

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SOLE SUPERVISORY DISTRICT  
JEFFERSON-LEWIS-HAMILTON-HERKIMER-ONEIDA COUNTIES**

## **DISTRICT-WIDE SCHOOL SAFETY PLAN**

**Revised and Adopted August 2023**

**Developed October 8, 2019**

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## **INTRODUCTION**

The Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES District-Wide Safety 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 are at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

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

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

### **A. Purpose**

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

### **B. Identification of School Teams**

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

<b>Position</b>	<b>Name</b>
Administrative Representatives	Stephen Todd Michele Carpenter
Board of Education Representative	Sandra Young Klindt, BOE President
Teacher Representative	Darcy Pitkin, BPA President
Parent Organization Representative	N/A
School Safety Personnel	Ray Filley Linda Shaw Justine Henderson
Other School Personnel	Jason Compo Eli Stawicki Mike Lively Susan Farr Jeffrey Ginger

### **C. Concept of Operations**

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

### **D. Plan Review and Public Comment**

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the BOCES Board Room on May 18, 2001, and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide and Building-Level Plans on June 21, 2001. The most recent revision of the District-Wide Safety Plan as reflected in this document was adopted by the Board of Education on August 16, 2023.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department on July 12, 2001. Building-Level Safety Plans were sent to local and State Police on August 7, 2001.
3. This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the Office of the District Superintendent of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES.
4. While linked to the District-Wide School Safety Plan, Building-Level Safety Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

## SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

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

### A. Prevention/Intervention Strategies

#### *Program Initiatives*

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

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

## ***Training, Drills, and Exercises***

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Administration and will new regulations will conduct four (4) lockdown drills pursuant to the regulation.

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

Additional staff development will take place as needed.

Screening of potential new employees includes:

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

## ***Implementation of School Security***

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

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

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

## ***Vital Educational Agency Information***

Each Building-Level Safety Plan will include the following information:

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

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

## **B. Early Detection of Potentially Violent Behaviors**

1. There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. The early warning signs include:
  - Social withdrawal
  - Excessive feelings of isolation
  - Excessive feelings of rejection
  - Being a victim of violence
  - Feelings of being picked on
  - Low school interest and poor academic performance
  - Expression of violence in writings and drawings
  - Uncontrolled anger
  - Patterns of impulsive, chronic hitting and bullying
  - History of discipline problems
  - History of violent and aggressive behavior
  - Intolerance for differences and prejudicial attitudes
  - Alcohol and drug use
  - Affiliation with gangs
  - Inappropriate access/use of firearms
  - Serious threats of violence
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The District Superintendent will set specific times for the building principal(s), in conjunction with the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Professional Development Plan, to organize activities of particular concern.

## C. Hazard Identification

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

## SECTION III: RESPONSE

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

### A. Notification and Activation (Internal and External Communications)

1. Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Safety Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.
2. The 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. The following forms of communication may be utilized:

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



## **B. Situational Responses**

### ***Multi-Hazard Response***

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

Emergencies include, but are not limited to:

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

### ***Responses to Acts of Violence: Implied or Direct Threats***

The 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.

The normal procedures to respond to implied or direct threats of violence will be:

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

### ***Response Protocols***

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

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

### ***Procedures for Obtaining Emergency Assistance from Local Government***

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

911	911
Jefferson County Emergency Services	(315) 786-2654
Lewis County Emergency Services	(315) 376-5305

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

- Red Cross
- Fire Department
- NYS Police
- Private Industry
- Private Individuals
- Citizen Advocates, Inc.
- NYS Department of Environmental Conservation
- NYS Department of Transportation
- NYS Department of Health (518-891-1800)
- State Emergency Management Office (SEMO 518-457-2200)
- Department of Homeland Security (202-282-8000)
- CHEMTREC (800-424-9300)
- Religious Organizations
- Others

### ***District Resources Available for Use in 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 Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Safety Plans.

