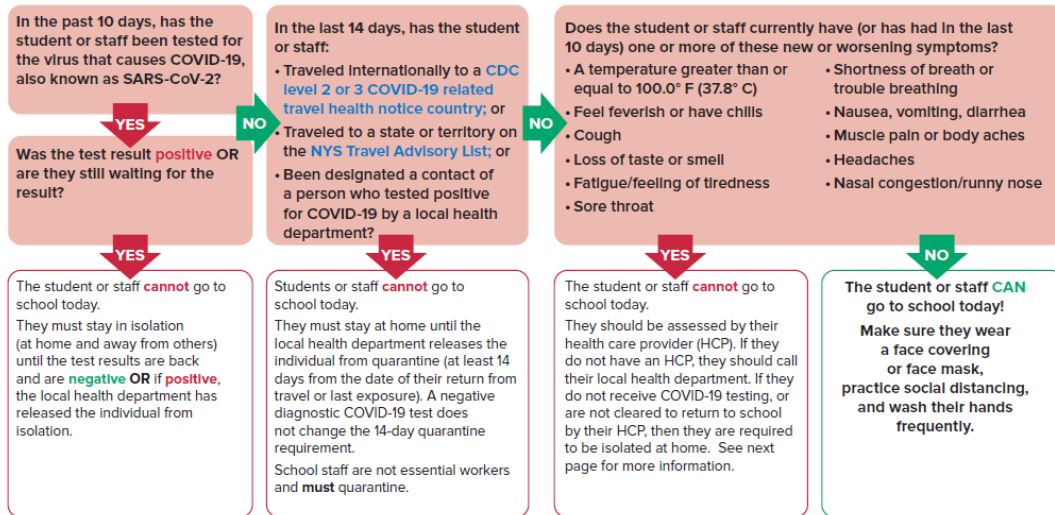


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff



Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

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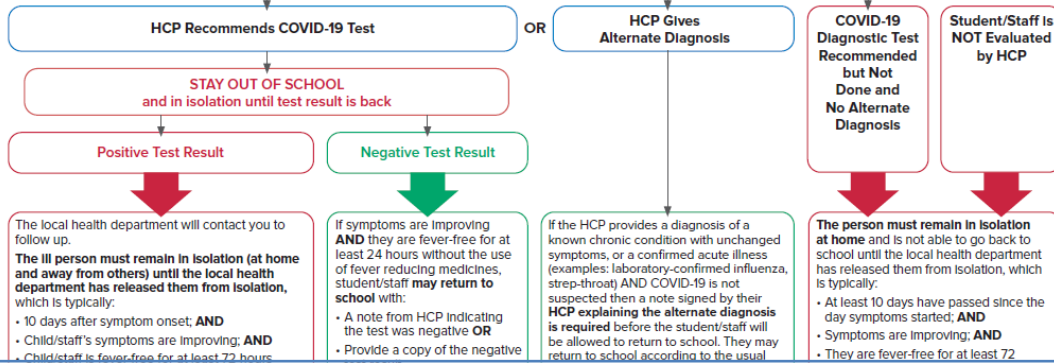
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

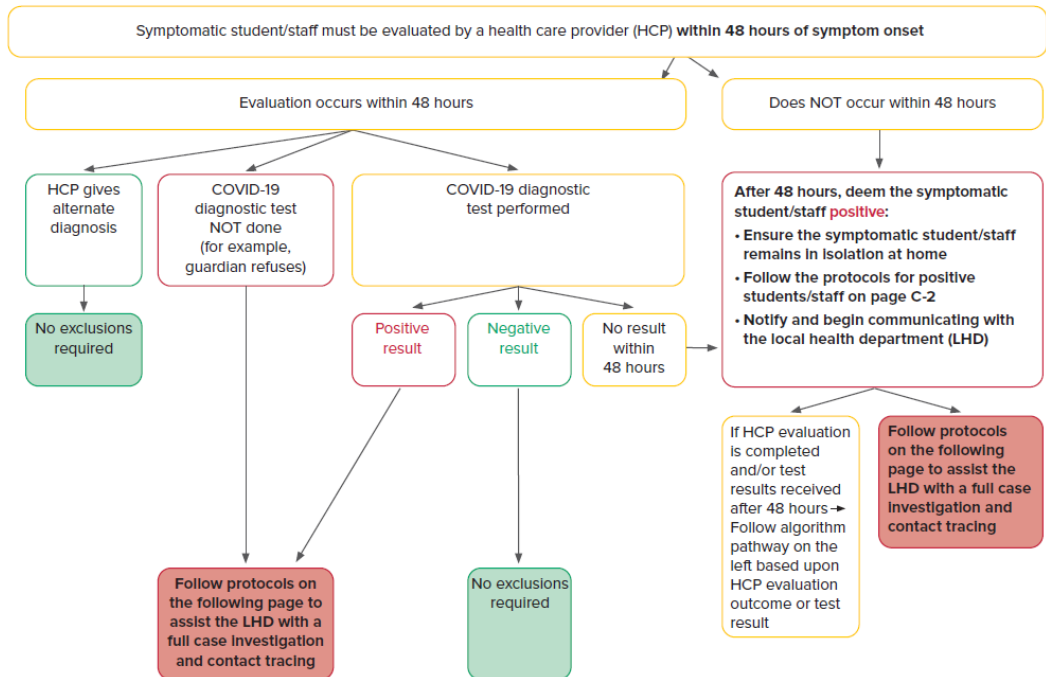
- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

