

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**

DISTRICT-WIDE SCHOOL SAFETY PLAN

Originally Adapted June 21, 2001

Revised August 22, 2019

TABLE OF CONTENTS

| | |
|---|--------------|
| I. Introduction | 1 |
| II. Section I: General Considerations and Planning Guidelines ... | 1-2 |
| A. Purpose | |
| B. Identification of School Teams | |
| C. Concept of Operations | |
| D. Plan Review and Public Comment | |
| III. Section II: Risk Reduction/Prevention and Intervention | 2-5 |
| A. Prevention/Intervention Strategies | |
| 1. Program Initiatives | |
| 2. Training, Drills and Exercises | |
| 3. Implementation of School Security | |
| 4. Vital Educational Agency Information | |
| B. Early Detection of Potentially Violent Behaviors | |
| C. Hazard Identification | |
| IV. Section III: Response | 6-8 |
| A. Notification and Activation (Internal and External Communications) | |
| B. Situational Responses | |
| 1. Multi-Hazard Response | |
| 2. Responses to Acts of Violence: Implied or Direct Threats | |
| 3. Response Protocols | |
| 4. Procedures for Obtaining Emergency Assistance from Local Government | |
| 5. BOCES Resources Available for Use in an Emergency | |
| 6. Procedures to Coordinate the Use of BOCES Resources and Manpower during Emergencies | |
| 7. Protective Action Options | |
| V. Section IV: Recovery | 9-10 |
| A. BOCES Support for Buildings | |
| B. Disaster Mental Health Services | |
| VI. Appendices | 11-13 |
| • Buildings and Contact Information | |
| • Building Risk Determine | |
| • Regulation References | |
| • Agencies the Building-Level Emergency Response Plans are Filed | |
| • Policies and Procedures for Responding to Implied or Direct Threats of Violence or Acts of Violence to the School | |
| • Agreement Between the Village of Malone and FEH BOCES for NFEC Special Patrol Officer 2019-2020 | |

INTRODUCTION

The Franklin-Essex-Hamilton BOCES District-Wide School Safety Plan is responsive to the needs of all schools within the BOCES and is consistent with the more detailed emergency response plans required at the school building level. BOCES and Districts are at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district, BOCES and school buildings.

The Franklin-Essex-Hamilton BOCES supports the SAVE Legislation, and intends to facilitate the planning process. The District Superintendent of Schools and the Board of Education encourages and advocates on-going BOCES-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

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

| Position | Name |
|------------------------------------|---|
| Board of Education Representative | Richard Preston |
| Chief Emergency Officer | Stacy Vincent |
| Administration Representative | Ernest Witkowski Stacy Vincent |
| Teacher Representative | Craig Paquin Barbara Hart |
| Parent Organization Representative | Michael Gardephe Kerri Keeler |
| School Safety Personnel | Fred Hauck Linda Shaw Ray Filley |
| Other School Personnel | Stephanie Bannon Shaun Lawrence Shawn McMahon Rick Swanston Rosemary Warner Wayne Walbridge Kristy Harrigan |

The Chief Emergency Officer will ensure:

- The safety team develops a plan and annually reviews and updates the plan for completeness and appropriateness, prior to board approval.
- The safety plan includes all minimum requirements and is filed with the State Education Department (SED) after adoption.
- All staff are trained annually and only certify to SED if all staff completed the required training.

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of the Building Level Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
3. Upon the activation of the **School Emergency Response Team**, the District Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
4. County and State resources through existing protocols may supplement emergency response actions, including Post Incident Response.

D. Plan Review and Public Comment

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the North Franklin Educational Center on May 18, 2001, and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide School Safety Plan and Building-Level Emergency Response Plans on June 21, 2001. The most recent revision of the District-Wide School Safety Plan as reflected in this document was adopted by the Board of Education on August 22, 2019. Prior to the Board of Education adoption of the plan, a 30 day public comment period started on July 1, 2019 with a public hearing held at the North Franklin Educational Center on July 31, 2019.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department on July 12, 2001. Building-Level Emergency Response Plans were sent to local and State Police by September of each year.
3. This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the Office of the District Superintendent of the Franklin-Essex-Hamilton BOCES.
4. While some linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

The Franklin-Essex-Hamilton BOCES utilizes identification badges, reference checks and fingerprinting in accordance with the SAVE requirements for all staff. Each instructional building will maintain their respective security policies and procedures, as appropriate, and may be found in the confidential Building-Level Plans.

