

TO: South Lewis Board of Education

FROM: Barry Yette, District Clerk

RE: Results of 5/17/22 Election



Proposition 1- 2022-23 Annual Budget

Ayes 179

Noes 71

Proposition 2- Three School Bus purchase

Ayes 187

Noes 63

Proposition 3- Establish \$5,000,000 Capital Reserve

Ayes 164

Noes 86

2 available Board of Education seats

Andrew Liendecker 172*

Dawn Ludovici 166*

Sarah Mettot 125

*elected

**SOUTH LEWIS CENTRAL SCHOOL
PROJECT SAVE
(Safe Schools Against Violence in Education)
DISTRICT-WIDE SCHOOL SAFETY PLAN
Commissioner's Regulation 155.17**

Revised October 1, 2020
Revised August 1, 2021
Revised June 1, 2022

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and man-made 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 and its schools.

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

**SECTION I: GENERAL CONSIDERATIONS AND PLANNING PREVENTION
GUIDELINES**

A. Purpose

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

B. Identification of School Teams

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

Position	Name
Board Of Education Representative	Board of Education President
Administration Representative	Present Administrators
Teacher Representative	Teachers' Association President or Co-Presidents
Parent Organization Representative	Parent Teacher Organization President
Student Representative	No Student Representative Appointed
Other School Personnel	Supervisor of Buildings and Grounds School Nurse. School Resource Officer

C. Concept of Operations

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

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The School Board may adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING & RISK REDUCTION

A. Identification of sites of potential emergency

The District has established procedures 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.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-Level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency. See Appendix 9 for general response protocols and Appendix 10 for Protective Action Options.

The incident Commander will call the Sheriff @ 376-3511 (or 911 after activated) as needed.

Emergencies include but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building-Level School Safety Team	

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

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

During an emergency, the District has the following resources available:

Equipment	Location
Defibrillator(s)	Instructional Buildings / Athletic fields
Smoke detectors	Fire department - via 911
Emergency lighting	Each building
Portable fire extinguishers	Each building and each bus
Spill cleanup/absorbent materials	Science labs/Custodial department
First aid supplies	Each building - nurses office

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

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

The District uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be the Superintendent of Schools or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander until the Superintendent or his/her designee arrives. 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 Plans.

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Commander will utilize these resources in accordance with the Incident Command System as deemed appropriate.

See Incident Command System Position and Description chart. (Appendix 12)

Specific procedures, policies, persons, phone numbers, and training are located in the Building Level plans. The Incident Commander will contact 9-1-1 or 315-376-3511 for advice and assistance when needed.

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

The District will conduct annual training for both staff and students in school safety issues. The District Director of Curriculum and Instruction and Jefferson-Lewis BOCES Health, Safety and Facilities Coordinator will coordinate training. Training may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

See Appendix 3

Drills and other exercises will 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.

F. Staff development

- All candidates applying for teacher certification will have completed two hours of training in the identification and reporting of suspected child abuse and maltreatment.
- All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence and intervention prior to that application.

- All candidates applying for teacher certification as of December 31, 2013 will have completed 6 hours of DASA training in accordance with Article 2, Section 10-18 of the Education Law.
- Staff development with respect to school violence prevention, intervention, and response will be included in professional development plans.
- School violence prevention and intervention training for all staff will be included annually in a superintendent's conference day or other appropriate time.

School Administration will be responsible for implementing instructional staff development programs.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 4 of this document (see also district Code of Conduct.)

The district provides information to students, parents, and staff through the use of newsletters, mailings, handouts, and pamphlets.

The Incident Commander will, based on the situation, determine the appropriate steps to be taken. These may include, but are not limited to, lock-down, search, evacuation, or contacting 9-1-1 or 315-376-3511.

Specific steps are outlined in the Building Level Plans. The Incident Commander will monitor the incident; adjust their response as appropriate during the incident, and work to protect students and staff.

Specific policies are listed in Appendix 4, the Code of Conduct, and Student Handbook. Response protocols are outlined in Appendix 9.

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

Law enforcement officials will be contacted by the Incident Commander in line with the Building Level Emergency Response Plan and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. Appendix 8 includes a table listing the closest response agencies with contact names and numbers for use in non-emergency situations.

Policies – Appendix 4.

The specific procedures are outlined in the Building Level plans.

The district has considered zero tolerance policies and has determined it will adopt them. Punishment will be judged on a case-by-case basis, Code of Conduct, and other district policies.

C. Appropriate responses to emergencies

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

The district has developed specific procedures for responding to bomb threats, hostage taking, intrusions, and kidnappings.

Lockdowns, evacuations, and contacting local law enforcement through the Incident Command Structure will be used. Specific steps are found in the Building Level plans.

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

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

The district has plans and procedures to contact parents and guardians through the use of telephones, radio stations, intercom, fax, emergency alert systems, E-mail, television, and written communications. Specific procedures are outlined in the Building Level Plan to handle early dismissals, evacuation, and sheltering. Contact phone numbers are listed in the phone directory found in the Building Specific Plans (in the school office). See Appendix 11 for general procedure.

SECTION IV: COMMUNICATION WITH OTHERS & RECOVERY

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

During emergencies, local government agency support, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agency services.

The district will use the Incident Command System and follow the related protocols. The district has developed relationships with local police, fire, and emergency management personnel.

For Incident Command System (ICS) – see Appendix 12.

The Incident Commander will contact 9-1-1 or 315-376-3511 to obtain any assistance or advice.

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

During emergencies, school officials should communicate with the County Emergency Management Coordinator to obtain advice and assistance.

The Incident Commander, based on the actual Article 2-B situation, will contact the emergency management office for guidance by calling 9-1-1 or 315-376-3511.

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

The District 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. See Appendix 1 for a listing of Local Educational Agencies.

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

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

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

The Building Level School Safety Teams will insure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and or/security devices or procedures.

The South Lewis Central School District utilizes visitor identification passes, sign-in procedures, single point of access, security cameras, reference checks and fingerprinting according to SAVE requirements for all staff.

Information on staff and student numbers and phone numbers are located in the Building Level Plan.

B. Policies and procedures for the dissemination of informative materials

The District recognizes that the most current data caution against profiling students who have the potential for violence. However, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors. The District may disseminate violence prevention information to parents, students and staff via newsletter, mailings, handouts or meetings as appropriate.

The South Lewis Central School District is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff.

C. Prevention and intervention strategies

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

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations
- Non-violent conflict resolution training programs
- Peer mediation programs and youth courts
- Extended day and other school safety programs
- Counseling
- Character Education

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

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District is participating in programs in the following areas:

- Youth-run programs
- Peer mediation
- Conflict resolution
- Mentor for students concerned with bullying or violence
- Reporting mechanisms for school violence
- Others based on district need

E. Description of duties and required training of Student Mediator and other school safety personnel

The District currently employs a Student Mediator. Job descriptions and training requirements are located in the personnel office. (See Appendix 7)

SECTION VI: PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN

This Public Health Emergency Continuation of Operations Plan has been developed in accordance with NYS Legislation S.8617-B/A.10832 amending subdivision 2 of Section 2801-a of New York Education Law.

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) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide PPE to each essential employee during any given 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 Lewis County Public 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:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Lewis County Public Health, 7785 N. State Street, Suite 2, Lowville, NY 13367.
 - Public Health Consultation and Immediate Reporting: 315-376-5453
 - *Coronavirus Hotline: 888-364-3065*
- Lewis County Public Health may monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools, Douglas Premo, 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 technology director will also be an important Team member. The Business Administrator, Building and Grounds Supervisor, Food Service Manager, Transportation Supervisor, Public Information Officer and Curriculum Coordinator 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 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.

This Public Health Emergency Continuation of Operations Plan has been developed with input from the South Lewis Teachers' Association and South Lewis School Related Personnel as required by New York State Labor Law Section 27-C.

The Plan addresses the required components in the sections as noted below:

- A list and description of positions and titles considered essential with justification for that determination.
- The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.

- 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.
- 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.
- 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.
- 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.
- 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.

(1) ESSENTIAL SCHOOL POSITIONS AND TITLES

In the event of a declared public health emergency involving a communicable disease, the District must ensure that essential functions are continued without disruption.

The District has developed a list and description of positions and titles considered essential in the event of a state ordered reduction of in-person workforce, as well as a justification for such consideration for those positions that would be required to be on-site or in district to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

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).

Human Resources Essential Positions (Example Table)		
Title	Description	Justification

A worksheet has been completed for each department and is attached as **Appendix A**, Essential Employee Worksheets.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Through assigning certain staff to work remotely and by staggering work shifts, the District can decrease crowding and density on site or in district. Non-essential employees able to

accomplish their functions remotely will be enabled to do so to the greatest extent possible. Working remotely requires:

- Identification of staff who will work remotely,
- Assignment of remote work, and
- Identifying the resources necessary in order for the staff to work remotely.

Ensure Digital Equity for Employees

- **Mobile Devices:**
 - District employees who require devices in order to maintain operational functions as well as instructional services will be provided with a computing device to be utilized for remote work.
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Staff have been surveyed in order to determine reliable internet access in their place of residence. Those who do not have reliable internet that will enable remote work will be assessed on a case by case basis to determine if they will require District provided internet access.
 - 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. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

To the extent practicable, essential staff may be assigned to remote work for part of their work week to reduce exposures.

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

Depending on the exact nature of the communicable disease and its impact, South Lewis Central School 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.
- 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.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from Lewis County Public 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 Office with the alternate at the specific building affected and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

ICS Role	Name	Title	Phone Number
Incident Commander	Douglas Premo	Superintendent	315-348-2508
Public Information Officer	Douglas Premo	Superintendent	315-348-2508
Liaison Officer	Chad Luther, Judith Duppert, Christine Sobel or Christopher Villiere	Building Principal	315-348-2500
Safety Officer	Barry Yette	Business Admin	315-348-2503

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.

- The school district has designated a Public Health Emergency 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 communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding any communicable disease public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Public Health Emergency Coordinator/Administrator</i>	<i>Contact #</i>
High School	Chad Luther – Principal	315-348-2520
Middle School	Judith Duppert - Principal	315-348-2570
South Lewis Elementary	Christine Sobel – Principal	315-348-2600
	Christopher Villiere – Principal	

- 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), Douglas Premo, Superintendent of Schools, 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 Technology Director 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 will utilize Peachjar, SchoolMessenger, email, telephone and other communication methods as appropriate. We have tested/exercised our communication systems throughout the school year.

- 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 of Schools – Douglas Premo**
 - Business Administrator – Barry Yette**
 - Building and Grounds Supervisor – Richard Poniktera**
 - Transportation Supervisor – Andrew Krokowski**
 - Food Service Manager – Steven Fuller**
 - 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.
 - The Business Office is essential for maintaining overall function and facilities operation. We have also established the ability to maintain these essential functions off-site from remote locations as follows: The Business Office financial software is cloud-based and may be accessed by all employees involved with the essential functions via a secure internet connection. A VPN has been designated for the Business Administrator. Technology devices will be deployed for remote work as deemed necessary.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Building and Grounds Supervisor or back-up designee will keep the business office informed of such status and determine the appropriate staffing level in order for District buildings to be maintained. Teachers may be asked to assist in cleaning classrooms between student groups. If necessary, the District may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. *At no time will products not approved by the school district be utilized.*
- 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:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings, etc.

We have obtained input from curriculum and instructional technology staff in development of these strategies.