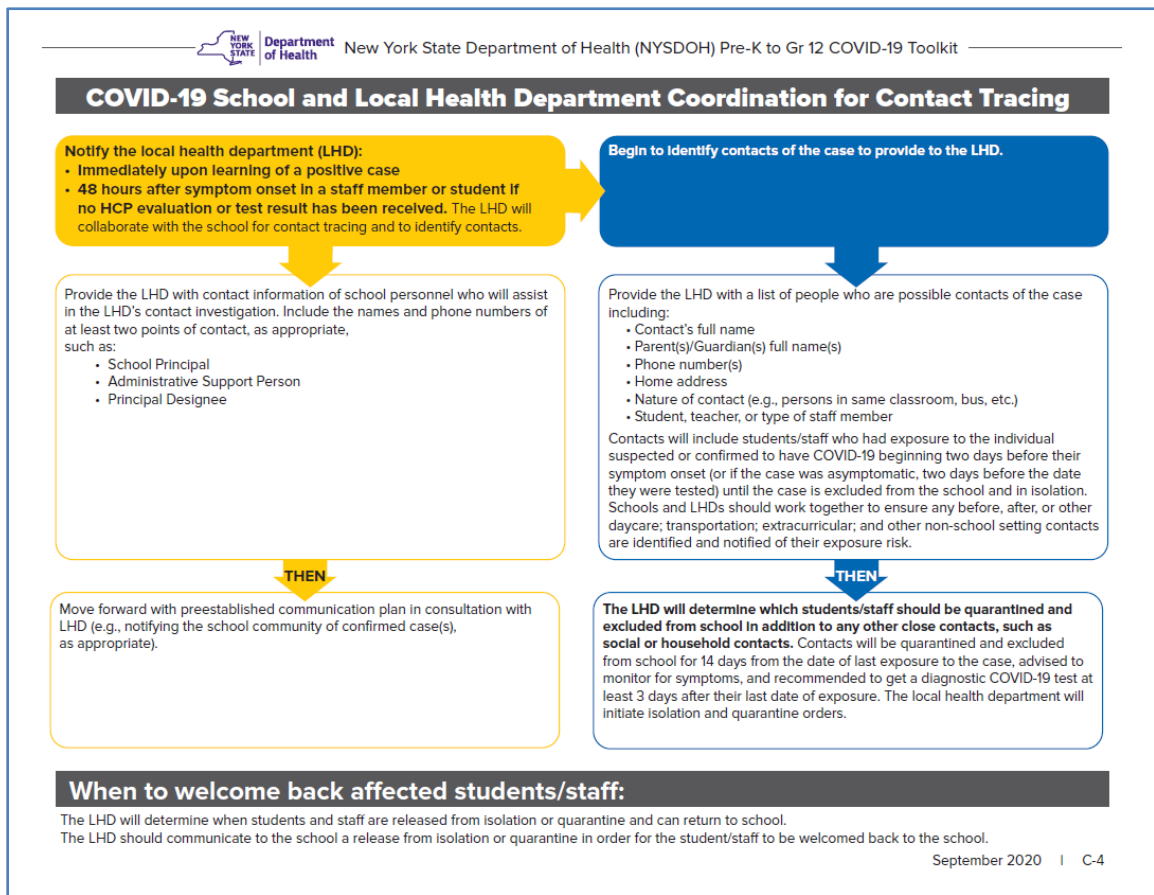
- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 exclusion protocol for contacts of symptomatic students and staff





Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

(Department) Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol

APPENDIX M

The Patchogue-Medford Union Free School District has developed the following procedures for an Emergency Remote Instruction Plan:

