



## MCSD District Safety Plan

The Marlboro Central School District (MCSD) is committed to ensuring that our schools are safe, secure, and orderly environments in which students can meet high academic standards, educators can teach toward those goals, and parents can be assured that their children are learning in a safe and positive school setting. A safe and supportive school depends upon the efforts of all members of the school community to treat one another with mutual respect.

State Education Law requires that the MCSD develop a District-wide Safety Plan that addresses emergency management and crisis intervention, and a Code of Conduct that governs the conduct of students. In addition, each school is required to develop a building level safety plan, which establishes building safety procedures including visitor control, student evacuation and other school-specific emergency procedures.

The Code of Conduct and District-Wide Safety Plan was posted for public comment on July 5, 2023 and was adopted after a public hearing that was held on August 17, 2023.

The District-wide Safety Plan reflects the input and recommendations of the Building and Central administration, the composition of which is described below.

The following highlights key components of the MCSD's Code of Conduct and District-wide Safety Plan. Additional information is found in the Commissioner's Regulations and other policy documents noted at the end of this document.

### 1 - District-wide School Safety Plan:

This Plan incorporates the MCSD's policies and procedures for maintaining a safe and orderly learning environment. The Plan includes policies and procedures for: responding to acts of violence or other criminal activities; contacting and notifying parents; and contacting and notifying law enforcement officials. The Plan also addresses: strategies for detecting potentially violent behavior; intervention and prevention strategies; strategies to improve communications among students and between students and school staff; the role and responsibilities of school safety personnel; training of school safety personnel; school building security and security devices; emergency response protocols; safety training for staff and students, including training on the emergency response protocols; and drills and other exercises to test these protocols and other components of the Plan.

MCSD assigns the duties of Chief Emergency Officer to Central Administration. The Chief Emergency Officer is responsible for coordinating: communication between staff and law enforcement and other first responders; annual review and update of the District-wide Safety Plan; completion of school safety plans, including emergency response plans, that are aligned and consistent with the District-

wide Safety Plan; building level security and technology; safety, security and emergency training for staff and students; and emergency response drills.

School Safety Plans are reviewed annually by the Chief Emergency Officer together with the District-wide Safety Team. The Chief Emergency Officer is Michael Bakatsias. In his absence, this role will be fulfilled Rosanne Mele.

1. **District-wide Safety Team:** The District-wide Team includes representatives from various agencies and divisions of the MCSD, including:

- District Administration
- School Administration
- School Resource Officers
- Marlborough Police Officers
- Ulster County Sheriff Representative
- New York State Police Representative
- Marlboro & Milton Fire Departments
- Local Ambulance Service
- School Bus Transportation Representatives
- Other

2. **General Response Protocols (SHELL):**

There are regulatory requirements for Building-Level Emergency Response Plan. As per Commissioners Regulation 155.17(2): 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:

- 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, lockdown, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
- establishment of internal and external communication systems in emergencies;
- 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; (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. This Guide for Developing and Reviewing SHELL Functional Annexes is designed to support your team in developing Functional Annexes to be included in your Building-Level Emergency Response Plans. Please remember that your individualized plan should reflect your school community, your school building, and your school grounds. Examples in this document are provided to promote critical and collaborative thinking rather than to provide text for your plan. Please use the examples to develop and practice a set of response procedures so that school staff and students will be able to quickly and safely respond to a variety of situations.

### 3. Response to Threats and Criminal Acts:

School officials must be prepared to respond to threats or acts of criminal behavior, by students, school personnel and visitors, from physical assaults to bomb threats. The procedures for notifying law enforcement officials of school-related incidents, crimes committed by students or school employees, or medical emergencies are contained in Project SAVE legislation. As outlined above, the General Response Protocols (SHELL) will be used to respond to all threats and acts of violence, along with an immediate response by district staff and 911 first responders. Upon arrival, all district and emergency response efforts will be coordinated with school officials and SSA to provide incident specific support.

School officials must also be prepared to respond to threats by students against themselves. The procedures for establishing a school Crisis Team and for handling suicide attempts, suicidal behavior and suicidal ideation are contained in Commissioner's Regulation A-755 and policies.

When a student engages in behavior that poses a substantial risk of injury to the student or others, school officials must make every effort to safely de-escalate the behavior by using strategies and interventions for addressing behavioral crises and utilizing the in-school and community resources identified in the school's Crisis De-escalation Plan. Additionally, the parent must be given an opportunity to speak with the student if safety considerations permit. If the situation cannot be safely addressed, the principal/designee must call 911 as set forth in Commissioner's Regulation A-411.