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

PPE & Face Covering Availability:

- 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.
- Teach and reinforce use of face coverings among all staff.
- We have authorized all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. 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 Business Administrator will work with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

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 Lewis County Public 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 Technology Director 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 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 Building and Grounds Supervisor will meet with staff and monitor ability to maintain essential function. Sanitizing procedures will be reviewed with teachers. The Building and Grounds Supervisor will work closely with the Business Administrator or designee to implement different phases of the Plan as necessary.
- 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 and District Superintendent at Jefferson-Lewis BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Communicable Disease Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission.

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 a communicable disease, 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 a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.

Return to School After Illness:

Schools must follow any CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease.

Staff Absenteeism

- Instructional staff will call their building principal 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 District Office 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

- The Superintendent of Schools will handle medical any communicable disease accommodations. Requests for communicable disease accommodations should be sent in writing to the Superintendent of Schools.

New York State Contact Tracing Program

If a student or staff member tests positive for a communicable disease, the New York State Contact Tracing Program may be implemented.

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:

South Lewis Central School 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 a communicable 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.

Upon request, the Building and Grounds Supervisor 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.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer 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 the Building and Grounds Department.
- South Lewis Central School 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.

(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: The Edge Hotel (866-348-4211).

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, Building and Grounds Supervisor, and Curriculum Coordinator 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.

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.



APPENDICES

APPENDIX A - 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.

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	District Leadership	On-site district-wide oversight and leadership	7:00 AM – 3:00 PM	
Building/Grounds Supervisor	Supervisor of Custodial/Cleaning Staff	Custodians and Cleaners must be supervised in their work regardless of education program	7:00 AM – 3:00 PM	
Cleaners and Custodians	Cleaning and Repairs	On-going cleaning and repairs as needed	7:00 AM – 3:00 PM	
Maintenance	Building Maintenance	Oversight of building systems and immediate response to issues	7:00 AM – 3:00 PM	
Building Principals	Building Leadership	On-site building oversight and leadership	7:00 AM – 3:00 PM	
Keyboard Specialists	Office Support	Answer Phones and operate the office with principals	7:00 AM – 3:00 PM	
IT Director	Technology	Oversight of all technology functions	7:00 AM – 3:00 PM	
Food Service Manager	Meal Services	Meal delivery and/or pick-up	7:00 AM – 3:00 PM	
Food Service, Cook, Baker	Meal Services	Meal Preparation	7:00 AM – 3:00 PM	
Transportation Supervisor	Transportation Support	Organization of any needed transportation needs	7:00 AM – 3:00 PM	
Mechanics	Fleet Maintenance	Maintenance of transportation fleet	7:00 AM – 3:00 PM	
Bus Drivers	Transportation Needs	Transportation, delivery, pick-up needs	7:00 AM – 3:00 PM	
Business Administrator	Financial	On-going needs for financial systems to operate	7:00 AM – 3:00 PM	

Treasurer & Account Clerks	Financial	Payroll and other financial system operations	7:00 AM – 3:00 PM	
Safety Monitor/Aide	Visitor Management	Management of visitors	7:00 AM – 3:00 PM	
Nurses	Health and Wellness	Health and medical support for on-site staff	7:00 AM – 3:00 PM	
Curriculum/Data Coordinator	System Collaboration	Coordination of all systems within the district (financial, student management, communications, etc.)	7:00 AM – 3:00 PM	

Appendix 1:

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

ELEMENTARY, MIDDLE & HIGH SCHOOL

ADDRESS	CONTACT	PHONE #S
4264 East Road, Turin	Christopher Villiere, ES	ES (315) 348-2600
	Christine Sobel, ES	
	Judy Duppert, MS	MS (315) 348-2570
	Chad Luther, HS	HS (315) 348-2520

LOCAL EDUCATIONAL AGENCIES

Howard Sackett Technical Center (BOCES), Glenfield	315-377-7300
Boak Educational Center (ACES), Lowville	315-377-7365
Lewis County Head Start	315-376-7365
River Valley Mennonite School	315-493-0187
Beaver River Central School	315-346-1211
Copenhagen Central School	315-688-4411
Adirondack Central School	315-942-9250
Lowville Academy and Central School	315-376-9000
Harrisville Central School	315-543-2707
Hand in Hand Early Childhood Center	315-376-9414

Appendix 2:
Building Risk Determination
 Buildings & Surrounding Areas

All school buildings	Playground areas
Properties adjacent to schools	On and off-site athletic fields
Buses	Off-site field trips

BUILDING	Phone #	LOCATION	Principal
South Lewis Elementary	315-348-2600	Turin, NY	Christopher Villiere and Christine Sobel
Middle School	315-348-2570	Turin, NY	Judy Duppert
High School	315-348-2520	Turin, NY	Chad Luther

Internal Hazards

Civil Disturbance

- Bomb threat
- Hostage
- Intruder
- Kidnapped person
- Civil unrest
- Anthrax (bio-terrorism)

Fire and Explosion

- Explosion
- spills/releases
- 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

Death/suicide

External Hazards

Weather Related

- Flood/mudslide
- Storm/snow/ice/wind/hurricane
- Thunderstorm
- Tornado

Environmental Problems

- Air pollution
- Flood/mudslide
- Hazardous material

- Radiological incident
- Storm/snow/ice/wind/hurricane
- Extreme cold/heat
- Thunderstorm/lightning storm
- Tornado
- Toxic material spill/releases
- Water contamination

Other External Hazards

- Airplane crash
- School bus accident
- Earthquake
- Railroad Crossings
- Lyons Falls Mill

RISK PROBABILITY CHECKLIST

	YES	NO	COMMENT
1. Has your region ever been short of water due to drought conditions? Natural Hazard: Drought and Extreme Heat			
2. Have you ever felt an earthquake tremor while in your community? Natural Hazard: Earthquake			
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire			
4. Have forest fires ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire			
5. Do you live in a state having great or moderate risk from landslides occurring? Natural Hazard: Landslide			
6. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow			
7. Has your community ever experienced a winter storm ? Natural Hazard: Winter Storms and Blizzards			
8. Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards			
9. Is your community in an area visited by thirty or more thunderstorms per year? Natural Hazard: Severe Thunderstorms			
10. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane			
11. Has your state ever been crossed by the path of a hurricane ? Natural Hazard: Hurricane			
12. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods			
13. Have floods or flash floods ever affected your home or community? Natural Hazard: Floods and Flash Floods			
14. Do tornadoes present a major or moderate risk to your region? Natural Hazard: Tornado			
15. Do you live in a western state that has been or might be affected by ashfall from a volcanic eruption ? Natural Hazard: Volcanic Hazard			
16. Are there any factories, warehouses, or disposal areas near your community, which produce or use toxic chemicals or other hazardous materials ? Technological Hazard: Hazardous Materials			
17. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident			
18. Have major transportation accidents ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident			
19. Is your district within a fifty-mile radius of a nuclear power facility ? Technological Hazard: Radiological Incident			
20. Are there any radioactive waste dump sites in your state? Technological Hazard: Radiological Incident			
21. Are there any man-made dams built along the river nearest your district? Technological Hazard: Dam Disaster			

Appendix 3:

TRAINING

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of building system. The procedures will be explained and practiced in a variety of ways including Evacuation drills; live drill; and Emergency Management Team exercise.

When appropriate, and at the discretion of the District-wide Team, the District will coordinate drills and/or exercises with local and county emergency response and preparedness officials. Drills will be evaluated by post-drill debriefing or written evaluation. Plans will be modified as a result of these evaluations. The following training, drills and/or exercises will be conducted annually:

Date	Description of drill or exercise
Spring/Fall	Evacuation Drill – Students and Staff
As required by law	Fire & Lockdown Drills – Students and Staff
Annual	Right-to-Know – Staff
Annual	Blood-borne Pathogens – Staff
Annual	Violence Prevention - Staff

Appendix 4: **SAFETY/SECURITY POLICIES**

Refer to the South Lewis Central School Board Policy Book sections:

- 6110 Code of Ethics
- 6151 Drug Free Workplace Policy
- 5741 Drug and Alcohol Testing
- 6150 Alcohol, Drugs, and other Substances
- 7530 Child Abuse by District Personnel
- 6195 Health and Safety: Operation of vehicles owned by the District
- 7590 Student Dismissal Precautions
- 7311 Loss or destruction of District Property
- 3410 Code of Conduct
- 7312 In-School Suspension
- 7312 Student Suspension
- 7312 Student Conduct: Guide to Legal Search and Seizure
- 7313 Student Conduct: Massive Demonstrations on School Property
- 7314 Student Due Process Rights
- 7312 Corporal Punishment Complaints
- 7591 Student Safety
- 7330 Weapons in school and the Gun-Free Schools Act
- 7312 Safety: The Police and the School
- 7530 Child Abuse and Maltreatment
- 7320 Drug and Alcohol Abuse
- 7340 Bus rules and regulations
- 5730 School bus safety program
- 7311 Loss or destruction of District Property
- 5680 Safety and Security
- 5681 School Safety Plans
- 3510 School Closings
- 7520 Accidents and Medical Emergencies

Appendix 5:

Those with questions on this document are referred to the following State regulations:

- 155.17
- Executive Law 2B

Appendix 6:

Policy (and policy number) regarding building security, school safety officers, and dissemination of informative materials

- 1510 Board of Education Meetings
- 1610 Annual District Meeting/Budget Vote Policy
- 1410 Policy and Administrative Regulations
- 6110 Code of Ethics
- 6151 Drug Free Workplace Policy
- 5741 Drug and Alcohol Testing
- 6150 Alcohol, Drugs, and other Substances
- 7530 Child Abuse by District Personnel
- 7590 Student Dismissal Precautions
- 7311 Loss or destruction of District Property
- 3410 Code of Conduct
- 7312 In-School Suspension
- 7312 Student Suspension
- 7312 Student Conduct: Guide to Legal Search and Seizure
- 7313 Student Conduct: Massive Demonstrations on School Property
- 7314 Student Due Process Rights
- 7312 Corporal Punishment Complaints
- 7591 Student Safety
- 7330 Weapons in school and Gun-Free Schools Act
- 7312 Safety: The Police and the School
- 7530 Child Abuse and Maltreatment
- 7320 Drug and Alcohol Abuse
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BUILDING	Phone #	LOCATION	Principal
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Middle School	315-348-2570	Turin, NY	Judy Duppert
High School	315-348-2520	Turin, NY	Chad Luther
Howard G. Sackett Center	315-377-7300	Glenfield, NY	Mallory Douglas
Lowville Academy	315-376-9000	Lowville, NY	Rebecca Dunckel-King

Appendix 7:

Description of duties and required training of Student Mediator and other school safety personnel

Student Mediator

Goal:

Provide a safe and orderly school environment by utilizing conflict resolution/peer mediation strategies in communicating with students, administrators, teachers, parents, law enforcement and the community. Utilize basic level discipline strategies to reduce discipline issues.

Roles and Responsibilities:

Assist teachers and administrators in the supervision of students including supervision while changing classes, maintain quiet and orderly hallways during classes, direct and assist visitors to appropriate offices, assure that students and visitors have appropriate documentation.

De-escalate situations that have the potential to become a problem. Be visible throughout the school. Be present in and around the building including hallways, locker rooms, cafeteria, auditorium, bathrooms, parking lots, buses, and at after-school activities. Deal with issues such as truancy, potential altercations between students and/or students and teachers, and situations involving bullying. Eliminate minor disturbances before they become major problems.

Investigate disciplinary situations such as truancy, theft, bullying, fights, property damage, use of illegal substances, and any infractions of the school policy and/or Code of Conduct. Each investigation involves communicating with all persons necessary including principals, students, parents, victims, witnesses, and law enforcement agencies.