1. How will the district ensure that all students have access to a computing device?
The District provides a computing device to all students in grades K-12.
2. How will the district disseminate computing devices to students? The devices are provided to the students when they enter the district as kindergarten students or as new entrants.
3. How will the district communicate with families about the dissemination of computing devices? Parents receive a letter that is mailed home to them at the start of every school year, information is posted on the Technology Department section of the District website, and communication from building principals, library media specialists and district administrators are sent home periodically throughout the year.
4. How will devices be serviced and/or replaced? Devices are replaced according to our life cycle replacement. Devices are serviced through different methods, in-house computer technicians or contracted vendors, in accordance with our five (5) year Tech Plan.
5. How will the district determine the need for access to the internet in students' places of residence? Parents are sent a Digital Media Access survey at the beginning of every school year. This survey affords the parents the opportunity to receive a hotspot should they require that service at home.
6. How will the district ensure that all students have access to the internet? The Digital Media Access survey, the Districts Family Center, Social Workers, and Guidance Counselors can all request a Hotspot for a family should they have a concern. Parent square notifications can also be sent to all families in all languages.
7. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points? The district provides Hotspots to families that do not have internet access as many of our families live outside of an area where they would be able to access public Wi-Fi.
8. How many hours of instruction will the district plan to claim for each day of an emergency closure?
During remote instruction days, the District will follow the daily bell schedule. Students at the secondary level will attend all 9-periods during their

regularly scheduled time. The instructional day for the high school (9-12 grade) will be 5.4 hours, at the middle school level (6-8 grade) the instructional day will be 5.53 hours and at the elementary level (K-5), the instructional day will be 5.0 hours.

9. What training is provided to teachers in order to help adapt their instruction to the district expectations.
Teachers are supplied professional development in TEAMS and Schoology at various times throughout the school year. Teachers are introduced to the platforms during new teacher orientation, superintendent conference days, PLC periods during the school day and during their required 6-hours of after-school training.
10. How will the District determine which students for whom remote instruction via digital technology is not appropriate?
All special education students have a teacher of record. Teachers of Record are responsible for notifying administrators of any challenges students may be facing in their current programming, including remote instruction. Should a student have needs that are unable to be met remotely, the district will convene a CSE to determine the most appropriate individualized supports.
11. How will the District provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?
If the student is a classified student, the Committee on Special Education will reconvene to determine appropriate supports and services to meet the individual's needs. Further, if it is determined that compensatory services are warranted for any missed instruction, the district will solidify this on an Individualized Education Program.

The following pages reference the full remote learning plan for Elementary, Secondary and Special Education students. This can also be found on our district website by clicking on this link.

<https://www.pmschools.org/Page/9936>



Elementary (K-5) Full Remote Learning Plan

Classroom Teachers

- Full remote learning will include synchronous and asynchronous learning experiences.
- All elementary students will begin their day by logging into TEAMS for homeroom at 9:20 a.m. During this time, classroom teachers will outline the day for students.
- The TEAMS link is located on the District Homepage of the website.



Click the envelope to login to your TEAMS account.

- Daily synchronous full-class meetings will be conducted each day. The duration of full class meetings will be 90 to 120 minutes per day in 30 to 60-minute blocks of time during the school day, based on the grade level. In addition to synchronous full-class meetings, synchronous small-group instruction will be scheduled daily during the school day. Individual classroom teachers will organize these groups, and students will be invited to attend. All students will attend at least one small group instruction within the school day.
- Students will attend Specials during their regularly scheduled time. The classroom teacher will inform students in the morning of the time. Students will log in to the TEAMS account for their assigned special. Small group instruction is another opportunity for teachers to assess and identify what students have already learned or need additional support. An example of small group instruction may include, but is not limited to, guided reading, guided math groups, watching and discussing a video, a follow-up mini lesson on a specific topic, or having students perform/engage in an activity or a particular task.
- Students will be required to participate in and complete additional learning tasks/activities. Additional instructional experience (asynchronous) work will be posted daily for students to complete on Microsoft TEAMS. These other instructional experiences may include but are not limited to completing online tasks, viewing instructional videos, responding to posts from their teacher, conducting research, engaging in online discussions with the classroom teacher, or completing projects.



Secondary (6-12) Full Remote Learning Plan

Classroom Teachers

- Full remote learning will include synchronous and asynchronous learning experiences.
- All secondary students will begin their day by logging into Schoology.
- The Schoology can be accessed using the link below:
<https://www.pmschools.org/Page/9665>
- The students will follow their regularly scheduled instructional day and bell schedule.