#### 1. School Safety Personnel:

MCSD, the Town Supervisor and the Marlboro Police Department entered into an agreement to implement a joint program between MCSD and the Marlboro Police Department, under which school security functions including the selection, deployment, training, evaluation and management of school resource officer personnel would be the responsibility of Marlboro PD. This agreement was subsequently continued and then modified as needed.

The revised MOU continues the framework for providing security in MCSD schools and addresses the role of school administrators, and school resource officers in maintaining a safe and secure school environment; emphasizes the school's primary role in addressing student misconduct; defines the circumstances for when school staff should contact School Administration to address student misconduct; provides for training of staff, including in de-escalation; includes procedures for when and how MPD can question students on school property; includes expectations regarding when an arrest or summons can be issued with the least restraint necessary; and provides for use of diversionary or alternatives to arrest or the issuing of a summons.

The revised MOU is on file with the Board of Education clerk.

## 2. Training and Drills:

All principals are required to complete mandatory Emergency Readiness training, each year. Training is offered online during August and September, and during the school year for new staff who begin their positions after September 1.

All MCSD staff must receive annual training on School Safety and SHELL protocols, as well as the early detection of potentially violent behavior. An Annual Opening Day Training is provided to all schools to facilitate this training before September 15 and as needed throughout the school year for new hires. MCSD Staff not assigned to school buildings must complete an online training module prior to September 15 or within 30 days of being hired.

All students must receive training on emergency response protocols and available school resources at the start of each school year. Lessons reviewing the SHELL responses must be conducted with all students at the beginning of each school year. Training materials are made available to schools for this purpose including PowerPoints, videos, and lesson plans.

Information addressing school emergency procedures, including the SHELL protocols, must be shared with families at the start of each school year as well. An introductory letter and a summary of emergency procedures are provided to schools to be distributed to families.

All schools are required to conduct the following drills that test the components of their emergency response plan. These drills must include fire rescue areas, or areas of rescue assistance. Principals must hold a minimum of 12 emergency drills each school year. The eight drills must include evacuation and lockdown drills. At least four of the 12 drills must be lockdown drills, one of which must be conducted by October 31, and another must be conducted between February 1 - March 14. The final two can be conducted at the school's discretion. Drills shall be conducted under varying circumstances at varying hours, including lunch periods and at unannounced times to simulate actual emergency conditions.

In collaboration with MCSD and first responders, various drills are observed and conducted in different school buildings to assess their response to emergencies requiring an evacuation, shelter-in or lockdown. The team conducts a debrief with school leaders, as well as a multi-agency debrief to assess effectiveness and identify any areas where corrective action may be required.

## 3. Parent Notification:

The threat to commit or the actual commission of an act of violence at a school affects an entire school community. In the event of threats or acts of violence, school officials must be prepared to contact the appropriate law enforcement agencies (as set forth above) and to notify, without delay, the school community, especially the parents of children enrolled at the school. MCSD's policies and procedures for notifying parents are described in building safety plans, drills should be followed by the District Safety Connections newsletter. In addition, school leaders may employ the use of school specific notification systems to alert parents and the school community of specific emergencies occurring at the school. Schools should consult with their superintendent and public relations representative in crafting these notifications.

#### 4. Building-level School Safety Plan:

Pursuant to State Education requirements, every school must establish a School Safety Committee or Team for developing a building-level school safety plan. Each committee must include the following individuals: Building Administrator; Custodian; School Safety Personnel, local law enforcement officials; Parent representative; School Nurse; other community members; representative of the student body (when appropriate); and any other persons deemed appropriate by the principal(s). As set forth in each school safety plan, every school is required to establish a Chain of Command and multiple teams, including, a Building Response Team and a Crisis Team, and to designate administrative staff, who coordinate the school's response in emergency situations.

The plan also describes, among other things, the school's building entry and visitor control procedures; security assignments and schedules; intruder procedures; emergency communications systems, including the names and telephone numbers of appropriate law enforcement personnel; missing student protocol; procedures for responding to door alarms; and evacuation procedures for all students, including those with limited mobility. Each plan describes the Building Response Team's roles and training to address all emergency response protocols for students and staff. Each building level plan establishes the protocols for responding to emergency situations, such as hazmat spills, intruders, bomb threats, hostage-taking or shooting, including whether to evacuate, shelter-in, or lockdown. Building level plans must be consistent with a safety plan template developed by Center for School Safety and must be updated annually. Building level safety information that can be shared with staff and families is available, upon request, from each principal in the staff or parent version of the school safety plan. Pursuant to state education law, building level emergency response plans must be confidential and must not be disclosed.