A. Prevention/Intervention Strategies

Program Initiatives

The Franklin-Essex-Hamilton BOCES continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include, but are not limited to:

1. Use of resources such as the New York State Police Safe Schools Program for staff. The four modules of one hour each include:
 - Awareness - identifies school violence as a problem. Defines and identifies the difference between conflict vs. violence, provides overview of conflict resolution and communication skills, identifies early indicators of violent behavior.
 - Prevention – discusses suggestions for the prevention of school violence. Provides calming and de-escalation techniques, discusses the identification of gangs and bullies, defines the difference between a prank and a crime, and provides suggestions for development of a student assistance program.
 - Effective Response – provides techniques in responding to specific incidents. Presents methods on how to respond to potentially violent situations, provides strategies for dealing with a disruptive person or hostage situation, and assists in developing post-incident response teams.
 - Incident Management – reviews guidelines for an incident management plan. Provides a guide to developing an incident management plan, supplies information on legal issues involving locker searches and school related crime, and assists in creating a list of resources and emergency support needed during all phases of an incident.
2. Code of Conduct – Follow Board Approved Policy
3. Education programs are operated by BOCES and address the criteria under B-1, for those students who may be at risk to drop out of a formal education program.
4. A Community Intervention Program (CIP), comprised of children and family services, BOCES and school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.
5. Peer mediation and conflict resolution (STEPUP @ NFEC)– counselors, principals, student coordinators, psychologists, and teachers work with students who are potentially violent.
6. Franklin-Essex-Hamilton BOCES encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Training, Drills, and Exercises

The BOCES will conduct annual training for both staff and students in school safety issues. Training will be coordinated by Franklin-Essex-Hamilton BOCES Administration and as a result of new regulations, the BOCES will conduct four (4) lockdown drills and eight (8) evacuations drills pursuant to the regulation. The Franklin-Essex-Hamilton BOCES Professional Development Plan will address particular activities.

Drills and other exercises may be coordinated with local, county, and state emergency responders and preparedness officials. Existing plans will be revised in response to post- incident critiques of these drills.

Staff will be offered at least two (2) hours of violence prevention and mental health trainings annually. Additional staff development will take place as needed.

Screening of potential new employees includes:

- Providing a resume'
 - Providing three references
 - Fingerprinting
1. Training of new employees may utilize the New York State Police Safe Schools Program or other similar programs as outlined in the Franklin-Essex-Hamilton BOCES Professional Development Plan.
 2. As of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Section 10-10 of the New York State Education Law.

Implementation of School Security

The world has changed since September 11, 2001. We remain a nation at risk to terrorist attacks and will remain at risk for the foreseeable future. In accordance with this increased risk, the United States Department of Homeland Security has developed the "**National Terrorism Advisory System (NTAS)** " consisting of information specific to the particular threat and will not use a color-coded scale. This new system related the Color-coded homeland Security Advisory System (HSAS) on April 26, 2011. The NTAS alert system will be monitored by placing a "widget" on the FEH BOCES webpage at www.fehb.org This site will be monitored by the Health and Safety Officer. At all threat conditions, we must remain vigilant and prepared.

Therefore, the BOCES will consider and implement, where prudent, the recommended school actions for the current threat level as declared by the Department of Homeland Security. Building-specific plans will include more detailed actions.

In addition to the above, regardless of the threat level, the following security measures are in place at all times.

1. Every door will be accessible as an exit.
2. All external doors will remain locked.
3. A sign at the main entrance (door #1) will prompt visitors to report to the Main office.
4. All visitors will enter through the main door (door #1) through an *external door security* system and be prompted to state name and nature of business.
5. All visitors are required to sign in, stating name, time, date, and purpose of visit; issued a Visitor's Pass and/or escorted by an employee if access is needed to other areas of the building.
6. All inside classroom doors will be locked during instructional hours.
7. Main office and classroom doors will have windows with an unobstructed view of the hallway.
8. Cameras and monitors have been strategically placed for safety and security purposes.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs

- Business and home telephone numbers of key officials of each educational agency

The Building-Level School Safety Teams will insure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. The early warning signs include:
 - Social withdrawal
 - Excessive feelings of isolation
 - Excessive feelings of rejection
 - Being a victim of violence
 - Feelings of being picked on
 - Low school interest and poor academic performance
 - Expression of violence in writings and drawings
 - Uncontrolled anger
 - Patterns of impulsive, chronic hitting and bullying
 - History of discipline problems
 - History of violent and aggressive behavior
 - Intolerance for differences and prejudicial attitudes
 - Alcohol and drug use
 - Affiliation with gangs
 - Inappropriate access/use of firearms
 - Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The District Superintendent will set specific times for the building principal(s), in conjunction with the Franklin-Essex-Hamilton BOCES Professional Development Plan, to organize activities of particular concern.

C. Hazard Identification

BOCES has established procedures in the Building-Level Emergency Response Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan shows the results of this procedure.

SECTION III: RESPONSE

The BOCES uses the Incident Command System model for emergency actions. For BOCES-wide emergencies and emergency planning, the Incident Commander and Chief Emergency Officer will be the District Superintendent. In building-level emergencies, the District Superintendent or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building-Level Emergency Response Plan. Information regarding the Franklin-Essex-Hamilton BOCES Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building-Level Emergency Response Plans.

A. Notification and Activation (Internal and External Communications)

1. Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Emergency Response Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.
2. The BOCES will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The following forms of communication may be utilized:

| | |
|------------------------------|-------------------------------|
| Telephone | Intercom |
| Cellular Phones | BOCES Radio System (Portable) |
| Fax/Email | Local Media |
| Emergency Alert System (EAS) | Website of Burlington NWS |
| Texting | New York Alert |
| | Others As Appropriate |
3. The BOCES will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.

B. Situational Responses

Multi-Hazard Response

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

Emergencies include, but are not limited to:

| | |
|--------------------|-----------------------------------|
| Civil Disturbance | Natural/Weather Related |
| Environmental | School Bus Accident/Breakdown |
| Fire and Explosion | Systems Failure |
| Hazardous Material | Threats of Violence |
| Hostage/Kidnapping | Weapons Found on Property/Student |
| Medical | Others as Deemed Necessary |

Responses to Acts of Violence: Implied or Direct Threats

The BOCES has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of discipline of

those making the threat or committing the act of violence and are listed herein as Appendix 5 of this document. (*see also BOCES Code of Conduct*).

The normal procedures to respond to implied or direct threats of violence act or when the risk for suicide is raised by any peer, teacher, or other staff member that identifies a student as potentially suicidal will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Contact parents or guardians and school officials when a suicidal student is identified
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform District Superintendent/Designee

Response Protocols

The BOCES recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building-Level Emergency Response Plans detail the appropriate response to such emergencies utilizing the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Procedures for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contact with the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance from these agencies.

| | |
|------------------------------------|-------------------------|
| 911 | 911 |
| Essex County Emergency Services | (518) 873-6410 |
| Franklin County Emergency Services | (518) 483-2580 |
| Hamilton County Emergency Services | (518) 548-6223 |
| Malone Village Police | (518) 483-2424 |
| New York State Police | (518) 483-5000/897-2000 |
| Saranac Lake Village Police | (518) 891-4422 |

The BOCES resources, which may be available during an emergency, include the following:

- Red Cross
- Fire Department
- NYS/Village Police
- Private Industry
- Private Individuals

- Citizen Advocates, Inc.
- NYS Department of Environmental Conservation
- NYS Department of Transportation
- NYS Department of Health (518-891-1800)
- Village/Town Official
- State Emergency Management Office (SEMO 518-457-2200)
- Department of Homeland Security (202-282-8000)
- CHEMTREC (800-424-9300)
- Religious Organizations
- Others

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

BOCES Resources Available for Use in an Emergency

The BOCES has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building-Level Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Emergency Response Plans.

Procedures to Coordinate the Use of BOCES Resources and Manpower during Emergencies

The BOCES uses the Incident Command system model for emergency actions. For BOCES-wide emergencies the Incident Commander will be the District Superintendent, or his/her designee. In Building-Level Emergency Response Plans, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Response Plans. Building-Level Incident Command staff is identified in the Building-Level Emergency Response Plans.