	High School	Middle School
Period 1	7:20 a.m. - 8:03 a.m.	8:03 a.m. - 8:43 a.m.
Period 2	8:07 a.m. - 8:47 a.m.	8:46 a.m. - 9:26a.m.
Restorative Period		9:29 a.m. - 9:41 a.m.
Period 3	8:51 a.m. - 9:31 a.m.	9:44 a.m. - 10:24 a.m.
Period 4	9:35 a.m. - 10:15 a.m.	10:27 a.m. - 11:07 a.m.
Period 5	10:19 a.m. - 10:59 a.m.	11:10 a.m. - 11:50 a.m.
Period 6	11:03 a.m. - 11:43 a.m.	11:53 a.m. - 12:33 p.m.
Period 7	11:47 a.m. - 12:27 p.m.	12:36 p.m. - 1:16 p.m.
Period 8	12:31 p.m. - 1:11 p.m.	1:19 p.m. - 1:59 p.m.
Period 9	*1:15 p.m. - 1:58 p.m.	2:02 p.m. - 2:42 p.m.

- Full remote will include a combination of synchronous and asynchronous learning experiences. Asynchronous instructional experiences may include but are not limited to completing live instruction with the classroom teacher, online tasks, viewing and reflecting on instructional videos, responding to posts from the classroom teacher or peer, conducting research, meeting with a classroom teacher for additional supports face-to-face, engaging in online discussions with the classroom teacher or completion of projects.
- Teachers may, at their discretion, release students early from class to complete asynchronous assignments. If students are released early from classes, they will be required to participate in and complete additional asynchronous learning tasks/activities. **This will not occur until attendance has been taken and the teacher clearly outlines the daily learning objectives and the specific assignment(s) students will be responsible for completing.** If students are released to complete asynchronous assignments, the classroom teacher will remain on Schoology for the entire period should any student need assistance with the work. Releasing students early from synchronous instruction will be based on each teacher/course.
- Attendance will be taken at the beginning of each period. Students are expected to have their cameras on and be active participants. If there is an extenuating circumstance where a student cannot have their camera on, they should communicate that with their classroom teacher.

Remote Learning for Special Education and Related Services

Program	Recommendations
Resource Room	<ul style="list-style-type: none"> • Synchronous learning- a directed on IEP • Collaborate with general education teacher(s) • Collect data to measure progress towards annual goals • Teachers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log.
Consultant Teacher elementary only	<ul style="list-style-type: none"> • Collaborate with general education teacher(s) • Provide differentiation to support students and make progress towards goals • Collect data to measure progress towards annual goals • Teachers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log.
Integrated Co-Teaching	<ul style="list-style-type: none"> • Small Group (less than 5) synchronous learning • Collaborate with general education teacher(s) • Modify the general education assignments to align with students needs as outline in their IEP. • Collect data to measure progress towards annual goals • Teachers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log.
Special Class	<ul style="list-style-type: none"> • Small Group (less than 5) synchronous learning • Collect data to measure progress towards annual goals • Use TAs (if applicable) • Teachers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log.
ACES	<ul style="list-style-type: none"> • Small Group (less than 5) synchronous learning—use Teams or Schoology • Collect data to measure progress towards annual goals • Collaborate with TAs • Maintain a schedule for teacher and teaching assistant instruction • Teachers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log.
Teaching Assistants	<ul style="list-style-type: none"> • Provide Small Group/Individual Synchronous Learning through Microsoft Teams • Collaborate with the classroom teacher to provide instruction towards students' annual goals.
Psychologists/Behavior Consultant	<ul style="list-style-type: none"> • Provide mandated counseling/family training to students on your caseload through teletherapy using online platform and communications methods. (Microsoft Teams, email, phone, etc.) • Collect data to measure progress towards annual goals • Log sessions in IEP Direct session notes

	<ul style="list-style-type: none"> • Provide support to families for behaviors, social/emotional support • Chair CSE meetings • Psychologists should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log or eschool Phone Journal.
Social Workers	<ul style="list-style-type: none"> • Provide mandated counseling/family training to students on your caseload through teletherapy using online platform and communications methods. (Microsoft Teams, email, phone, etc.) • Collect data to measure progress towards annual goals • Log sessions in IEP Direct session notes • Provide support to families for behaviors, social/emotional support • Conduct social histories • Contact homeless families in your building, alert Derek Robinson if your families need additional support during this time. • Collaborate with the guidance counselors (secondary level) and other social workers (elementary) to provide mental health resources and support to all students. • Social Workers should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log or eschool Phone Journal
Speech Therapists	<ul style="list-style-type: none"> • Provide small group/individual speech language therapy through synchronous Learning Microsoft Teams • Collect data to measure progress towards annual goals • Log sessions in IEP Direct session notes • Speech Therapists should maintain a log of contacts/attempted contacts with students/families in IEP Direct Contact log or eschool Phone Journal