### ***Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies***

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

## ***Protective Action Options***

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

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

## SECTION IV: RECOVERY

### A. District Support for Buildings

After a critical incident has occurred, the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps (1-8):

- Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
  - Determine nature of team involvement
  - If team is needed, acquire release from currently assigned responsibility
  - Inform District Superintendent of nature of the incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma (target population).
- Step 4: Assist building administrator in the following areas:
- Arrange staff meeting
  - Formulate staff meeting agenda
  - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
  - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)
- Step 5: Assignment of team members and other staff to individual tasks.
- Step 6: Provide Crisis Team Services
- Conduct faculty meeting with all building staff
  - Provide educational information to teachers to be used in class
  - Conduct classroom meetings with team member and teacher in seriously affected classes
  - Assess needs and arrange for follow-up meetings with individuals and small groups
  - End of day staff meeting to update staff and administrators to plan for next day
  - Crisis Team “debriefing” at the end of day
  - Provide substitutes and aides as back-up staff for teachers
  - Offer a separate room for parent contact, if necessary
  - Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions
- Remind staff about “Teachable Moments”
- Death and grief education
  - Personal safety
  - Sorting rumor from fact
  - Anatomy of the injury (e.g., what type, extent, what it means)
- Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff, students, and parents.

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

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

**B. Disaster Mental Health Services**

The Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES will work closely with local mental health services to:

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

## APPENDICES

### APPENDIX 1:

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

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>	<b>Work Phone Number</b>
Bohlen Technical Center	20104 State Route 3 Watertown, NY 13601	Randy Fulkerson	(315) 779-7200
ACES	20104 State Route 3 Watertown, NY 13601	Jeanette Rushford	(315) 779-7233
Programs for Exceptional Students	20104 State Route 3 Watertown, NY 13601	Michael Lively	(315) 779-7100
Administration Building	20104 State Route 3 Watertown, NY 13601	Stephen Todd Michele Carpenter Leslie LaRose-Collins	(315) 779-7000
Howard G. Sackett	5836 State Route 12 Glenfield, NY 13343	Mallory Douglas	(315) 377-7300
Alternative Center for Education Services	5439 Shady Ave. Lowville, NY 13367	Alicia Ross	(315) 377-7365
Jefferson Community College	1220 Coffeen Street Watertown, NY 13601	Jeffrey Ginger	(315) 779-7200
Jefferson Community College Lewis County Extension Center	7395 East Road Lowville, NY 13367	Mallory Douglas	(315) 377-7365

## **APPENDIX 2:**

### **Building Risk Determination**

<b>Building Name</b>	<b>Address</b>	<b>Internal Hazard</b>	<b>External Hazard</b>
Bohlen Technical Center	20104 State Route 3 Watertown, NY 13601	See Below	See Below
ACES	20104 State Route 3 Watertown, NY 13601		
Programs for Exceptional Students	20104 State Route 3 Watertown, NY 13601		
Administration Building	20104 State Route 3 Watertown, NY 13601		
Howard G. Sackett	5836 State Route 12 Glenfield, NY 13343		
Alternative Center for Education Services	5439 Shady Ave. Lowville, NY 13367		
Jefferson Community College	1220 Coffeen Street Watertown, NY 13601		
Jefferson Community College Lewis County Extension Center	7395 East Road Lowville, NY 13367		

#### **Internal Hazards**

##### **Civil Disturbance**

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

##### **Fire and Explosion**

- Explosion
- Fire

##### **Systems Failure**

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

##### **Medical Emergency**

- Allergic Reaction/Bleeding/Blow to the Head
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Epidemic
- Death/Suicide

#### **External Hazards**

##### **Natural/Weather Related**

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

##### **Environmental**

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

##### **Other External Hazards**

- Airplane Crash
- School Bus Accident
- Earthquake

### **APPENDIX 3:**

Regulation references

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

### **APPENDIX 4:**

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

### **APPENDIX 5:**

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

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

### **Appendix 6: School Safety Officer Contract**

See attached

### **Appendix 7: Emergency Remote Instruction Plan**

See attached



## **Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES**

### **Emergency Remote Instruction Plan**

#### **1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.**

When making decisions about remote instruction, the BOCES will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. Consideration will be given to the differing impact of both short-term and long-term closures.