Implement Mediation and Conflict Resolution solutions by taking appropriate mediation and conflict resolution measures. Administration is informed (involved) in the entire process. The solution may be as simple as communicating with all parties including but not limited to students, parents, teachers, school guidance counselors, drug and alcohol counselors, school psychologists, and/or law enforcement. Follow-up is required on student resolution/mediation to determine if the solution is working and successful.

Assist students in coping with peer pressure and daily problems. Be available to students to discuss situations. Keep open lines of communication with students, parents, staff, and administration to maintain safe schools by resolving problems before they arise.

Know and enforce school policies and rules in a fair and consistent manner while maintaining a climate of mutual trust.

Work with the administration, reporting information to them on investigations, student discipline issues and other daily activities.

Maintain communication with parents of students involved in mediation issues. The goal is to resolve disputes early and with minimum disruption to student learning and teacher instruction.

Fulfill other duties as assigned by administration.

Requirements:

Requirements include Teacher Assistant Certification, Peer Mediation/Conflict Resolution Training, CPR/First Aid certification, Restraint Training. Experience preferred.

Appendix 8:

Closest Response Agencies

In an emergency, dial 911. They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

EMERGENCY TELEPHONE NUMBERS

AGENCY	TELEPHONE NUMBER
ALL EMERGENCIES	911
Lowville Barracks – New York State Police	315-376-6513
Lewis County Sheriff	315-376-3511
Lewis County Fire Management	315-376-2511
Lewis County Emergency Services	315-376-5303
3G Fire Hall	315-376-2135
Lewis County Search & Rescue	911 or 315-376-7711

Appendix 9:

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the confidential Building-Level Plans. The following protocols are provided as examples:

- 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

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Building-Level Plan includes specifics to potential emergency situations that would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Superintendent of implied or direct threat.
- Determine level of threat with Superintendent/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, including the possible use of the Emergency Response Team.

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-Level Plans. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact law enforcement.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Appendix 10:

Protective Action Options

The following general actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
- Early dismissal
- Hold-in-Place
- Evacuation
- Lockout
- Shelter-in-Place/Lockdown

School Cancellation

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact Local Media

Early Dismissal

- Monitor situation
- If conditions warrant, close school
- Contact Transportation Director to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries
- Retain appropriate district personnel until all students have been returned home

Hold-in-Place

- Identify area of building needing such response
- Clear area affected
- Contact needed departments and possible outside agencies

Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

- Determine the level of threat
- Contact Transportation Director to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Account for all student and staff population. Report any missing staff or students to the principal/program administrator.
- Make determination regarding early dismissal; Contact local media to inform parents of early dismissal if implemented
- Ensure adult supervision or continued school supervision/security
- Establish a public information center to provide information and current status of the situation to parents, affected school districts and other inquiring parties.
- Retain appropriate district personnel until all students have been returned home

Sheltering/Lockdown (internal and external)

- Determine the level of threat
- Determine location of sheltering depending on nature of incident and if threat not imminent
- Initiate building Lockdown procedure, e.g. close/lock doors if threat imminent
- Account for all students and staff. Report any missing staff or students to the principal/program administrator

- Determine other occupants of the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information center to provide information and current status of the situation to parents, affected school districts, and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

Appendix 11

Notification and Activation (Internal and External Communications)

In the event of a violent incident, the Superintendent of Schools/Designee will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact that law enforcement agencies is included in the appendix of each Building-Level Emergency Response Plan.

The Superintendent will notify all educational facilities within the district in the event of an emergency by use of telephone, fax, email or other appropriate communication. See Appendix 1.

In the event of a disaster or an act of violence, the South Lewis Central School Superintendent, or his/her designee, will be notified as appropriate. In the event of certain weather emergencies, the NOAA weather radio emergency alert system may be use to receive information.

Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media including television channels and radio stations.

MEDIA INFORMATION

Radio	Radio	TV
WCIZ 93	WBDR 106.7	WSTM 3
WYYY 94	WSYR 570	WWNY 7
WKLL 94.9	WTNY 790	WSYR 9
WODZ 96.1	WBRV 900	YNN 10
WOUR 96.9	WIBX 950	WUTR 20
WFRY 97.5	WRUN 1150	WNYF 28
WLZW 98.7	WIXT 1230	WWTI 50
WOTT 100.7	WANT 1240	
WLLG 101.3	WTLB 1310	
WTOJ 103.1	WRNY 1350	
WTOJ 104.3		

Appendix 12:

District Organization organized by NIIMS ICS,
including ICS Position Description

Position & Description

Incident Commander (IC) Superintendent or Business Administrator	Responsible for emergency/ disaster operations and shall remain at the command post to observe and direct all operations.
Deputy Incident Commander Business Administrator or High School Principal	Assists the IC with the management of the emergency/disaster. Assumes the role of the IC if required and fulfills the responsibility until relieved.
Operations School Resource Officer or Middle School Principal	Manages/directs the response to the incident.
Logistics Supervisor of Buildings and Grounds	Provides facilities, services, personnel, equipment and materials to support the incident.
Planning & Intel. Business Administrator or School Resource Officer	Collects, evaluates and documents information about the development of the incident.
Admin./Finance Business Administrator	Provides financial tracking, procure- ment, and cost analysis related to the incident.
Public Information Officer (PIO) Superintendent or School Resource Officer	Acts as the official spokesperson for the district.
Safety Officer County Emergency Management Coordinator or School Resource Officer	Ensures that all activities are conduct- ed in as safe manner as possible under the circumstances which exist. The safety officer can enact emergen- cy authority and override the decision of the IC.
Agency Liaison Director of Curriculum	Contact person for responding agencies.
Log/Scribe Building Office Secretary	Documents all activities of the Command Post. Maintains all information/documents of the ICT.

Appendix 13

Copies of all Building-Level Emergency Response Plans are available to appropriate personnel from the district office.

The South Lewis Central School Emergency Response Plan has been filed with the Lewis County Sheriff's Department, the local office of the New York State Police Department and local fire departments.

South Lewis Code of Conduct

Board Approved - June 19, 2001
Revised June 18, 2002
Revised September 17, 2002
Revised August 27, 2005
Revised July 11, 2006
Revised July 10, 2007
Revised May 13, 2008
Approved May 12, 2009
Revised May 11, 2010
Revised May 10, 2011
Approved June 19, 2012
Revised June 18, 2013
Approved June 17, 2014
Revised April 20, 2015
Revised April 19, 2016
Revised June 22, 2017
Revised June 18, 2018
Approved June 18, 2019
Approved May 12, 2020
Approved June 15, 2021
Approved June 14, 2022

I. Introduction

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

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

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

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 (“code”).

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

II. Definitions

For purposes of this code, the following definitions apply:

“**District Administrator**” means the Superintendent; Principals; Director of Curriculum and Instruction; Director of Health, Physical Education and Athletics; Committee on Special Education Chair; Business Administrator and any other position identified by the Board as Administrator.

“**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(s)**” means parent(s), guardian(s) or person(s) in parental relation to a student.

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

“**School function**” means any school-sponsored *extra-curricular* event or activity.

“**Violent student**” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. 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.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damage or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

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

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:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

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

4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop strategies to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

It is the student's right:

It is the student's responsibility:

- | | | |
|---|---|--|
| 1) To attend school in the district in which one's parent or legal guardian resides. | → | To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education. |
| 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. | → | To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines. |
| 3) To be respected as an individual. | → | To respect one another, and to treat others in the manner that one would want to be treated. |
| 4) To express one's opinions verbally or in writing. | → | To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others. |
| 5) To dress in such a way as to express one's personality. | → | To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational opportunities. | → | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practice, sex, | → | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |

sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.

- 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. → To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
- 9) To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. → To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parent(s) and the school community.
2. Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
3. Insist their children be dressed and groomed in a manner consistent with the student dress code.
4. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
5. Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District *Code of Conduct*.
6. Convey to their children a supportive attitude toward education and the district.
7. Build good relationships with teachers, other parents and their children's friends.
8. Help their children deal effectively with peer pressure.
9. Inform school officials of changes in the home situation that may affect student conduct or performance.
10. Provide a place for study and ensure homework assignments are completed.
11. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parent(s):
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
6. Communicate regularly (report cards, mid-marking period reports and more communication where deemed necessary) with students, parent(s) and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. School Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher / student / counselor conferences and parent / teacher / student / counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans and graduation requirements.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

E. Administrators other than Principal and Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the district administrator and to redress grievances within their program.
3. Evaluate district programs on a regular basis.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

F. Superintendent

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Educations and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

5. Work with district administrators in enforcing the code and ensuring that all cases are resolved promptly and fairly.
6. Address all areas of school-related safety concerns.

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 at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.

H. Other School Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

I. Student Support Personnel

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and

parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.

7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

J. All School Employees and Staff

1. Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists.
2. Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, e-mail, letters, notes, etc.) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.
3. Any student who believes that he/she has been subjected to inappropriate staff behavior, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's Principal or the District's designated Complaint Officer.

V. Dignity for All Students Act (Dignity Act)

The Dignity Act utilizes the following definitions:

- **Cyberbullying** means harassment or bullying as defined in Education Law §11(7)(a), (b), (c), and (d), that occurs through any form of electronic communication (Education Law §11[8]).
- **Emotional Harm** that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education (8 NYCRR §100.2[1][2][ii][b][5]).
- **School Bus** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or

school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

- **School Function** means a school-sponsored extra-curricular event or activity (Education §11[2]).
- **Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).
- **Employee** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).
- **Sexual Orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
- **Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).
- **Harassment** means 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; or 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; such conduct, verbal threats, intimidation or abuse includes but is 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 (Education Law §11[7]).

Under the Dignity Act, there are currently 11 protected classes, groups or characteristics. Such conduct should include, but is not limited to threats, intimidation, or abuse based on these 11 classes. The Dignity Act prohibits any discrimination based on actual or perceived characteristics. The 11 protected classes are defined as below:

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

Color means the term that refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

National Origin means a person's country of birth or ancestor's country of birth.

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyberbullying.

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, visitors, or interferes with the overall educational setting. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision

in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

VI. Student Dress Code

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

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), bare midriff, shorts above mid thigh and see-through garments, but not limited to, are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Inappropriate footwear includes :slippers, but not limited to.
5. Not include the wearing of hats in the school buildings during the school day except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal may allow exceptions to the student dress code for: senior hat day, spirit day and other designated special occasions. All exceptions should be approved through the superintendent.

Each building principal or his/her designee shall be responsible for informing all students and their parent(s) of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. If necessary, parents may be contacted to assist with a student's compliance of the dress code. Any student who refuses to do so or repeatedly fails to comply with the dress code shall be seen as insubordinate and be subject to discipline, up to and including out of school suspension.

VII. Prohibited Student Conduct

The Board 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. These expectations also apply to internships and student work experience

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District

personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on District property or engaged in a District 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 or removal from a program, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
 1. Running in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 4. Obstructing vehicular or pedestrian traffic.
 5. Engaging in any willful act that disrupts the normal operation of the school community.
 6. 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.
 7. Computer/electronic communications misuse, including any unauthorized use of Cell Phones, computers, software, any form of an electronic backpack, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's Acceptable Use Policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 2. Refusing to follow classroom and/or school rules.
- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Only authorized individuals (e.g. law enforcement officials) are permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Verbally threatening to cause harm upon a teacher, administrator or other school employee or attempting to do so.