## 5. Continuity of Operations Planning (COOP)

MCSD's Continuity of Operations Plan ensures that services continue to be performed during a wide range of emergencies, including localized acts of nature, accidents, communicable disease, and technological or attack-related emergencies. This plan is annually reviewed by MCSD, with oversight by Orange-Ulster BOCES.

The department's COOP plan addresses a number of emergency related areas, including, but not limited to the following:

*Essential Functions:* The critical activities performed after a disruption of normal activities and the supplies, equipment, technology or persons/needed to ensure the continuance of these essential functions.

*Orders of Succession:* Provisions for the assumption of senior agency offices during an emergency in the event that any of those officials are unavailable to execute their duties.

*Delegations of Authority:* Identification, by position, of the authorities for making policy determinations and decisions at central, field, and all other levels and locations.

*Continuity Facilities:* Locations, other than the primary facilities, used to carry out essential functions, particularly in a continuity event. Continuity Facilities, or "Alternate facilities", refers to not only other locations, but also nontraditional options such as working at home, telecommuting, and mobile-office concepts.

*Continuity Communications:* Communications that provide the capability to perform essential functions, in conjunction with other agencies, under all conditions.

*Vital Records Management:* the identification, protection and ready availability of electronic and hard copy documents, references, records, information systems, data management software and equipment needed to support essential functions during a continuity situation.

*Human Capital:* during a continuity event, emergency employees and other special categories of employees who are activated by an agency to perform assigned response duties.

*Tests, Training, and Exercises:* measures to ensure that an agency's continuity plan is capable of supporting the continued execution of the agency's essential functions throughout the duration of a continuity event.

*Devolution of Control and Direction:* capability to transfer statutory authority and responsibility for essential functions from an agency's primary operating staff and facilities to other agency employees and facilities.

*Reconstitution:* The process by which surviving and/or replacement agency personnel resume normal agency operations from the original or replacement primary operating facility.

In order to address health and safety concerns, MCSD has developed specific policies, procedures and resources for supervisors, staff, students, parents and others who use MCSD buildings. These are regularly reviewed, revised, and disseminated, as appropriate to address changing circumstances and ensure effective implementation. Public facing resources can be found on the [MCSD website](#).

## 6. Code of Conduct

The Code of Conduct incorporates the MCSD's policies and procedures governing student conduct including the schoolwide progressive discipline plan which establishes expected standards of behavior and a range of interventions, supports and disciplinary responses for engaging in misconduct; provisions for addressing and responding to discrimination, harassment, intimidation and/or bullying; policies and procedures for effectuating removals and suspensions; policies and procedures for notification of parents; requirements for reporting; requirements for notification of law enforcement; requirements for training of staff; and the Bill of Student Rights and Responsibilities, which focuses on positive behavior and building a safe and supportive school climate.

A child under the age of 18 who does not attend school, behaves in a way that is dangerous or out of control, or often disobeys parents, guardians or other authorities, may be found to be a Person in Need of Supervision (PINS). Parents are required to receive diversion services through the Administration for Children's Services (ACS) Family Assessment Program (F.A.P.), before they file for a PINS Petition. The F.A.P. website includes information about PINS.

(<https://www1.MCSD.gov/site/acs/justice/family-assessment-program.page>). Parents can voluntarily go into any ACS Field Office and request preventive services. When truancy and/or school misbehavior is alleged in a PINS petition, ACS will review the steps taken by the school to improve the youth's attendance/school behavior and attempt to engage the school in further diversion efforts. ACS will contact the school to resolve the truancy or school behavioral problems in order to obviate the need to file a petition, or, at minimum, remediate the education-related allegations in the proposed petitions. MCSD staff members could also be asked to provide documentation on interventions and the reasons why the educational issues cannot be resolved absent the filing of a PINS petition. The Family Court Judge could request that school staff appear in court when a PINS petition is filed and the court believes that the assistance of school staff may help to resolve education related matters.

### [MCSD Code of Conduct](#)

### 1. Discipline Code – Progressive Discipline:

The Code of Conduct establishes a framework for responding to student misconduct. It provides that every reasonable effort must be made to correct student behavior through counseling and other school-based interventions such as restorative practices. It further provides that appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students' education and promote a positive school culture. It includes a range of progressive age-appropriate interventions and supports, and disciplinary responses that can be used to respond to student misconduct.