The BOCES may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the BOCES remains in session and provides remote instruction, it will align with the BOCES emergency remote instruction plan found within the BOCES-wide school safety plan. The Career and Technical Center (CTE) will make every effort to offer a device through BOCES if one is not available from a student's home school or if the device the student has is not capable of program-specific technology tasks. All CTE classrooms have laptop carts to ensure one-to-one devices for each student. All students in the Program for Exceptional Students (PES) classrooms have availability of one-to-one devices as well.

During a prolonged closure, a schedule will be created for the pickup and return of devices to ensure every student receives the necessary equipment. This schedule will be effectively communicated to families through email, phone calls, social media platforms, and physical mailings.

The BOCES technology department will handle the servicing of devices, and in the event of any issues, students will be provided with a loaner device as a temporary replacement. Students who are not utilizing a computing device will have the option to establish a phone connection with their instructor.

This plan is consistent with the information provided by families in the Student Digital Resources Data Collection which is collected and reviewed annually.

Teachers and students are required to comply with any and all applicable BOCES policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the BOCES' policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

The BOCES will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and BOCES policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

## **2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.**

No later than June 30 of each school year, the District Superintendent will report to the Commissioner of Education the results of the survey on student access on computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner. By implementing this approach, the BOCES will be able to identify students who have access to internet connectivity and those who do not. This awareness will enable the BOCES to take necessary measures to address the needs of students accordingly.

BOCES will collaborate with component school districts and community organizations to ensure internet connectivity for students. This will be accomplished through various means such as broadband, satellite, and mobile WiFi hotspots, including public spaces. A comprehensive list of public access points will be provided to students and their families.

Remote instruction provided on dates when the BOCES would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The District Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the BOCES was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the BOCES' emergency remote instruction plan.

**3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.**

All school staff have a school-issued device and Wifi hotspot if necessary. Devices are equipped with cameras and microphones. All teachers will be using a learning management system (LMS) such as Canvas or Google Classroom.

When implementing remote instruction, the BOCES will ensure that it is complying with applicable teaching and learning requirements.

All students participating in remote instruction are required to receive daily meaningful contact from the school team which means regular and substantive daily interaction between the student and appropriately certified teacher who is not in the same in-person physical location.

The emphasis will be on providing synchronous daily instruction with face-to-face interaction with the teacher through digital video-based technology which includes online technology and videoconferencing technology. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.

Synchronous instruction means instruction where students engage in learning in the direct presence (remote or in-person) of a certified teacher in real-time. Synchronous lessons may include discussions, demonstrations, explicit instruction, modeling, guest speakers, and other activities designed to encourage student engagement and achievement. Teachers will take daily attendance and will grade student work; all grades will count towards students' quarterly and final averages.

To complement synchronous learning, asynchronous options will be implemented. This may include formative and summative assessments, practice exercises, and independent reading assignments. Teachers and service providers will use approved LMS software that will create more opportunities for each child to be actively engaged in the learning process.

BOCES is committed to addressing the needs of the whole child including social-emotional well-being and a sense of belonging. All planning encompasses the guiding principles of diversity, equity, and inclusion.

School counseling staff will collaborate with administration, teachers, and other related service providers to assist families as needed. Assistance will include direct contact with families, referrals to community support services, and ongoing counseling services to individual students. Counseling may include additional support and guidance for families as appropriate. All services will be provided using virtual communication methods meeting FERPA, and as appropriate, HIPAA guidelines.

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the BOCES and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Special education and ESL staff will collaborate with general educators to ensure that students with individualized needs receive appropriate accommodations. The child's learning team will collaborate with families to develop a schedule that includes daily instruction and supportive services throughout the school week. Teachers will communicate with families/caregivers as to how best to implement individualized student learning plans in a virtual environment.