7. Verbally threatening to cause harm upon another student or any other person lawfully on school property or attempting to do so.
 8. 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.
 9. Intentionally damaging or destroying school district property, including graffiti or arson.
 10. Participating in Gang related activities. Including but not limited to: Recruiting of members, use of gang signs or hand signals, tagging (graffiti), wearing of gang clothes ("colors").
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:
1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. 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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube etc.).
 4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
 5. Harassment, 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 wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
 6. Bullying and intimidation, which includes engaging in actions or statements (verbal, written, electronic or graphic) that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
 7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
 8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
 10. Selling, using or possessing obscene material.
 11. Using vulgar or abusive language, cursing or swearing.
 12. Possessing, using, selling, distributing or exchanging a cigarette, electronic or vapor cigarette, or related materials, cigar, pipe, chewing or smokeless tobacco.

13. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, tobacco imitation products, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
 14. Inappropriately using, sharing, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs.
 15. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
 16. Gambling and gaming.
 17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of emergency numbers (e.g. 911), or discharging a fire extinguisher.
 19. Display of or engaging in affectionate or intimate behavior; or overt displays of affection.
 20. Body Piercing, Cutting, Tattooing, or other physically altering activity of self or others.
 21. Sexual Harassment; which includes unwelcome sexual advances, requests for sexual favors, taking, or sending sexually explicit videos, sending sexually explicit messages via text messages or other forms of social media communication, pictures or auditory recordings or any statement or action perceived as harassing and has a sexual connotation.
- 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, fighting and not staying seated 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, alteration/destruction of other people's work and resources, accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications, or assisting another student in any of the above actions.

VIII. Reporting Violations

All students are expected to promptly report violations of the code to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, or a district administrator.

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 to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent(s) 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/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, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code and constituted a crime.

IX. Disciplinary Penalties, Procedures and Referrals

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

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

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

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

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

A. Penalties

Students who are found to have violated the district's code 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.

1. Oral warning – any member of the district staff
2. Written warning to the appropriate district administrator – bus drivers, hall and lunch monitors, school aides, custodians, coaches, guidance counselors, teacher assistants, teachers, district administrators
3. Written notification to parent(s) – coaches, guidance counselors, teacher assistants, teachers, district administrators
4. Detention – teacher assistants, teachers, district administrators
5. Suspension from transportation – director of transportation, district administrators

6. Suspension from athletic participation – coaches, district administrators
7. Suspension from social or extracurricular activities – activity director, district administrators
8. Suspension of other privileges – district administrators
9. Alternative Learning Center – district administrators
10. Removal from classroom – teachers, district administrators
11. Short-term (five days or less) suspension from school – district administrators
12. Long-term (more than five days) suspension from school – superintendent
13. Permanent suspension from school – superintendent, Board

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, the 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 parent(s) are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention (outside of the school day)

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

2. Suspension from transportation

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

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) 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, extra curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) 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. Alternative Learning Center

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 district administrators to place students who would otherwise be suspended from school as the result of a code violation in "Alternative learning Center." The Alternative learning Center teacher will be a certified teacher or a teaching assistant or approved substitute teacher under the supervision of a teacher or principal.

A student subjected to the Alternative Learning Center is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) will be provided with a reasonable opportunity for an informal conference with the district official imposing the Alternative Learning Center 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 instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- a. short-term "time-out" in an elementary classroom or in an administrator's office
- b. sending a student into the hallway briefly
- c. sending a student to the principal's office for the remainder of the class time only
- d. sending a student to a guidance counselor or other district staff member for counseling.

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

On occasion, a student's behavior may become disruptive. For purposes of this code, 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 a 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 two days. The removal from class applies to the class of the removing teacher only.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal 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.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parent(s), in writing, that the student has been removed from class and why. The notice must also inform the parent(s) that he or she has the right to meet informally with the principal or the principal's designee. The principal or the principal's designee may include the teacher in the meeting to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent(s). 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 parent(s).

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parent(s) 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(s) and principal.

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

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

The principal or his/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 and activities until he or she is permitted to return to the classroom.

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Any student who is suspended from school is not allowed on South Lewis Central School property for the duration of the suspension. The superintendent must approve any exception to this rule in advance.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the principal and superintendent. The Board authorizes district administrators to suspend if necessary.

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

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

a. Short-term (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 parent(s) in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parent(s). 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 parent(s).

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent(s) 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 parent(s). At the conference, the parent(s) shall be permitted to ask questions of complaining witnesses under such procedures as the principal may established.

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 parent(s) in writing of his/her decision. The principal shall advise the parent(s) that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parent(s) are not satisfied with the superintendent's decision, they must file a written appeal to the Board with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 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 days may be warranted, he or she shall give reasonable notice to the student and the student's parent(s) of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf.

7. Superintendent's Hearing

The superintendent shall personally hear and determine the proceeding or may, in his/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 that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parent(s) can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

8. Permanent suspension

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

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

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

2. Students who commit violent act other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, could be subject to a suspension from school. If the proposed penalty is a suspension of five-days or less, the student and the student's parent(s) 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 a five-day suspension, the student and the student's parent(s) 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 any suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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 at least five days. For purposes of this code, "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) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent(s) 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 parent(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

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 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. 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.
- c. 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 Delinquents 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:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

The principal and/or 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.

X. Alternative Instruction

When a student of any age is removed from class by a teacher; or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

XI. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code, the following definitions apply:
 - a. A “suspension” means a suspension pursuant to Education Law § 3214.
 - b. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - c. An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his/her current educational placement as follows:
 - a. The Board, the district (BOCES) superintendent, superintendent of schools, committee of special education chairperson 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 consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency. The superintendent may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with disability who violates this code of conduct.

- i. “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”
 - ii. “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - iii. “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his/her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

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

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his/her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in

placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parent(s) of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - i. conducted an individual evaluation and determined that the student is not a student with a disability, or
 - ii. determined that an evaluation was not necessary and provided notice to the parent(s) of such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide the parent with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made

to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parent(s) of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to the parent(s) of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the 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 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.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his/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/her current educational placement during such proceedings.
 - b. The parent(s) requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parent(s) and the district agree otherwise.
 - ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the

district and the parent(s) within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XII. Corporal Punishment

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

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

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

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

XIII. Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code. 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(s) before questioning the student. However, school officials will tell all students why they are being questioned.

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official or employee only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law, the rules of the school (i.e., the *District Code of Conduct*), or school policy. The reasonableness of any search involves a twofold inquiry: 1) School officials must first determine whether the search is justified at its inception, and 2) School officials determine whether the search, as actually conducted, is reasonably related in scope to the circumstances which justified the search in the first place.

Factors to be considered by an authorized District official or employee in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's school record and past history;

- c) The predominance and seriousness of the problem in the school where the search is directed;
- d) The probative value and reliability of the information used as a justification for the search;
- e) The nature or type of suspected or observed violation;
- f) The school official's prior knowledge of and experience with the student; and
- g) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.

A. Student Lockers, Desks and other School Storage Places

District owned and provided desks, lockers, textbooks, computers, and other materials, supplies, or storage spaces loaned by the school to students remain the property of the school; and these items and/or places may be opened and inspected by school employees at any time without prior notice and without a student's consent. The purpose of these searches, when they occur, is to ensure the safety of students, faculty, and staff, enhance school security and prevent disruptions of the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. However, a student's personal belongings contained within a locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat, sweater, or jacket. Strip searches are intrusive in nature and are never justified in a school setting. If school officials have highly credible evidence that a student poses an imminent danger, or if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his/her title and position.
7. Witnesses, if any, to the search.

8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building 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/her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations 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 building principal or his/her designee shall first try to notify the student's parent(s) to give the parent(s) the opportunity to be present during the police questioning or search. If the student's parent(s) cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless otherwise directed by the police official present in the District. 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 when such police presence or search was initiated by the District and absent a directive from the police official present otherwise.

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

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

E. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective 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.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district

medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or school district official of the opposite sex.

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

XIV. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the locked campus designated entrances specific to each building. Once at that location, visitors are required to notify a district building/safety monitor of their presence by using a call button. The monitor will then "buzz" in the visitor(s) as they see appropriate and inform the visitor(s) where they are required to sign in and obtain a Visitor Badge.. There, they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office or building/safety monitor desk before leaving the building. Any alumni that are at school for the purpose of visiting teachers or friends will need to visit after normal school hours.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the principal and classroom teacher(s), so that class disruption is kept to a minimum. The superintendent must approve all arrangements.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or other district administrator. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code.

XV. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including community, students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district

recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to dress properly for the purpose for which they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Use language or gestures that are profane, lewd, vulgar or abusive.
6. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
11. Possess or use 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.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
17. Use, sell, distribute or exchange tobacco products on school property or at a school function.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn, and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection, and/or subject to legal consequences.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his/her designee shall be responsible for enforcing the conduct required by this code.

When a district administrator or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the district administrator or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The district administrator or his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the district administrator or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVI. Dissemination and Review

A. Dissemination of Code

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

1. Providing copies of the Code of Conduct to all students at the beginning of each school year.
2. Providing a summary of the Code of Conduct to all students, in an age appropriate, plain-language version, at a general assembly held at the beginning of each school year.
3. Making copies of the Code of Conduct available to all parents at the beginning of the school year.
4. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
5. 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 as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.

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

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code violations. The committee will be made up of representatives of student, teacher, district administrator, and parent organizations and other school personnel. Before adopting any revisions to the Code of Conduct, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code and any amendments to it will be filed with the Commissioner no later than 30 days after adoption. (Delete) The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

South Lewis Central School District



Consolidated Grant Professional Development Plan 2022-2023

Members of the PDP Committee include:

Chad	Luther	High School Principal
Christine	Sobel	Elementary Principal
Deborah	Domagala	Curriculum & Data Coordinator
Jana	Brown	High School Teacher & SLTA Union Co-President
Brook	VanBrocklin	Middle/High School Teacher
Tammy	Zehr	Elementary Teacher
Susan	Rockwood	Elementary Teacher
Rebecca	Marino	Elementary Teacher/Parent Representative
Marcy	McGuire	High School Teacher & SLTA Union Co-President
Theresa	Garnsey	Paraprofessional & SRP Union President
Michele	Liendecker	SRP Representative
Scott	Carpenter	Technology Director

Part One -- An Introduction and Explanation

Mission Statement

The mission of South Lewis Schools is to prepare young people for citizenship and productive employment, and, in order to do this, professional staff development is an indispensable process with the sole purpose of educating and supporting all District educators in their efforts to help their students achieve and exceed the New York State Education Department's Standards of Learning.