Protective Action Options

Depending on the emergency, response actions may include: school cancellation, early dismissal, evacuation and sheltering. Elements to be considered for these actions include:

- School Cancellation
 - Monitor any situation that may warrant a school cancellation – District Superintendent or Designee
 - Make determination – District Superintendent or Designee
 - Contact local media
- Early Dismissal
 - Monitor situation – District Superintendent or Designee
 - If conditions warrant, close school – District Superintendent or Designee
 - Contact component schools to arrange transportation
 - Contact local media to inform parents of early dismissal – incident reporting form
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate BOCES or district personnel until all students have been returned home
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – District Superintendent or Designee
 - Contact component schools to arrange transportation – Designee
 - Clear all evacuation routes and sites prior to evacuation

- Evacuate all staff and students to pre-arranged evacuation sites. BOCES buildings are on ground level so all persons, including all non-ambulatory students, staff and visitors, shall evacuate the building to an alternate location. Nearby staff shall aid non-ambulatory personnel, including students, staff and visitors, in exiting the building. Staffs that are in component school buildings should be aware of that building's procedure for non-ambulatory personnel.
 - Account for all student and staff population. Report any missing staff or students to Building Principal
 - Make determination regarding early dismissal – Designee
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
 - Ensure adult supervision or continued school supervision/security
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate BOCES or district personnel until all students have been returned home
- Sheltering Sites (internal and external)
 - Determine the level of threat – District Superintendent/Incident Commander/Designee
 - Determine location of sheltering depending on nature of incident
 - Account for all students and staff, report any missing staff or students to Designee
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs
 - Take appropriate safety precautions
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
 - Retain appropriate BOCES or district personnel until all students have been returned home

SECTION IV: RECOVERY

A. BOCES Support for Buildings

After a critical incident has occurred, the Franklin-Essex-Hamilton BOCES is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform District Superintendent of nature of the incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma (target population).

Step 4: Assist building administrator in the following areas:

- Arrange staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks.

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrators to plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff, students, and parents.

Step 8: Follow-up plans for ending Crisis Team involvement

- Staff meeting
- Alert staff to important aspects of responses to grief and loss
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs
- Referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The Franklin-Essex-Hamilton BOCES will work closely with local mental health services to:

- Provide services to child(ren) and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of child(ren) and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors which affect the child(ren) and family.
- Provide opportunities for child(ren) and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

APPENDICES

APPENDIX 1:

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

| Building Name | Address | Contact Name | Work Phone Number |
|---|--|---|--|
| Adirondack Educational Center | 711 NYS Route 3 Saranac Lake, NY 12983 | Ernest Witkowski Stephen Shafer Rick Swanston Shaun Lawrence Stacy Vincent Fred Hauck | (518) 483-6420 (518) 483-6420 (518) 891-1330 (518) 483-5230 (518) 483-6420 (315) 779-7053 |
| North Franklin Educational Center | 23 Huskie Lane Malone, NY 12953 | Ernest Witkowski Shawn McMahon Stephen Shafer Shaun Lawrence Stacy Vincent Fred Hauck Wayne Walbridge | (518) 483-6420 (518) 483-5230 (518) 483-6420 (518) 483-6420 (518) 483-6420 (315) 779-7053 (518) 483-5230 |

APPENDIX 2:

Building Risk Determination

| Building | Address | Internal Hazard | External Hazard |
|-----------------------------------|---|------------------------|------------------------|
| Adirondack Educational Center | 711 NYS Route 3 Saranac Lake, NY 12983 | See Below | See Below |
| North Franklin Educational Center | 23 Husky Lane Malone, NY 12953 | | |

Internal Hazards

Civil Disturbance

- Explosive/Bomb Threat
- Hostage
- Intruder
- Kidnapped Person
- Civil Unrest
- Bio-terrorism

Fire and Explosion

- Explosion
- Fire

Systems Failure

- Electrical System Failure
- Fuel Shortage
- Gas Leak
- Heating System Failure (loss of heat)
- Roofing Failure (leak)
- Sewage System Failure
- Structural Failure
- Water System Failure