As necessary, the BOCES will provide instruction using remote instruction technology (IT) and IT support for students, teachers, and families. The BOCES will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

**4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.**

All efforts will be made to create an inclusive learning environment for all students. Remote instruction may encompass non-digital and audio-based synchronous and/or asynchronous instruction where this instruction is more appropriate for a student's specific educational needs. Teachers will collaborate with families and caregivers to discuss the most appropriate method of instructional delivery reflective of the student's individualized education plan or other specific learning needs.

Synchronous instruction will be provided for students for whom remote instruction is not appropriate through non-digital connections and home visits, if appropriate. Synchronous

instruction will be recorded or made available in print for students without adequate internet access.

Remote instruction provided on dates when the BOCES would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The District Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the BOCES was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the BOCES' emergency remote instruction plan.

**5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the BOCES and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Special education and ESL staff will collaborate with general educators to ensure that students with individualized needs will receive appropriate accommodations. The child's learning team will collaborate with families to develop a schedule that includes daily instructional and supportive services throughout the school week. Teachers and related service staff will communicate with families/caregivers as to how best implement individualized student learning plans in a virtual environment.

BOCES is committed to ensuring that all students receive instruction in accordance with their individualized education programs to ensure the continued provision of a free and appropriate public education in the event of an emergency closure.

Regular collaboration among teachers, special education teachers, ESL teachers, support staff, administrators, counselors, work-based learning coordinators, and related service providers will make instructional materials and services accessible to students. Other resources will be offered to students and families to assist with virtual learning and will include social/emotional/behavioral supports for use at home.

**6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.**

Not applicable

# **INDIVIDUAL SCHOOL RESOURCE/SAFETY OFFICER AGREEMENT**

October 17, 2022

**THIS AGREEMENT** is made and entered into by and between the Board of Education of the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services ("BOCES") located at 20104 NYS Route 3, Watertown, New York, 13601, and School Resource/Safety Officer, Ryan G. Robinson, ("Officer Robinson") or ("SRO/SSO"), and referenced collectively as the "Parties".

## **RECITALS**

**WHEREAS**, BOCES is interested in enumerating certain of the duties and working conditions for Officer Robinson, who is currently employed by BOCES under the civil service title of School Safety Officer, also referred to in statutes and regulations as a School Resource Officer ("SRO");

**WHEREAS**, BOCES believes the services of a SRO/SSO who is approved to carry a weapon can provide a visible presence within its schools as a deterrent to criminal behavior on the school campus and to promote a greater sense of safety and security; and

**WHEREAS**, the specific terms related to certain of the duties and responsibilities for Officer Robinson's employment as a SRO/SSO for BOCES are specified in this agreement and any other terms not addressed herein are reserved to the discretion of BOCES pursuant to the requirements of law.

**NOW, THEREFORE**, the Parties hereto agree as follows:

## **TERMS**

### **A. Qualifications**

Officer Robinson certifies that in his employment in BOCES in the position of a School Resource/Safety Officer, each of the following is true:

1. That he/she is either:
  - i. A police officer as defined in subdivision thirty-four of section 1.20 of the criminal procedure law, or a retired police officer; or
  - ii. A peace officer as designated by section 2.10 of the criminal procedure law; or
  - iii. A law enforcement officer, who consistent with federal law, qualifies to carry a weapon under the federal law enforcement officer's safety act, 18 U.S.C. 926C; or
  - iv. A security guard as defined by and registered under article seven-A of the general business law, who has been granted a special armed registration card.

And he/she agrees to maintain this status during the term of this Agreement.

2. That he/she has been formally trained in, and is experienced in various law enforcement procedures and investigative techniques, to include New York's Penal Law and Criminal Procedure Law, as well as any applicable State, Federal, and Local laws and regulations and has either: 1) received or 2) will immediately after hire make arrangements to receive specific training related to his/her role as a SRO/SSO in the educational setting.