District Objectives

- *Success for all students depends upon both the learning of the individual school employees and improvements in the capacity of the organization to solve problems and renew itself. Thus, individual learning and organizational changes will be addressed simultaneously and support one another.*
- *Each year specific goals for school improvement efforts in the area of curriculum and instruction will be determined. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *Professional development will be driven by a clear, coherent, data driven and research based school improvement plan for the school district, each school, and the departments that serve schools.*
- *Professional development will focus on raising all student achievement and developing social and employment skills for life long learning.*
- *Professional development will include a focus on student social-emotional learning and the effects of poverty and trauma on student achievement and behavior.*
- *Professional development will focus on continuous improvements in performance for everyone who affects student learning including, but not limited to, teachers, teaching assistants, long-term substitute teachers, and professional and supplementary staff who work with students with disabilities.*

Building Objectives

- *Each year Grade Level and Department teams determine specific goals for school improvement efforts in the area of curriculum and instruction. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *An additional delivery system for professional development will be job-embedded learning. Staff will learn through diverse means such as action research, participation in study groups or small group problem solving, observation of peers, and involvement in improvement processes.*
- *Teachers will demonstrate the implementation of classroom strategies and activities that are data driven, research based, and reflect the curriculum changes put forth by the New York State Education Department.*
- *Teachers will modify, alter, and/or revise existing curriculum and/or develop new curriculum experiences and materials that reflect New York State Education Department and Federal Educational initiatives.*
- *A priority for professional development in the coming years will be on ensuring teachers are implementing adapted NYS provided modules and curriculum materials in ELA and mathematics UPK-12 that align with the NYS Next Generation Learning Standards.*
- *A priority for professional development in the coming years will be on ensuring teachers have implemented the NYS Social Studies Framework, Field Guide, and sample lessons available from New York State and revised their curriculum to incorporate Framework Standards.*
- *A priority for professional development in the coming years will be on ensuring teachers are transitioning to instruction and assessment based upon the NYS P-12 Science Standards and NYS Next Generation English Language Arts and Math Standards.*

Approved Professional Development Topics and Providers (Figure A)

21 st Century Learning	Mentor/Intern Program
AED/CPR	Model Schools
American Heart Assoc.	NASP
American Red Cross	New Teacher Induction Program
APPR-Evidence Based Observation	NYSAAA (Athletic Administrators Assoc.)
Assessment Development	NYSAHPERD
Assistive Technology	NYSOSS
All BOCES in NYS	NYS Education Dept.
All Public School District in NYS	NYS Learning Standards, as related to each of the content areas
All RICs in NYS	NYS Middle Level Liaisons
All Teacher Centers in NYS	NYSPPHSAA
Brain Honey/Buzz	NYS Provided Curriculum (ELA & mathematics, UPK-12)
Castle Learning	NYSSBA
Character Education (Character Counts)	NYS Science Standards
Coaching Courses	NYSUT
Cognitive Strategies	NYSUT Rubric
Common Core	OTIS for Educators (formerly TEQ)
Constructivist Theory	PLATO/Credit Recovery
Cooperative Learning	Process Writing
Crisis Intervention	Professional Organization Affiliation
Curriculum Alignment and Mapping	RSE-TASC
Curriculum Implementation	RTI (Response to Intervention)
Data Conversations	SEGIS
Data Driven Instruction	Special Education Services
DATAG	Social Studies Framework, Field Guide and Inquiries
Dignity for All (Tolerance and Diversity)	South Lewis Central School District
Doolittle Enterprises	Standards-Based Instruction
Edulastic	Strategies to Educate Students from Poverty/Trauma
Effective Teaching I and II	Student Data Management
ELA and Math Shifts	Teacher Collaboration/Co-Teaching
ELA/Math Assessments Grades 3-8	Technology Integration
Freshman Seminar	Training for Student Teacher Sponsors
Greater 1000 Islands Literacy Council	Unit writing activities across each content area
IEP Development/Goal Writing/Test Accommodations	Utica National Insurance
Learning Styles	Writing Rubrics

CTLE-Continuing Teacher & Leader Education

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. For information regarding CTLE (including what counts for CTLE, the Language Acquisition requirement, record keeping, and more,) visit:

<http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. **If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

The Professional Development Team developed a district-wide Professional Development Plan. Representatives from each school are part of the district Professional Development Team as stipulated by State Regulation and Federal Law. The Professional Development Team will meet annually to review and monitor building professional development progress. The Professional Development Plan premise is that:

- a) All educators need to understand and use data to assess student performance.
 - b) All educators will be able to identify root causes of performance problems and develop a diagnostic prescription for success.
 - c) All educators will utilize scientifically based research to develop instructional programs.
2. **On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

On the average, teachers will be involved in 35 hours of professional development on an annual basis. The South Lewis Professional Development Team developed two levels of professional development:

Level I Professional Development (untentured teachers) will/may participate in the following:

- o Year I Induction Program and Year II Induction Program
- o Effective Teaching I and II
- o Mentor/Intern Program
- o Schedule visitations to observe in an effective teacher's classroom
- o Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Approved Professional Development Topics and Providers" of this plan

Level II Professional Development (tenured teachers) will/may participate in the following:

- o Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Approved Professional Development Topics and Providers" of this plan
- o Participate in offerings specific to each teacher's areas of strength, weakness, and/or interest, so professional development is geared to needs of each teacher
- o Schedule visitations to observe in an effective teacher's classroom

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. **Describe how the professional development plan is aligned with NYS Next Generation Learning Standards and assessments, student needs, and is articulated within and across grade levels.**

The South Lewis Professional Development Team utilizes the New York State Report Card. The team will review the results of the elementary, intermediate and commencement level state assessments and Regents exams to provide the data to be used in the K-12 curriculum alignment strategies. The district will review data in order to inform programming that meets student needs. In addition, each teacher has access to the academic, attendance, and discipline data on each child they teach through the data dashboard on Schoology.

2. **Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.**

The South Lewis Professional Development Plan is a multi-year plan to ensure the improvement of student performance. The plan is student data driven. The Professional Development Plan consists of two levels. Level I is a plan for all non-tenured teachers entering the district. Level II is an individualized professional development plan for tenured teachers within the district. All professional development is tracked using an online tool called Frontline Education. All workshops, conferences, and professional development activities must be tied directly to the South Lewis Professional Development Plan goals and objectives.

In particular, the district is focusing on aligning curriculum and classroom instruction to the NYS Next Generation Learning Standards, academic intervention, and capacity building. Staff development and adoption of best practices are integral parts of this plan.

3. **Identify how the data used supports the goals, objectives, strategies, and activities in the Professional Development Plan.**

The goals, objectives, strategies, and activities in the Professional Development Plan are directed towards improving student achievement as indicated by students' mastery of the NYS Next Generation Learning Standards. The South Lewis Central School Report Card provides an annual report of student performance. The data is reviewed continually and is utilized as the basis for determining professional development needs.

Part Two - Goals and Objectives

Areas of Professional Development

Based on the review of district data, including the NYSED assessments and standardized assessments, six focus areas have been identified for the South Lewis Central School District Professional Development Plan.

1) **Instruction and Assessment**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the NYS Next Generation Learning Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

2) **NYS Next Generation Learning Standards**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the NYS Next Generation Learning Standards.

3) **Data Driven Framework**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data Driven Framework to improve classroom instructional practices and establish long-term goals.

4) **Technology Integration**

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21st Century Skills Framework.

5) Safety /Discipline/Diversity & Tolerance

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

6) Mentor/Intern Program

Refer to goal as written on the explanation of the program.

South Lewis Central School District
Professional Development Plan
Instruction and Assessment

Goal:

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the NYS Next Generation Learning Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

Objectives:

- Train staff in writing and using authentic assessments to improve student achievement.
- Provide staff professional development in the implementation of research based best practices and NYS Teaching Standards.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
NYS Next Generation Learning Standards

Goal

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the NYS Next Generation Learning Standards.

Objectives:

- Train staff on implementation of and transition of instruction and assessment to the NYS Next Generation Learning Standards and curriculum exemplars/modules.
- Train staff on the infusion of the NYS Next Generation Learning Standards into the content areas.
- Provide continuous training/development that is specific to content area standards approved by NYSED.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Data Driven Framework

Goal:

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data Driven Framework to improve classroom instructional practices and establish long-term goals.

Objectives:

- Teachers will review and analyze data at the district, building, grade, and classroom level to inform instruction.
- Teachers will develop an action plan based on their analysis that meets the needs of students.
- Teachers will integrate action plans and re-assess student performance periodically, adjusting pedagogy as necessary.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Technology

Goal

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21st Century Skills Framework.

Objectives

- Use all resources available to support learning through the integration of technology into instruction in all curriculum areas.
- Provide professional development opportunities for faculty and staff to enhance teaching and student learning through the use of educational technologies.
- Provide equitable access to technological resources for students, teachers, and staff through the process of careful distribution of assets.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

South Lewis Central School District
Professional Development Plan
Safety/Discipline/Diversity & Tolerance

Goal

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

Objectives:

- The District will be in compliance with the Dignity for All Students Act.
- Training will be provided and the District will implement Character Counts, a national character program focusing on the 6 pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

Evaluation

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

MENTOR/INTERN PROGRAM

I. GOAL OF THE PROGRAM

To improve the instructional skills of new teachers by facilitating and enhancing their professional development.

II. OBJECTIVES OF THE PROGRAM

- A. To improve teaching performance
- B. To increase the retention of promising beginning teachers
- C. To support development of the knowledge and the skills needed by beginning teachers to be successful in the initial teaching positions
- D. To integrate beginning teachers into the social system of the school, the school district, and the community
- E. To provide an opportunity for beginning teachers to analyze and reflect on their teaching with coaching from veteran teachers
- F. To increase the positive attitudes of beginning teachers

III. COMPOSITION OF THE STEERING COMMITTEE

- A. The composition of the steering committee will be as follows:
Three teachers designated by the South Lewis Teachers' Association, the Superintendent, or his/her designee

IV. RESPONSIBILITIES OF THE STEERING COMMITTEE

- A. Develop a pool of mentors
- B. Select, interview, and recommend Mentor/Intern matches to the Superintendent
- C. Monitor the program
- D. Coordinate training
- E. Implement procedures of the Mentor/Intern program
- F. Problem solving

V. RELEASE TIME

- A. The mentor and the intern will have 40 minutes of common time in a six-day cycle, duty-free, so they can meet during the day. This 40 minute time period shall be in addition to, not in place of, the daily contractual planning period. When a 40 minute common planning time is not possible during the instructional day the mentor and intern will meet outside of the school day and be compensated at the curriculum development rate for up to 40 minutes per 6-day cycle.
- B. During this time, the mentor and the intern will meet to discuss the following:
 - * Lesson planning
 - * Curriculum design
 - * Students' needs
 - * Best practices
 - * Professional issues
 - * Student work
 - * Reflection
- C. Mentors and interns will be provided additional release time up to a total of 18 days (126 hours). This time includes the following:
 - * Classroom observations
 - * Team teaching with mentor or have mentor model a lesson in intern's classroom
 - * Attend conferences together
 - * Common planning time
 - * Three-way conferencing
- D. Release days will be jointly determined by the mentor and the intern and approved by the building principal.

VI. INTERNS

- A. All 1st year teachers will participate in this program. A 2nd or 3rd year of participation will be at the discretion of the Administration.
- B. All interns will be required to attend the New Teacher Orientation and the New Teacher Induction Program.
- C. All interns will review the APPR Rubric with their mentor to establish goals for the school year.
- D. All interns will schedule classroom visitations of mentor and others.
- E. All interns will meet once in a six-day cycle with their mentor.

VII. MENTORS

- A. Mentors will be selected through an application process.
- B. Mentors will hold permanent or professional certification in the same area of certificate title as the intern or permanently licensed in the same licensure as the intern. If a certified mentor is not available, a teacher permanently or professionally certified in a different area of certificate title or licensure as the intern may serve as a mentor.
- C. Mentors will attend the New Teacher Orientation.
- D. Mentors will help interns with goals (Review APPR Rubric).
- E. Mentor will schedule visits to intern's room.
- F. Mentors will meet with interns once in a six-day cycle for professional dialogue.
- G. Mentors will arrange and attend the three-way conference.
- H. Mentors will have at least five years of experience in the District.
- I. Mentors will encourage interns to develop professional relationships.
- J. Mentors will provide advice and assistance to the interns.
- K. Mentors will share materials and resources with interns.
- L. Mentors will assist with helping the intern understand their core curriculum and the NYS State Next Generation Learning Standards.
- M. Mentors will be present at any mentor training sessions.