Medical Emergency

- Allergic Reaction/Bleeding/Blow to the Head
- Broken Bones/Burns/Choking/Diabetic Shock
- Epileptic Convulsions/Shock
- Bites
- Blood/Body Fluid Exposure (infection control)
- Electric Shock
- Epidemic
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Epidemic

Death/Suicide

External Hazards

Natural/Weather Related

- Flood/Mudslide
- Storm/Snow/Ice/Wind/Hurricane
- Thunderstorm
- Tornado

Environmental

- Air Pollution
- Flood/Mudslide
- Hazardous Material Spills/Releases
- Radiological
- Storm/Snow/Ice/Wind/Hurricane
- Extreme Cold/Heat
- Thunderstorm/Lightning Storm
- Tornado
- Toxic Material Spill/Releases
- Water Contamination
- Biological
- Epidemic

Other External Hazards

- Airplane Crash
- School Bus Accident
- Earthquake

APPENDIX 3:

Regulation references

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

APPENDIX 4:

Building-Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building-level plans are filed.

- Adirondack Educational Center – NY State Police, Saranac Lake Police Department
- North Franklin Educational Center – NY State Police, Malone Village Police Department

APPENDIX 5:

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

- Corporal Punishment Policy
- Alcohol and Other Substances Policy
- Child Abuse and Maltreatment Policy & Procedures
- Drug Free Workplace Policy
- Firearms in School Policy
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Policy Against Sex Discrimination and Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights/Age Discrimination Policy
- DASA (Dignity for All Students Act)
- Mental Health

APPENDIX 6:

Agreement Between the Village of Malone and FEH BOCES for NFEC Special Patrol Officer 2019-2020

**AGREEMENT BETWEEN THE
VILLAGE OF MALONE
AND
FRANKLIN-ESSEX-HAMILTON BOCES**

THIS AGREEMENT is made this 21st day of February, 2019 by and between the VILLAGE OF MALONE (hereinafter "VILLAGE") and the FRANKLIN-ESSEX-HAMILTON BOCES (hereinafter "BOCES") as follows:

WHEREAS, the BOCES wishes to retain the services of one SPECIAL PATROL OFFICER (hereinafter referred to as "SPO") to promote the goal of ensuring a caring, safe, respectful, and orderly learning environment in its schools; and

WHEREAS, the BOCES and the VILLAGE desire to establish the scope of duties in this Agreement and the specific terms and conditions of the services to be provided by said SPO in the BOCES:

NOW, THEREFORE, the parties hereto agree as follows:

1.0 GOALS AND OBJECTIVES

The BOCES and the VILLAGE share the following general goals and objectives regarding the SPO in the schools:

- 1.1 Deterrence of delinquent student behavior and promotion of the safety of the students, faculty and administration of the BOCES.
- 1.2 Promotion of effective emergency crisis planning.
- 1.3 Establishment of positive relationships among students, staff and the SPO.
- 1.4 Development of specialty programs specific to areas of study, including but not limited to, court procedures, forensic science, citizenship and character education.

2.0 IMPLEMENTATION AND ASSIGNMENT OF SPECIAL PATROL OFFICER

- 2.1 The SPO shall be an employee or contractor of the VILLAGE and shall be subject to the administration, supervision and control of the VILLAGE, except as such administration, supervision and control is addressed by the terms and conditions of this Agreement. The SPO shall not be an employee of the BOCES. The BOCES and the VILLAGE acknowledge that the SPO shall remain responsive to the chain of command of the VILLAGE.

- 2.2 The relationship of the VILLAGE to the BOCES shall be that of independent contractor and neither party shall be an agent of or otherwise have authority to bind the other party absent express, written consent to do so.
- 2.3 The VILLAGE shall be responsible for the payment of the SPO's salary and benefits. The SPO shall be subject to all other practices and policies of the BOCES, except as such practices or policies are modified to comply with the terms and conditions of this Agreement.
- 2.4 The parties shall use a collaborative process in the hiring and assignment of the SPO. Both parties shall have the right to attend and participate in candidate interviews. The BOCES shall select three finalists from the candidate pool and the VILLAGE shall select the candidate to be assigned after receiving and considering input from the BOCES.
- 2.5 The VILLAGE shall notify the BOCES in writing within one (1) school day of the termination of the services of the SPO assigned to the BOCES. The parties shall meet and confer within two (2) school days of such notice to discuss the replacement of the SPO. The BOCES may refuse the services of a particular replacement SPO and shall provide the VILLAGE with one (1) school days' notice of its intent to do so.
- 2.6 In the event the SPO is absent from work, the SPO shall notify both the supervisor in the VILLAGE and the Principals of the school to which the SPO is assigned on that particular day no later than two hours prior to the SPO's scheduled arrival time.