3. That he/she is fit to perform the duties normally associated with those of a SRO/SSO and he/she knows of no physical infirmity or incapacity that will prevent him/her from discharging the duties of a SRO/SSO.
4. That he/she presently has, and agrees to maintain, his/her right to carry and possess a firearm via a valid New York State Pistol Permit pursuant to the requirements of New York Penal Law Article 400, and to maintain the status set forth at "1" above.
5. That he/she will provide his/her own weapon and related equipment for use while on duty and in the employ of BOCES and that he/she is responsible for maintaining his/her proficiency regarding its use.
6. That to the extent any exist, he/she is familiar, or will immediately familiarize himself/herself with any limitations his/her status as a SRO/SSO places on his/her ability to perform any law enforcement related duties regarding activities or incidents occurring on school grounds/property.
7. That he/she shall comply with all state and federal laws and adhere to and abide by BOCES' rules, regulations, policies and procedures related to investigations, interviews, and search and arrest procedures in the school setting.
8. That he/she shall report all violations of law, school rules, regulations or policies to school administration and, to local law enforcement agencies where appropriate (i.e. in emergent or exigent circumstances and/or when directed to do so by school administration). Notwithstanding the responsibility to report, he/she specifically acknowledges that the responsibility to discipline for violations of school rules, regulations or policies rests solely with the school administration.
9. That he/she specifically acknowledges the Superintendent of Schools is authorized to adopt and impose such additional regulations and requirements as he/she deems necessary to govern the conduct of the SSO/SRO related to the carrying, possession, and use of a firearm on school property and to consult with local and state police officials for any best practices related to such possession, carry, and use.
10. That he/she shall comply with the additional requirements of carrying a firearm as set forth in the attached Appendix A.

**B. General Duties and Responsibilities**

The general duties and responsibilities of the SRO/SSO shall include, but not be limited to, the following:

1. Provide for the security and safety of all students, staff, and visitors, protect school property, and maintain order in and around the school site.
2. Provide intervention between students and/or staff using appropriate techniques to calm and control situations.
3. Provide assistance in crisis situations, e.g., disruptive parent/visitor, violent and/or out of control student or staff, etc.
4. Assist with situations needing to be referred to law enforcement, e.g., drug possession, acts of violence, etc.
5. Report all violations of law, school rules, regulations or policies to school administration and, to local law enforcement agencies where appropriate (i.e. in emergent or exigent circumstances and/or when directed to do so by school administration). Notwithstanding the responsibility to report, he/she specifically acknowledges that the responsibility to



discipline for violations of school rules, regulations or policies rests solely with the school administration.

6. Advise school administration of any circumstance or situations that may create a potential for harm to persons, or damage to, or loss of property.
7. When requested to do so by the Superintendent or their designee, screen persons entering the building or school grounds for any contraband including weapons.
8. Take necessary action to prohibit loitering and trespassing on school grounds.
9. Question any individual not having appropriate identification to ascertain his/her status and purpose of their presence on school property.
10. Serve as a resource for teachers, parents, and administrators.
11. Provide an open and obvious presence in the building, i.e., patrol the hallways, visit the cafeteria, speak with and develop a rapport with the students, etc.
12. Attend special events held during the school day, such as assemblies and presentations, and, where directed by the Superintendent, non-school day events such as sporting events, award ceremonies and graduation ceremonies, etc.
13. Where requested to do so, provide presentations at faculty and staff meetings on law enforcement and/or safety related topics and assist with staff professional development and trainings on similarly related topics.
14. Provide support for the development of required school safety plans and the performance of safety and evacuation drills.
15. Engage in various prevention activities, e.g., classroom presentations on bullying, internet safety, drug use/awareness, stranger danger, etc.
16. Perform investigations of specific matters as directed by the Superintendent.
17. Other activities as directed by the Superintendent or their designee.
18. Notwithstanding the General Duties and Responsibilities set forth above, at the outset of any investigation, the SRO/SSO shall immediately make a determination as to whether the conduct that is occurring or that is alleged to have occurred is a potential violation of law or merely a student code of conduct violation. If the SRO/SSO makes an initial determination that the conduct is solely a code of conduct violation, the matter will immediately be turned over to school officials and will cease their investigation and take no part in the school's disciplinary process beyond that of a fact witness, if the need arises.