VIII. CONFIDENTIALITY

Confidentiality is a critical component of the Mentor/Intern program. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue with an administrator or colleague can undermine the entire Mentor/Intern relationship. All shared confidences should be kept between the mentor and the intern unless the information poses a safety, moral or legal issue. Mentors will never make evaluative reports about the intern available to administrators or colleagues, either verbally or in writing.

If, at any time, a mentor or an intern feels this trust has been violated, either the mentor or the intern can submit written details of the incident to the Steering Committee. The Steering Committee will act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the Steering Committee will assign a different mentor to the intern. At that time, the release time will be transferred from the former mentor to the new mentor.

IX. ROLE OF THE PRINCIPAL/ADMINISTRATOR

- A. Make mentoring a priority
- B. Provide time for mentor and intern to meet as mutually assigned
- C. Keep supervision and evaluation a separate entity from mentoring
- D. Recognize efforts of mentors, interns, and staff

- E. Show interest and check on how the program is progressing
- F. Be available to problem solve
- G. Communicate to the mentor and the intern areas that need improvement during the three-way conference
- H. The administration, when making the Master Schedule, will make every effort to schedule one common duty-free planning period for the mentor and intern as outlined in Section V (A).

X. MENTOR/INTERN PROGRAM THREE-WAY CONFERENCES

- A. The mentor will arrange for and attend at least three conferences with the intern, mentor and administrator throughout the year. The possible conferences consist of formal observation post conference(s), informal observation post conference(s), and the mid-year meeting. A professional, private setting with complete confidentiality will be emphasized for each conference. Deadlines for the three-way conferences will be November 1st, March 15th, and May 15th.
- B. Three-way conferences should provide an opportunity for the intern's strengths and weaknesses to be discussed with both the mentor and the intern present
- C. The three-way conference should include these questions:
 - What are the intern's strengths?
 - Are there any areas that need to show growth?
 - Is there anything about this intern's performance that could jeopardize the continuance toward tenure? This should be answered in relation to the intern's instructional performance and observed relationships with peers, students, and parents.
 - It is the mentor's responsibility to make sure these questions are addressed during this conference.

** Administrators will plan for available times for the three-way conferences.

SOUTH LEWIS CENTRAL SCHOOL DISTRICT
MENTOR TEACHER INTERN PROGRAM INFORMATION FORM

If you would like to serve as a mentor teacher, please complete this application and return it to the Mentor Teacher Intern program coordinator.

Name: _____ School Building: _____

Number of years teaching (include current year): _____

Number of years teaching for South Lewis CSD: _____

Grades Taught	Number of Years	Concentration (if applicable)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Questions: Please answer each of the following questions as completely as you can. This will help the committee significantly in the selection of mentors.

1. What is your concept of the job of a mentor and why are you interested in assuming this role?

2. On the back of this paper, describe any personal qualities or attributes which you possess that might enhance your role as a mentor teacher (i.e., membership in professional organizations, professional honors, additional training, areas of expertise, recent coursework, past student teaching experiences, etc.). Attach additional sheets as necessary.

School District Professional Development Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - Is aligned with state content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student/teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

Revised February 2002
Revised July 2005
Revised April 2008
Revised March 2010
Revised May 2012
Revised April 2014
Revised April 2016
Revised April 2018
Revised April 2020
Revised April 2022

South Lewis Central School District

Academic Intervention Services

Grades K - 12

Preparing Our Students for College and Career

Table of Contents

- I. Definition and Components of Academic Intervention Services**
- II. Eligibility Determination, Progress Monitoring, Components**
- III. Academic Intervention Criteria, Strategies and Assessments/Evaluations Used per Grade Level(s)**
- IV. Parental Notification and Involvement**

Definition and Components of Academic Intervention Services

Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services (AIS) are designed to help all students achieve the New York State Next Generation Learning standards in English Language Arts, mathematics, social studies, and science in grades K – 12. Those at risk of not meeting New York State Next Generation Learning standards indicated through the district-adopted or district-approved procedure, including students in grades K-3 who lack reading readiness, qualify for AIS.

These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction);

and/or

- student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Eligibility Determination, Progress Monitoring, Components

Eligibility Determination

- Performance on State Assessments/Regents
- Curriculum-Based Assessments
- Benchmark/Interim Assessments
- Recommendations from School Staff
- In-Put from Parents
- Classroom Performance
- Progress Reports/Report Cards
- Standardized Test Results

Progress Monitoring

- For students who, based on multiple measures, show relatively little risk of not meeting State standards
- Includes activities such as regular progress checks, further assessment, meetings with classroom teachers, and instructional modifications

Components

- Criteria for Participation
- Prescriptive / Diagnostic Plans
- Intervention Strategies
- Assessment/Evaluation Procedures
- Parental Notification

Academic Intervention Services Criteria, Strategies and Assessments/Evaluations Used Per Grade Level(s)

Kindergarten Support

Criteria for AIS Participation

Classroom Performance
Brigance Screening
Parent In-Put
Staff Recommendation
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records

Prescriptive / Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

Classroom Performance
Observation Survey
Guided Reading Level/Running Records
Benchmark/Interim Assessments
Curriculum-Based Assessments

Grades 1 and 2 Support

Criteria for AIS Participation

Classroom Performance
Parent In-Put
Staff Recommendation
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records

Prescriptive / Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
Individualized or Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

Classroom Performance
Observation Survey
Benchmark/Interim Assessments
Guided Reading Level /Running Records
Curriculum Based Assessments

Grades 3 - 4 Support

***As applicable, SLCS D will provide AIS services to students based on performance on NYS ELA and mathematics exams as annually mandated by the New York State Education Department. For students who score above the state mandated AIS performance level, multiple criteria (as listed in our plan) will be reviewed to determine AIS participation.**

Criteria for AIS Participation

Classroom Performance
NYS ELA Test Score*
NYS Math Test Score*
Parent In-Put
Staff Recommendation
Benchmark/Interim Assessments

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Technology Assisted Instruction
Individualized or Small Group Instruction
Differentiated Instruction
Summer Program
Progress Monitoring
Assign Students to Before/After School AIS

Assessment/Evaluation

NYS ELA Assessment
NYS Math Assessment
Benchmark/Interim Assessments
Classroom Performance
Curriculum Based Assessments
Guided Reading Level

Grades 5 - 8 Support

***SLCSD will provide AIS services to students based on performance on NYS ELA and mathematics exams as annually mandated by the New York State Education Department. For students who score above the state mandated AIS performance level, multiple criteria (as listed in our plan) will be reviewed to determine AIS participation.**

Criteria for AIS Participation

Staff Recommendation
Parent In-Put
NYS ELA Test Score*
NYS Math Test Score*
Fifth and Eighth Grade NYS Science Test Score (level score of 1 or 2)
Classroom Performance
Benchmark/Interim Assessments

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Small Group Instruction
Activity Period Remediation
Counseling
Progress Monitoring
Technology Assisted Instruction
Differentiated Instruction
Academic Eligibility Program (7th and 8th Grade)
Assign Students to Before/After School AIS
Math Plus and ELA Plus (7th and 8th Grade)

Assessment/Evaluation

NYS Assessment Results (meet or exceed standards)
Classroom Performance
Progress Reports/Report Cards
Benchmark/Interim Assessments
Curriculum Based Assessments

Grades 9-12

Criteria for AIS Participation

Results of Intermediate State Assessments (ELA, mathematics, and Science)
Regents Results
Staff Recommendation
Classroom Performance
Parent In-Put

Prescriptive /Diagnostic Plan

Development of an individualized plan based on student need and ability.

Intervention Strategies

Small Group Instruction
Activity Period Remediation
Counseling
Progress Monitoring
Technology Assisted Instruction
Assign Students to Before/After School AIS
Differentiated Instruction
Academic Eligibility Program

Assessment/Evaluation

Regents Exam Results
Classroom Performance
Progress Reports/Report Cards
Benchmark/Interim Assessments
Curriculum Based Assessments

Parental Notification

Parental Involvement is required under AIS [100.2(ee)(6)]. The South Lewis Central School District will send letters to notify parents of the start of AIS Services, notify parents of the end of AIS Services, and provide on-going communication during AIS Services.

Parent/Guardian Notification – Start of Services

- Reasons why student needs AIS
- When services are to begin
- Summary of Instructional and Student Support Services to be provided (including intensity and duration)
- A diagnostic and prescriptive approach
- Consequences of not achieving expected performance levels

Parent/Guardian Notification – End of Services

- When services will end
- Performance levels student has attained to qualify for ending AIS

Teacher and School Communication with Parent(s)

- Consultation with the child's classroom teacher and AIS providers
- Quarterly reports to parents on the student's progress at all levels
- Recommendations to parents about ways to work with their child to improve achievement and monitor progress

District Clerk

Duties, Responsibilities and Qualifications

DUTIES & RESPONSIBILITIES:

- Attend all BOE meetings and keeps a record of proceedings including meeting minutes
- Oversight of BOE Policy development and revisions
- Responsible for legal notices, announcements, district bids and contracts
- Organization of and oversight of the annual meeting/vote/election
- Administers oaths of office and collects BOE signatures as needed
- Development of District Newsletters and District Calendar
- Tracks District enrollment on a monthly basis
- Maintains and updates District website and Smartphone app content including documents, list of faculty/staff, news and dates/calendar of events
- Maintains and operates all District social media accounts including Facebook and Instagram
- Oversees student, staff and District recognition
- Plans, promotes and covers special school and district events
- Coordinates with community partners and agencies for special events including the procurement of guest speakers
- Responsible for the development of District communication, informational brochures and flyers through Peachjar or other electronic distribution methods
- Creates and distributes news/media releases with press, radio and television
- Creates and oversees The Falcon News Channel
- Maintains, creates and/or updates all District forms
- Other duties as assigned by the Superintendent of Schools

QUALIFICATIONS:

- A high school diploma is required. A higher education degree is preferred.
- Experience in an office with clerical or administrative duties preferred.
- Experience in journalism, public/community relations, or marketing preferred.

Dated: June 14, 2022

**BOARD OF EDUCATION OF THE SOUTH LEWIS CENTRAL SCHOOL DISTRICT
AND HAND IN HAND EARLY CHILDHOOD CENTER**

PARTNERSHIP AGREEMENT

This Partnership Agreement ("Agreement") is made and entered into this 29 day of April, 2022, by and between the Board of Education of the South Lewis Central School District ("SLCSD" or "District") having its principal office at 4264 East Road, Post Office Box 10 Turin, New York 13473 and the Hand In Hand Early Childhood Center ("HIH") having its principal office at 5780 Brookside Circle, Lowville, New York 13367 on the terms and conditions that follow:

RECITALS

WHEREAS, the South Lewis CSD are owned by the Board of Education of the South Lewis Central School District, and

WHEREAS, the use of public school buildings and facilities are permitted to be used for child care purposes in accordance with Education Law §414; and

WHEREAS, the South Lewis Central School District has been allocated funds from the federal American Plan Act's Emergency and Secondary Relief Fund (ARP-ESSER) and General Fund to be used in part for an after school program; and

WHEREAS, a maximum amount not to exceed \$45,000.00 shall be allocated to the after school child care program; and

WHEREAS, HIH desires to implement and operate an after school program known as the Hand in Hand After School Program at the South Lewis Elementary School in Turin, New York; and

WHEREAS, HIH desires to use a portion of the Facilities for an after school child care program purposes; and

WHEREAS, SLCSD desires to continue to use the Facilities for educational and instructional purposes as an elementary school for students residing in the school district; and

WHEREAS, SLCSD and HIH have agreed to enter into an Operating Agreement for the use of portions of the Facilities pursuant to the terms and conditions set forth herein; and

NOW, THEREFORE, the parties agree as follows:

ARTICLE I

SUBJECT OF AGREEMENT

A. Purpose

The purpose of this Agreement shall be to set forth the terms and conditions for the implementation of the Hand in Hand After School Program by HIH and SLCSD.