3.0 PAYMENT TERMS AND DUTY HOURS

- 3.1 The SPO's regular duty shall be 40 hours per week for a total of 177 school days, and the schedule of these hours shall be set by mutual agreement between the BOCES and the VILLAGE. The BOCES may contract for additional service days beyond the required 177 school days at a per diem rate.
- 3.2 The BOCES will pay the VILLAGE the per diem rate of \$172.87 based upon the actual service of each SPO, with a maximum annual amount of \$30,598.82 (inclusive of benefits) paid by the BOCES. Payments shall be made quarterly to the VILLAGE within thirty (30) school days of receipt of a voucher by the BOCES.
- 3.3 From time to time, the SPO may be required to work more than the eight (8) hours of regular scheduled duty in a given day. In such instances, the additional time worked by the SPO shall be credited as "school comp time" or overtime. The choice of either school comp time or overtime shall be at the discretion of the SPO. School comp time may be used to offset days where the SPO is scheduled to work, but does not have to report due to the closing of school. The maximum amount of comp time that may accumulate at any one time is 40

hours. At the end of the school year, any school comp time that has not been utilized by the SPO shall be converted to overtime or carried forward into the next school year based upon the SPO's request.

- 3.4 Any request for overtime must be approved by the Superintendent prior to the work commencing and shall require the signatures of the Building Principals and the Superintendent or Director of Management and Finance.
- 3.5 The SPO's regular duty hours shall be 7:00 a.m. until 3:00 p.m. unless this schedule is modified by mutual agreement between the VILLAGE and the BOCES, or the Principals of the building to which the SPO is assigned on a given day.
- 3.6 Any time spent by the SPO attending court for juvenile and/or criminal cases arising from and/or out of their employment as an SPO shall be considered as hours worked under this Agreement.

4.0 QUALIFICATIONS OF THE SPECIAL PATROL OFFICER

The SPO shall:

- 4.1 Be an active or retired officer from a local, state or federal police agency with a minimum of five years of law enforcement experience;
- 4.2 Possess sufficient knowledge of the applicable Federal and State laws, Town and County ordinances, and Board of Education policies and regulations;
- 4.3 Be capable of conducting in-depth investigations;
- 4.4 Possess even temperament and set a good example for students and staff; and
- 4.5 Possess communication skills that would enable the officer to function effectively within the school environment.

5.0 DUTIES OF THE SPECIAL PATROL OFFICER

- 5.1 The SPO shall assist school administrators in conducting investigations of possible criminal conduct on school grounds and areas adjacent to school grounds, with the goals of establishing a deterrent to delinquent student behavior and promoting the safety of students, faculty and administration.
- 5.2 Consistent with federal and State due process and District policy, the SPO shall assist school administrators in conducting searches which may involve weapons, controlled substances or in situations where a student's emotional state may present a risk of harm to school administrators.
- 5.3 The SPO shall work with school administrators to identify and address safety issues within the school, and assist administrators in emergency crisis planning.