**C. Chain of Command**

The SRO/SSO's primary point of contact will be the District Superintendent and/or their designee.

**D. Reporting of Crimes**

If school personnel uncover evidence that a crime has been committed as defined by statute, or as determined by the school principal or his/her designee, the school official shall notify the SRO/SSO, or in the event of an emergency or the SRO/SSO's absence, dial 911 for police.

**E. Limitations**

This agreement contains, and is limited to, the terms and conditions related to the employment of the SRO/SSO. The Parties acknowledge and agree that the SRO/SSO is subject to and governed

by District policy and procedure as they may impact on the SRO/SSO in the execution of their duties. No waiver, alterations or modifications of any provisions of this Agreement shall be binding unless in writing and signed by the duly authorized representative of the parties sought to be bound.

**F. Execution**

This Agreement shall be binding upon both parties when fully signed and executed by the SRO/SSO and upon approval of BOCES' Board of Education.

**G. Termination of the Agreement**

The Parties agree that this Agreement may be terminated upon written notice to the other party at said party's designated address. In case of termination of said Agreement, BOCES will be provided with all documents, notes, memoranda and reports (if any) with respect to the SRO/SSO's service up to the effective termination date of said Agreement. The Parties further agree that this Agreement shall continue for the term of the SRO/SSO's employment with BOCES.

**H. Authorization by the Board of Education to Carry a Service Pistol**

At its meeting on October 17, 2018, the Board of Education acknowledged its authority pursuant to Article 265.01-a of the New York State Penal Law, and any other applicable section of New York State Law, to authorize the carrying of a firearm by a SRO/SSO employed by BOCES. Further, by its resolution adopted October \_\_\_\_, 2022, the Board of Education has provided, through the District Superintendent, its affirmative written permission to Officer Robinson to possess and carry a properly registered personal firearm as approved by the District Superintendent while on school property and while in the performance of his/her duties for BOCES.

**I. Use of Personal Protective Equipment**

In consultation with the SRO/SSO and as approved by the District Superintendent, BOCES will purchase personal protective equipment such as a bullet proof vest/body armor, as well as uniform items such as shirts and boots for the SRO/SSO's use with the expectation that the SRO/SSO will wear such personal protective equipment while on duty for BOCES. Such equipment will be kept in good repair and replaced and/or updated on a regular basis in accordance with the normal standards employed for law enforcement officers in the State of New York.

**J. Firearms and Use of Force Training and Maintenance**

The SRO/SSO will coordinate with the New York State Police and/or the Jefferson County Sheriff's Department or other police agency to ensure regular and ongoing training in the proficient use of firearms and training in the best practices for the proper and appropriate use of force for a SRO/SSO. All costs associated with such training shall be paid by BOCES.

**K. Rules Regarding Use of Force**

The SRO/SSO understands that it is BOCES' policy in accordance with the laws of the State of New York that the SRO/SSO may only engage in the use of force where the defense of

justification pursuant to New York Penal Law Article 35 applies to the use of such force in his/her capacity as an SRO/SSO on campus.

**L. Development of Guidance and Recommendations**

In accordance with the above legal requirements, the SRO/SSO will coordinate with BOCES to develop proposals and recommendations for the District Superintendent and the Board of Education's considerations for the modification and/or adoption of District policies and/or administrative guidance regarding use of force by the SRO/SSO in the performance of the SRO/SSO's duties.

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IN WITNESS WHEREOF, the parties have executed this AGREEMENT on the 19<sup>th</sup> day of October, 2022.

By: Jefferson-Lewis-Hamilton-Herkimer-Oneida  
Board of Cooperative Educational Services

  
Stephen J. Todd, District Superintendent

10/19/22  
Date

**CERTIFICATION BY SCHOOL DISTRICT BOARD CLERK**

I, Patricia LaChoir, Clerk of the Board of Education for the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services, do certify that this Agreement between the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services and Ryan G. Robinson was duly approved by a majority vote of the voting strength of the Board of Education on October 19, 2022.