B. Location

The location of the Facilities shall be at the South Lewis Elementary School location.

ARTICLE II

Funding and Adherence to Grant Conditions and Requirements

A. Funding

The Hand in Hand After School Program is scheduled to be funded by an appropriation from federal ARP-ESSER or General Fund funds. The maximum amount of the appropriation to HIH for operation of the Hand in Hand After School Program is \$45000.00 for the term of this agreement.

B. Payments

SLCSD agree to pay HIH an initial amount of \$5,000.00 on or before September 1, 2022, and shall pay additional amounts as invoiced by HIH for services provided during the term of this agreement up to the maximum amount. HIH shall invoice SLCSD monthly at the completion of each month's services and SLCSD agree to make monthly payments within thirty (30) days of the receipt of HIH's invoice.

C. Adherence to Grant Requirements

1. SLCSD and HIH agree to adhere to any grant requirements governing the Hand in Hand After School Program.
2. HIH shall not invoice the SLCSD for any expenditures that are unapproved. In the event that an audit identifies expenditures that are not approved, HIH agrees to reimburse SLCSD.

ARTICLE III

Responsibilities

A. SLCSD Provision of Space and Facilities

SLCSD hereby provides space and facilities in the South Lewis Elementary School to HIH as described herein, together with the right of access as specified by SLCSD at the location described in Article I, B. Title to the Premises shall remain in SLCSD. The lease shall be for a period of one (1) year.

B. SLCSD Responsibilities

1. Assurance the availability of clean spaces for the Hand in Hand After School Program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space. The number of students involved in the program: 40 South Lewis students (K-5) and space needs be adequate for these participation levels.
2. Supply adequate and appropriate space for the after school program materials and equipment.
3. Facilitate the provision of full custodial services at no cost.
4. Work cooperatively with the research and evaluation component of the Hand in Hand Program. This may include, but not limited to, sharing school profiles and relevant data available in the public domain.

C. Responsibilities of HIH

1. Communicate and provide information to the school about the Hand in Hand After School Program through scheduled meetings.
2. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to Board of Education and Health Department standards.
3. Recruit, employ, and train all program staff in cooperation with the school.
4. Ensure that all applicable local and state requirements for staff clearances are met.
5. Ensure that all after-school program staff are fingerprinted and cleared by the Department of Health through the child abuse registry.
6. Manage the day-to-day operations of the program and notify the school of any

problems, issues, and concerns in a timely fashion.

7. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
8. Attend school staff meetings as determined by the school principal.
9. Make staff available for in-service trainings throughout the school year and arrange for appropriate substitute coverage.
10. Invite designated school staff to attend after-school staff meetings
11. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after school program, and keeping spaces used by the after school program clean.
12. Facilitate the provision of full custodial services at no cost to the Hand in Hand After School Program.
13. Develop protocol for emergency notification of parents and/or guardians.
14. Establish procedures for the safe keeping and safe transport of children after school hours.
15. Ensure that the staff onsite during program hours are trained in CPR, First Aid, and medical emergencies.
16. Maintain appropriate insurance coverage as set forth in the grant contract and as required by SLCSO.

D. Joint Responsibilities of SLCSO and HIH

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communications between the school staff and the Hand in Hand Program. Provide on-going opportunities for the school staff and Hand in Hand staff to plan, coordinate, and integrate curricular areas with after school activities.
3. Hold regularly scheduled meetings between the staff of the Hand in Hand Program and the school principal, as well as other appropriate personnel, to discuss all issues pertaining to the Hand in Hand Program. Issues would include, but not limited to,

staff performances, effectiveness of program features, student development, and other issues of program evaluation.

4. Develop mechanisms and opportunities to communicate on a regular basis with both parents and family members of the program's students, including information regarding the after-school program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the Hand in Hand Program and disseminate procedural information widely.

ARTICLE IV

OWNERSHIP OF IMPROVEMENTS

For the duration of the Lease, and any extension thereof, SLCSO shall continue to own the real property, buildings, improvements and fixtures. On termination or expiration of the Lease and Partnership Agreement, HIH shall have the right to remove personal property owned by HIH that is not permanently affixed to the buildings or real property. All other external improvements shall be owned by SLCSO. In the event HIH is unable or unwilling to remove the personal property due to lack of funds or any other reason within sixty (60) days of termination or expiration, the ownership of said personal property shall vest in SLCSO. HIH shall execute such documents as necessary to perfect vesting of title to SLCSO.

ARTICLE V

OPERATION AND MAINTENANCE

A. Maintenance

SLCSO will maintain in good order and condition the Facilities throughout the term of this Agreement.

All costs and fees incurred with respect to maintenance will be borne by SLCSO.

B. Utilities

All utility costs, which serve the Facilities, will be borne by SLCSO.

C. Custodial, Grounds, Care and Security

SLCSO, at its sole cost and expense, shall provide all custodial, grounds maintenance and snow removal related to the buildings and grounds, and shall provide for security, including an alarm and fire system connected to system. Any contracts for services, including any security contract for surveillance or installation of security equipment, shall be borne by SLCSO and shall be subject to review by HIH. All SLCSO authorized

personnel providing services, including vendors, shall be adequately screened by SLCSO and shall be supervised by SLCSO staff.

D. Capital Improvements

To the extent, during the lease term or term of the Partnership Agreement, any capital improvements that must be made, as opposed to ordinary maintenance and repair, such capital improvements shall be contracted for and made at the expense of HIH. SLCSO may provide input and must approve the installation of all capital improvements.

E. Operations

1. Use of Facilities by HIH.

- a. Classroom Facilities. HIH will be permitted to use designated classrooms in the South Lewis Elementary building primarily for instruction of children enrolled in the After School Program.
- b. Hiring and Screening of HIH Staff. HIH shall screen all employees, both full and part time, and shall conduct background and criminal checks as required by Social Services Law and any other applicable laws or policies.
- c. Hours of Operation of Facility. During school days, the hours of operation of the Facility shall generally be 2:30 pm — 6:00 pm. During non-school days, including School holidays and summer weekdays, the Facility's hours of operation shall generally be 2:30 pm to 6:00 pm. These hours of operation may be adjusted from time to time as agreed upon between SLCSO and HIH.
- d. The Facilities shall not normally be open on Saturdays, Sundays or some designated holidays. In the case of special events, the hours of operation may be modified on a case-by-case basis as agreed to by HIH and SLCSO.
- e. SLCSO's Right to Exclude Staff or Facility User. Notwithstanding the hiring and disciplinary policies of HIH's employees or consultants, SLCSO reserves the right to exclude from the Facility and the Campus any such employee or consultant who engages in disruptive conduct at the Facility or on SLCSO property, or whether or not at the Facility or on SLCSO property, engages in conduct constituting moral turpitude whether or not convicted of a criminal offense. SLCSO shall have the right to exclude any user of the Facility engaging in disruptive conduct or commits vandalism either to the Facility or to SLCSO property.
- f. Public Relations; Press Releases. Any press releases or public relations related to the Facility (excluding its day-to-day programs and/or operations)

shall be coordinated with SLCSO before release or dissemination.

- g. **Access to Facilities.** SLCSO and its authorized representatives, shall have emergency access to the Facilities at all times. Except in the case of an emergency, HIH shall be notified in advance by SLCSO representatives, if possible, seeking access if the Facilities are closed. The purpose for SLCSO access shall be to ensure security, integrity, maintenance and cleaning of the Facilities and to assure that the Facilities are being operated in compliance with the schedule specified in this Agreement.
- h. **No Assignment of Rights or Obligations.** For the duration of this Agreement, including any extensions, HIH shall have no authority to assign its rights or obligations or to sublet the Facilities, any SLCSO property, or any buildings or equipment on SLCSO property. HIH shall be permitted to allow third parties to use the Facilities if approved in writing by and only under the supervision, direction and control of HIH. SLCSO shall be notified at least five business days in advance of the requested third party use and SLCSO shall have the option to refuse consent for the requested use.
- i. HIH will be responsible for obtaining all required licenses and permits to operate the child care programs.

2. **Use of Facilities by SLCSO.**

- a. **Classroom Facilities.** SLCSO will be permitted to continue to use the classrooms or other space in the Facilities used by HIH during its designated hours of use when such use will not disrupt HIH activities.
- b. **SLCSO's Right to Exclude Staff or Facilities User.** Notwithstanding the hiring and disciplinary policies of HIH's employees or consultants, SLCSO reserves the right to exclude from the Facilities and the real property of SLCSO any such employee or consultant who engages in disruptive conduct at the Facilities or on SLCSO property, or whether or not at the Facilities or on SLCSO property, engages in conduct constituting moral turpitude whether or not convicted of a criminal offense. SLCSO shall have the right to exclude any user of the Facilities engaging in disruptive conduct or commits vandalism either to the Facilities or to SLCSO property.
- f. **Public Relations; Press Releases.** Any press releases or public relations related to the Facilities (excluding its day-to-day programs and/or operations) shall be coordinated with SLCSO before release or dissemination.

ARTICLE VI

INSURANCE AND INDEMNITY

A. HIH Insurance Requirements

At all times during the operation of the Facilities, HIH shall provide, and at no time allow to lapse, the following insurance which shall have an effective date to cover any liability as described below:

1. **Liability Insurance.** HIH shall include the SLCSO and the indemnitees set forth in the indemnification provision of this Agreement as additional insureds by causing endorsements or amendatory riders to be attached to the insurance policies described below. The insurance coverage afforded under these policies shall be primary to any insurance carried independently by the Indemnitees. Said amendatory riders or endorsements shall indicate that as respects the Indemnitees, there shall be severability of interests under said insurance policies for all coverages provided under said insurance policies. The policies shall include a waiver of subrogation. HIH shall provide SLCSO with a Certificate of Insurance with the coverages specified below and any necessary amendatory endorsements in a form acceptable to SLCSO.

HIH shall maintain, at its own expense, the following insurance coverages, insuring HIH, its employees, agents, officers and Board members and the Indemnitees as required herein, which insurance shall be placed with insurance companies licensed and authorized to conduct business in New York State and rated at least "A-" by Best's Key Rating Guide and shall incorporate a provision requiring the giving of written notice to Owner at least thirty (30) days prior to the cancellation, non-renewal or material modification of any such policies as evidenced by return receipt of United States certified mail:

- (a) Comprehensive General Liability Insurance (including Broad-Form contractual liability and completed operations, explosion, collapse and underground hazards) in the amount of one million dollars (\$1,000,000.00) per occurrence/ \$2,000,000.00 general aggregate covering personal injury, bodily injury and property damage.
2. **Workers' Compensation and Related Employee Insurance.** HIH shall maintain workers' compensation insurance and other insurance as required by law for its employees. SLCSO shall maintain worker's compensation and other insurance as required by law for its employees.
3. **Use of Insurance Proceeds.** In the event of a casualty loss, HIH and SLCSO shall meet and confer to determine whether the affected Facility shall be rebuilt. If the affected Facility is not to be replaced, provided that all demolition and removal and restoration of the site is completed by SLCSO, SLCSO shall be entitled to the insurance proceeds for the loss. If SLCSO declines or fails to restore the affected Facility to its original condition, SLCSO shall be entitled, and

HIH hereby agrees, to direct that any insurance proceeds be released to SLCSO.