- 5.4 The SPO shall be available to provide training for all school personnel in emergency management procedures.
- 5.5 The SPO shall establish positive relationships with and act as a mentor to students.
- 5.6 The SPO shall act as an instructor for specialized, short-term programs at the BOCES, at the direction of the Principals and/or the faculty.
- 5.7 At the request of the Superintendent, the SPO shall make law enforcement presentations to the BOCES faculty and students.
- 5.8 The SPO shall coordinate all of his/her activities with the Principals and/or their designee, and will seek and receive permission and input from the Principals and/or their designee prior to enacting any program within the School.
- 5.9 The SPO shall encourage individual and small group discussions among students, based upon material presented in class to further establish a rapport with the students.
- 5.10 In consultation with the Principals, the SPO shall make himself/herself available for conferences with students, parents and faculty members to assist them with problems they may have interfacing with the VILLAGE POLICE, crime prevention and other such law enforcement related matters.
- 5.11 The SPO shall assist the Superintendent and principals in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on campus or during school sponsored events.
- 5.12 The SPO shall, at all times, enforce all applicable federal, state and local laws. Those matters, as solely determined by the SPO, not reaching the threshold of violations, offenses and/or crimes as defined by federal, State or local law, shall be referred to the BOCES administration and security personnel. Should it become necessary to conduct formal police activities involving a student, the SPO shall adhere to all applicable federal, State and local laws and BOCES policy, provided that the BOCES policy does not contravene such laws.
- 5.13 The SPO shall not act as disciplinarian of the BOCES, but shall enforce the law as required by applicable federal, State and local law. The SPO shall make the Superintendent and principals aware of such action, within twenty-four (24) hours of such action transpiring. When the SPO needs to request additional VILLAGE POLICE assistance, he/she will notify the Principal as soon as practicable.
- 5.14 The BOCES will periodically advise the SPO of non-campus investigations relating to runaways who attend the BOCES.

- 5.15 The SPO shall maintain detailed and accurate records of his/her operations, and shall make them available to the Principals and Superintendent, within a reasonable time after a request for such records has been made.
- 5.16 The SPO may be requested to assist the school administration to enforce the compulsory education law.
- 5.17 The SPO shall perform such other duties as to which the parties may agree from time to time.

6.0 CHAIN OF COMMAND

- 6.1 The SPO shall follow the chain of command as established by the VILLAGE Policies and Procedure Manual, except where such procedures conflict with the policies of the Board of Education of the BOCES. It is expressly recognized and acknowledged by the BOCES that policies of the Board of Education cannot supersede the SPO's duty to act in accordance with State and federal law.
- 6.2 In the performance of the duties described herein, the SPO shall regularly coordinate and communicate with the Principal or the Principals' designee of the school to which they are assigned. The Principal or designee shall contact the SPO Supervisor assigned by the VILLAGE for such purpose in the event of any question regarding the performance of duties by an SPO.

7.0 TRAINING

The BOCES and the VILLAGE shall provide training for the SPO in Board of Education policies, regulations and procedures, including the Code of Conduct for students and others, and the programs and practices of the BOCES regarding student discipline. Such training shall take place no later than thirty (30) school days after the opening of school in September 2019.

8.0 DRESS CODE

The parties shall confer and agree regarding the SPO's attire while on duty.

9.0 SUPPLIES AND EQUIPMENT

- 9.1 Motor Vehicles. The BOCES shall make a vehicle available for the SPO's use in discharging his official duties.
- 9.2 Other Equipment. The VILLAGE shall provide a firearm and other necessary police equipment for use by the SPO in the discharge of his official duties.

- 9.3 Office and Supplies. The SPO shall be provided a private office within the school that is accessible by the students. The SPO shall also be provided access to a computer, printer and a communication device. The BOCES shall also provide the SPO with the usual and customary office supplies and forms required in the performance of his or her duties.

10.0 ACCESS TO EDUCATION RECORDS

- 10.1 If confidential information in a student's record is sought by the SPO, but no emergency situation exists, the information may be released to the SPO only upon the issuance of a search warrant or subpoena to produce the records, or as may otherwise comply with the Family Educational Rights and Privacy Act (FERPA).
- 10.2 If confidential information in a student's record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SPO that information which is needed to respond to the emergency situation based upon: the seriousness of the threat to someone's health or safety, the need of the information to meet the emergency situation, and the extent to which time is of the essence.
- 10.3 Pursuant to FERPA, the BOCES hereby designates the SPO as the District's "law enforcement unit" for the purpose of enforcing any federal, State or local law and maintaining the physical security and safety of the schools to which they are assigned, and as such shall have access to student education records as appropriate in order to carry out their SPO duties.

11.0 TERM OF AGREEMENT

The term of this Agreement is one year, commencing September 1, 2019 and ending on June 30, 2020. The Agreement may be renewed and extended annually by the written agreement of both the BOCES and the VILLAGE. Written notice of intent to extend the Agreement must be sent by each party no later than June 1st of the current year.