Patricia LaChoir  
DISTRICT CLERK

10/19/22  
Date

**BY: SCHOOL RESOURCE OFFICER**

Ryan G. Robinson  
Ryan G. Robinson

10/17/2022  
Date

State of New York )  
 ) SS:  
County of Jefferson )

On the 17 day of October in the year 2022 before me, the undersigned, personally appeared **Ryan G. Robinson**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

Pamela D. Desormo  
Notary Public

Pamela D. Desormo  
Notary Public, State of New York  
Registration No. 01DE6359204  
Qualified in Jefferson County  
Commission Expires May 22, 2025

## **APPENDIX A**

### **SUBJECT: USE OF FORCE REGARDING AUTHORIZED CARRYING OF FIREARM**

The Jefferson-Lewis BOCES recognizes its responsibility to promote and foster safety for the students it educates, its staff, and members of the public who visit and utilize its facilities, to ensure a safe learning and working environment. Relatedly is the obligation of Jefferson-Lewis BOCES to ensure the physical safety of students, staff, and visitors to the District. In accordance with Article 265 of the New York State Penal Law, the Board of Education has the authority to approve the carrying of a duly registered and approved firearm by properly trained and certified individual(s) (hereinafter referred to as a School Safety Officer, or "SSO") for purposes of protecting the health and safety of persons present on the school campus.

For an SSO approved for the carrying of a firearm on school property, an SSO shall only engage in the use of force with such firearm where the defense of justification pursuant to New York Penal Law Article 35 applies to the use of such force. The defense of justification is defined in Section 35.05 of Article 35 of the New York Penal Law and shall govern the conduct of any SSO's carrying and/or use of a firearm on school property. An SSO shall also be subject to the following requirements governing the permitted carrying and/or use of a firearm on school property:

1. The only Firearm and ammunition carried by a SSO while on duty/on Jefferson-Lewis BOCES premises will be the firearm and ammunition the SSO is currently approved and qualified to carry.
2. No shotgun, rifle, other long gun, pistol, or revolver will be carried, possessed, or brought on Jefferson-Lewis BOCES property by the SSO other than the firearm currently approved and qualified to carry.
3. Firearm and ammunition will always be secured on the SSO's person with the firearm carried by the SSO in a level III retention-type holster for added security.
4. Firearm and ammunition will never be stored or kept on BOCES property when the SSO is off-duty.
5. Firearm will never be displayed by the SSO or removed from the SSO's holster unless required in accordance with NYS Penal Law Article 35.
6. Cleaning and routine maintenance of the firearm will not be performed while on Jefferson-Lewis BOCES property.
7. SSO firearm qualification will be performed at least annually and certified by a NYS Range Instructor in accordance with applicable NYS law.
8. There will be an annual review by the SSO of Article 35 of the NYS Penal law regarding Use of Deadly Physical Force.
9. SSO will meet and confer on a regular basis with local, county and state law enforcement officials regarding the SSO, building, and premises familiarization.

10. SSO will meet and confer on a regular basis with Jefferson-Lewis BOCES building administrators regarding SSO's firearm possession and procedures.

11. Annual presentation by SSO to Jefferson-Lewis BOCES staff members regarding emergency procedures (Shelter-in-Place, Evacuation, Lockout and Lockdown etc.) and Active Shooter Awareness Training.

12. The Jefferson-Lewis BOCES Superintendent will investigate any complaint pertaining to the improper use or abuse of established procedures regarding the SSO's firearm and will contact law enforcement if necessary.

The Jefferson-Lewis BOCES Superintendent of Schools is authorized to adopt and impose such additional regulations and requirements as he deems necessary to govern the conduct of the SSO related to the carrying, possession, and use of a firearm on school property and to consult with local and state police officials for any best practices related to such possession, carry, and use.

Legal Ref: New York State Penal Law Articles 35 and 265

Approved: October 17, 2018