### 2. Intervention Strategies:

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning.

School staff members are responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and parent(s).

Intervention strategies are outlined in the Discipline Code. Intervention and prevention approaches may include guidance conference(s); parent outreach; conflict resolution; short-term behavioral progress reports; development of individual behavior contracts; intervention by counseling staff; referral to pupil personnel team; restorative practices; collaborative problem solving; individual/group counseling; individualized support plan; referral to counseling services; mentoring; social-emotional learning; and referral to a community-based organization.

Through the use of intervention and prevention strategies that engage students and give them a sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

In the classroom, teachers use a variety of academic and behavioral techniques and approaches to achieve an optimal learning environment. Interdisciplinary teams that include support staff such as guidance counselors are part of every school. These teams meet on a regular basis to devise and implement strategies to address specific issues encountered by "at-risk" students.

Where appropriate, progressive age-appropriate disciplinary responses must be effectuated in accordance with the procedures set forth in Commissioner's Regulation and the Discipline Code.



### 3. Discrimination, Harassment, Intimidation and Bullying:

It is the policy of the MCSD to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students and discrimination by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight. The MCSD's policy is set forth in Policy 3420. These documents establish procedures for preventing, reporting, investigating and responding to such behavior.

All students and staff must be provided with training on the requirements of the Dignity for All Students Act. MCSD provides multiple resources, including lessons and curricula, and a detailed implementation guide, to help schools provide this information to students. In addition, it develops and makes available training materials and supplementary resources, which school leaders may use to fulfill the requirement to train all employees, including non-instructional staff.

### 4. Parent Engagement and Notification:

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern.

To ensure that parents are able to become active and involved partners in promoting a safe and supportive school environment, they should become familiar with the Code of Conduct.

Schools are encouraged to provide workshops for parents on understanding the Discipline Code and how best to work with the school to support their child's social-emotional growth. MCSD develops and makes available various communications designed to assist students and parents in becoming familiar with the Code of Conduct.

Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

Parents who want to discuss supports and interventions in response to student behavior should contact their child's school, including the parent coordinator, or, if necessary, other representation.

In the event that a student engages in inappropriate behavior that violates the Discipline Code, the principal or principal's designee must report the behavior to the student's parent.

## 5. Training:

Ensuring that every child learns in safe, supportive, and inclusive schools is the MCSD's top priority. To do this, the MCSD uses restorative approaches that address the real causes of conflicts as well as reinforcing positive behaviors through teachable moments. The MCSD gives teachers the resources to support students' social-emotional skills and well-being, and, as a result, reduces reliance on suspensions or punitive discipline.

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community. To promote positive student behavior, all members of the school community - students, staff, and parents - must know and understand the standards of behavior which all students are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary responses if behavioral standards are not met.

Schools must set aside time to review the Discipline Code, the Student Bill of Student Rights and Responsibilities, and the MCSD's Internet Acceptable Use and Safety Policy with students. This review should be age appropriate so that all students know and understand the behavior expected of them when they are in school, including when they are accessing and using the MCSD's internet system.

The most effective way to ensure that students understand and support the Discipline Code is through age appropriate classroom instruction. All students must be given at least one lesson on the Discipline Code. MCSD makes available standards-based age appropriate lesson plans that include interactive exercises, suggested projects and opportunities for collaborative learning experiences among students and a student workshop training.

## 6. Cybersecurity and Incident

School and school district computer networks and systems are increasingly the target of cyber threats including hacking of private data records and the targeting of K-12 schools for ransomware attacks. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. New York's schools have been frequent targets of such attacks.

*To protect networks and systems*

[Reporting a cyber incident](#)

Before an incident, schools and districts should consider an overall preparedness program that includes, but is not limited to, policies and programs for responsible use, storage of secure data, firewalls, and network monitoring. Members of the school community need to know to whom they should report a cybersecurity incident. Immediate actions may include (but are not limited to) disconnecting impacted devices from the network, taking the network offline, powering down devices, notifying appropriate information security staff. Once the incident has been contained, the team will need to identify what technology was impacted, what people were impacted, what caused the incident, and how to prevent future incidents from occurring. Additional actions may include notifying the Cyber Security and Infrastructure Security Agency (CISA), your local contacts at the MHRIC. If an incident does occur, the team should also conduct a meeting after the event to document information from the event and make appropriate revisions to their plan.