12.0 INSURANCE AND INDEMNIFICATION

- 12.1 The VILLAGE, at its sole expense, shall procure and maintain such policies of commercial general liability, malpractice and other insurance as shall be necessary to insure the VILLAGE and the BOCES, including the Board of Education, employees and volunteers, as additional insured, against any claim for liability, personal injury, or death occasioned directly or indirectly by the VILLAGE in connection with the performance of the SPO's responsibilities under this Agreement; each such policy shall provide a minimum coverage of One Million Dollars (\$1,000,000.00) per occurrence subject to an annual aggregate of Three Million Dollars (\$3,000,000).

- a. The insurance is to be underwritten by a licensed and/or admitted New York State Insurer with a minimum Bests rating of A-minus.
- b. In the event any of the aforementioned insurance policies are cancelled or not renewed, the VILLAGE shall notify the District in writing within thirty (30) days of such cancellation or non-renewal.
- c. Upon the execution of this Agreement, the VILLAGE will supply the BOCES with a Certificate of Insurance including the BOCES, Board of Education, Employees and Volunteers as Additional Insured, a copy of the Declaration pages of the policies, and a copy of the additional insured endorsement.

12.2 BOCES Responsibilities:

- a. The BOCES shall be solely responsible for and shall indemnify, defend and hold harmless the VILLAGE and its officers, employees, and agents (the "Indemnified Parties") from and against any and all liabilities, losses, costs, expenses (including, without limitation, reasonable attorneys' fees and disbursements) and damages ("Losses"), arising out of or in connection with any acts or omissions of the BOCES and/or the BOCES officers, employees, and agents, regardless of whether taken pursuant to or authorized by this Agreement and regardless of whether due to negligence, fault, or default, including Losses in connection with any threatened investigation, litigation or other proceeding or preparing a defense to or prosecuting the same.
- b. The BOCES shall, upon the VILLAGE's demand, promptly and diligently defend, at the BOCES sole risk and expense, any and all suits, actions, or proceedings which may be brought or instituted against one or more Indemnified Parties for which the BOCES has an obligation to provide a defense and the BOCES shall pay and satisfy any judgment, decree, loss or settlement in connection therewith.
- c. The BOCES shall, and shall cause the BOCES officers, employees, and agents, to cooperate with the VILLAGE in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.

12.3 VILLAGE Responsibilities:

- a. The VILLAGE shall be solely responsible for and shall indemnify, defend and hold harmless the BOCES and its officers, employees, and agents (the "Indemnified Parties") from and against any and all liabilities, losses, costs, expenses (including, without limitation, reasonable attorneys' fees and disbursements) and damages ("Losses"), arising out of or in connection with any acts or omissions of the VILLAGE and/or the VILLAGE's officers, employees, and agents, regardless of whether taken pursuant to or authorized by this Agreement and regardless of

whether due to negligence, fault, or default, including Losses in connection with any threatened investigation, litigation or other proceeding or preparing a defense to or prosecuting the same.

b. The VILLAGE shall, upon the BOCES demand, promptly and diligently defend, at the VILLAGE's sole risk and expense, any and all suits, actions, or proceedings which may be brought or instituted against one or more Indemnified Parties for which the VILLAGE has an obligation to provide a defense and the VILLAGE shall pay and satisfy any judgment, decree, loss or settlement in connection therewith.

c. The VILLAGE shall, and shall cause the VILLAGE's officers, employees, and agents, to cooperate with the BOCES in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.

12.4 The provisions of this Section shall survive the termination and/or expiration of this Agreement.

13.0 EVALUATION

It is mutually agreed that the BOCES shall annually evaluate the SPO Program and the parties agree that an exchange of data related to the SPO's performance shall be a part of the annual evaluation process.

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

FRANKLIN-ESSEX-HAMILTON BOCES

BY:


Stephen T. Shafer, District Superintendent

VILLAGE OF MALONE

BY:


Joseph Riccio, Mayor

Adopted by Board of Education June 21, 2001
Revised by Board of Education August 15, 2013
Revised by Board of Education August 21, 2014
Revised by Board of Education August 20, 2015
Revised by Board of Education September 15, 2016
Revised by Board of Education September 21, 2017
Revised by Board of Education March 21, 2019
Revised by Board of Education August 22, 2019