C. **Indemnity**

1. **Indemnity Arising from HIH Activity or Operation of Facility.** HIH shall defend, indemnify and hold harmless SLCSO, its Board of Education, its members, officers, employees, agents, and volunteers from and against all claims, damages, losses, expenses, including reasonable attorney fees and costs, arising out of (1) HIH's use of the Facilities, the site or any portion of SLCSO property, (2) the use of the building or equipment constructed or installed and located on the site, the premises or any portion of SLCSO property in violation of the terms of this Agreement, or (3) any negligent act or omission of HIH, its officers, employees, agents, volunteers, or anyone for whose acts HIH may be liable in connection with the use of the Facilities. This duty to defend, indemnify and hold harmless shall include any liability arising out of the use, operation, supervision, and/or maintenance of (1) the Facilities and any equipment thereon, (2) any HIH equipment used on the Facilities or any other portion of SLCSO property, (3) any SLCSO equipment used by HIH on the Facilities or any other portion of SLCSO property, and (4) any SLCSO building used by HIH or used in HIH activities if permitted by SLCSO.

2. **Indemnity Arising from SLCSO Use of the Facilities.** SLCSO shall defend, indemnify and hold harmless HIH, its Board of Directors, its Directors, officers, employees, agents, and volunteers from and against all claims, damages, losses, expenses, including reasonable attorney fees and costs, arising out of (1) SLCSO's use of the Facilities, (2) the use of equipment at the Facilities; or (3) any negligent act or omission or the willful misconduct of SLCSO, its officers, employees, agents, volunteers, or anyone for whose acts SLCSO may be liable in connection with the use of the Facilities. This duty to defend, indemnify and hold harmless shall include any liability arising out of the use, operation, supervision, and/or maintenance of (1) the Facilities and any equipment thereon by SLCSO, (2) any SLCSO equipment used on the Facilities by SLCSO, (3) any HIH equipment used by SLCSO on the Facilities, and (4) any HIH space or rooms used by SLCSO or used in SLCSO activities.

ARTICLE VII

DEFAULT AND TERMINATION

A. Default

In the event SLCSO breaches any provision of the Agreement it shall be in default. In the event of default, SLCSO shall be given a reasonable cure period, not to exceed sixty (60) calendar days unless extended in writing by HIH, to cure the default after written notice is given to SLCSO. In the event such violation requires more than sixty (60) days to cure, under a reasonable cure period shall be extended provided SLCSO is in good faith continuing the process to cure.

In the event HIH breaches any provision of the Agreement it shall be in default. In the event of default, HIH shall be given a reasonable cure period, not to exceed thirty (30) calendar days unless extended in writing by SLCSO, to cure the default after written notice is given to HIH. In the event such violation requires more than 30 days to cure, under a reasonable cure period shall be extended provided HIH is in good faith continuing the process to cure.

B. Termination

Failure to cure the default shall render SLCSO in substantial breach of its obligations and shall entitle HIH to exercise any of its remedies in equity or at law including immediate termination of the Agreement and the Lease.

Failure to cure the default shall render HIH in substantial breach of its obligations and shall entitle SLCSO to exercise any of its remedies in equity or at law including immediate termination of the Agreement and the Lease.

C. Termination Without Cure Period

There shall be no cure period and the contract shall be terminated immediately on the following event or events:

1. **Assignment of Assets for the Benefit of Creditors.** If HIH assigns all or substantially all of its assets for the benefit of creditors, this Agreement shall be immediately terminated.
2. **Assignment of Interest in Agreement.** If HIH or SLCSO assigns any of its rights, duties or obligations under the Agreement, this Agreement shall be immediately terminated.
3. **Filing a Petition of Bankruptcy.** A voluntary or involuntary, filing for bankruptcy by HIH shall be cause for immediate termination of the Agreement

without notice or further action by SLCSO.

4. **Abandonment of Facilities.** If HIH, for any reason abandons the Facilities, the Agreement shall be terminated. If SLCSO, for any reason closes Facilities, the Agreement shall be terminated.

5. **Termination by Expiration of Lease or Partnership Agreement.** If not earlier terminated with or without cause, this Agreement shall terminate upon the expiration of Partnership Agreement or any extension thereof.

D. Termination of Lease

1. Upon termination of the Lease or Partnership Agreement, this Agreement shall terminate and title to the Facilities, less reasonable wear and tear, shall remain vested in SLCSO.

ARTICLE VIII

TAXES, ASSESSMENTS AND ENCUMBRANCES

A. Taxes

HIH shall be responsible for any real property taxes, sales taxes, use taxes, or possessory interest taxes to the extent HIH is liable for use of tax-exempt property. SLCSO shall be responsible for any assessments related to its use of the Premises and Facilities, if any.

B. Other Fees

Any fees, whether or not characterized as assessments, including any entitlement or processing fees related to the construction of the Facility whether paid to local, county or state government related to the Facility shall be the responsibility of SLCSO.

C. Encumbrances

The Facilities are on tax-exempt property. HIH shall not seek to encumber or otherwise place a lien on the Premises as security for a monetary encumbrance or for the performance of a HIH obligation.

ARTICLE IX

DISPUTE RESOLUTION

A. Mediation

The parties shall attempt informal, and if so agreed, formal mediation regarding any dispute arising out of this Agreement.

B. Litigation

In the event that the parties are unable to resolve any outstanding dispute, any litigation shall be in Lewis County Supreme Court, Lowville, New York.

ARTICLE X

MISCELLANEOUS PROVISIONS

A. Captions

The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define the scope or the extent of this Agreement or the construction of any provision.

B. Counterparts

This Agreement may be executed in any number of counterparts, all of which taken together shall constitute one and the same instrument. A facsimile or copy shall be as valid as an original.

C. Entire Agreement; Exhibits

This Agreement, including all exhibits, along with the Real Estate Lease, constitutes the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement and the Real Estate Lease. All prior understandings, terms or conditions, including any memorandums of understanding (MOU's) are modified by this Agreement and the Real Estate Lease.

D. Interpretation

This Agreement shall be interpreted in accordance with the laws of the State of New York. This Agreement shall be construed as a whole, according to its fair meaning, and not strictly for or against any party. The rule of construction that the contract is to be strictly interpreted against the drafter shall not apply. Each party herein shall be construed as co-drafters.

E. Other Documents

The parties agree to cooperate fully in carrying out the terms and conditions of this Agreement, including the execution of such other documents that may be necessary to carry out the purpose and intent of this Agreement.

F. Modification of Agreement

This Agreement may only be modified in writing duly executed and ratified by the parties.

G. Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the successors and assigns of the parties. Neither HIH nor SLCSO shall not assign any rights, duties or obligations, including its Lease, under this Agreement. Breach of this provision shall constitute a default and shall be grounds for an immediate termination.

H. Severability

If any provision of this Agreement is held to be void, voidable, or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.

EXECUTION

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the date herein above inscribed.

**SOUTH LEWIS CENTRAL
SCHOOL DISTRICT**

**HAND IN HAND CHILD
CARE CENTER**

President, Board of Education



President, Board of Directors

Agreement, and all attached exhibits, ratified by the Board of Education of the South Lewis Central School District on _____ 2022 at its regular Board of Education meeting.

Clerk, Board of Education

Agreement, and all attached exhibits, ratified by the Board of Directors of Hand in Hand Child Care Center on April 29 2022 at its regular Board of Directors meeting.

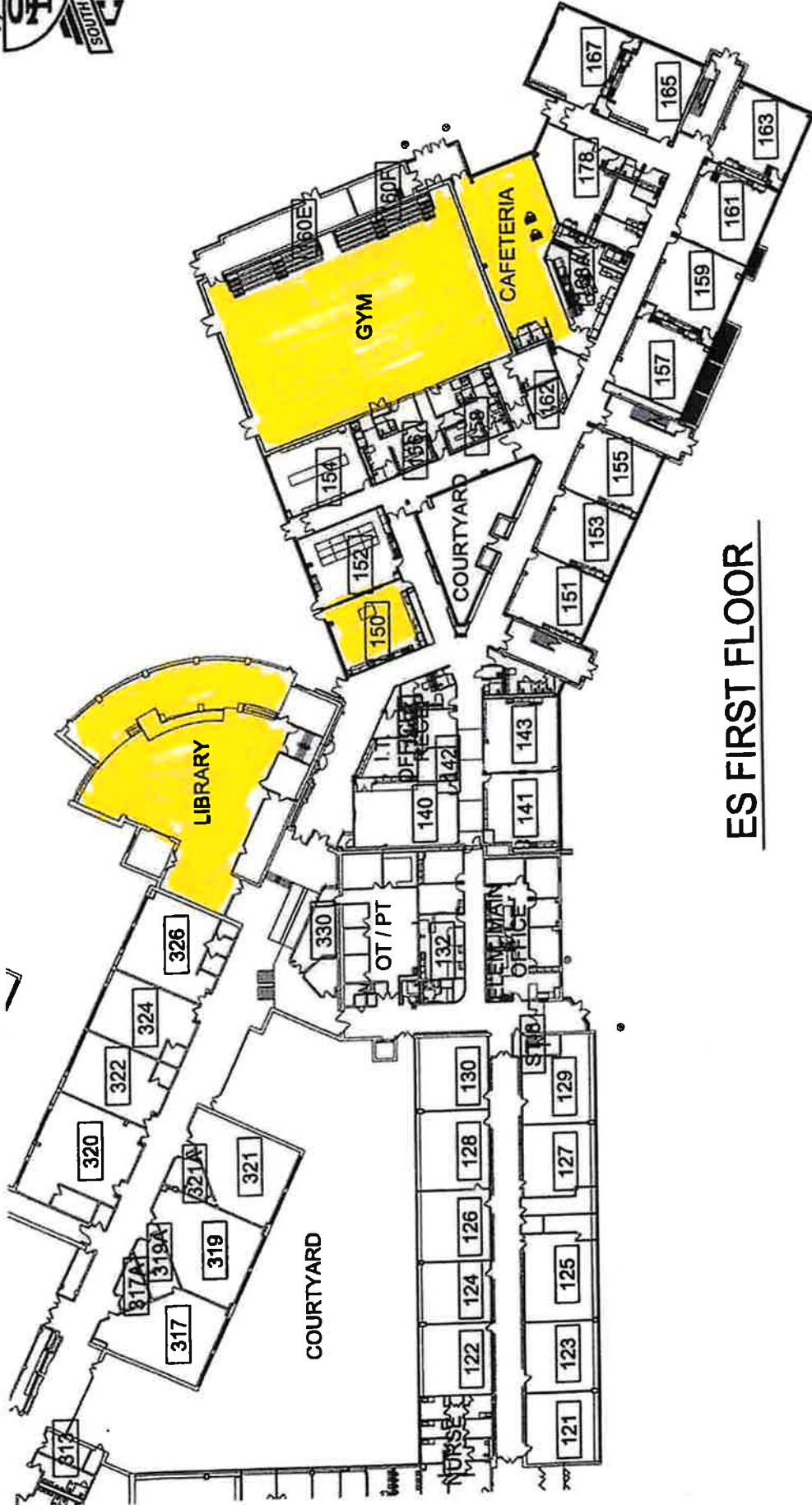

Secretary, Board of Directors

SCHEDULE OF EXHIBITS

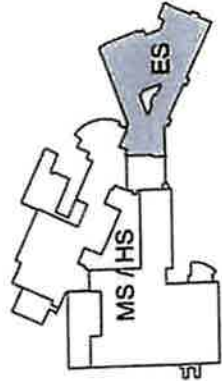
Exhibit A - Diagram and Description Depicting Facilities Locations.



Exhibit A



ES FIRST FLOOR



KEY PLAN