

Emergency Management Comprehensive District Wide Safety Plan

2020-21

Walton Central School District
47-49 STOCKTON AVENUE, WALTON, NY 13856



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WALTON CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools Against Violence in Education)

Commissioner’s Regulation 155.17

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 manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of 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 Walton Central School District has developed this plan using existing and new resources and will continue to monitor and update it to maintain a safe environment at our schools.

Comments about the plan can be addressed to the District-wide Safety Chief Emergency Officer at 607-865-4116 extension 6156.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

This Walton Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. Upon the recommendation of the Superintendent, the Board of Education appoints a District-wide School Safety Team at its July re-organizational meeting and charges it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Walton Central School District has appointed a district-wide school safety team consisting of, but not limited to, representatives of the school board, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. Our team includes representation from the local fire and police departments. The members of the team and their positions or affiliations are attached as Appendix 1.

Each school has identified a building-level safety committee with similar representation.

C. Concept of Operations

- 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 individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response will be by the School Emergency Response Team. Our procedures call for the Incident Command System to be established, if possible, at the site of an incident.
- Upon the activation of the School Emergency Response Team, the Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified by calling 911, when appropriate to the situation.
- Emergency response actions including Post-incident Response may be supplemented by County and State resources through existing protocols.

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 June 1st of each year. A copy of the plan will be available at the District Office and school website.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans must be formally adopted by the Board of Education after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties, and a 30-day public comment period.

- 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 (NYSED) within 30 days of adoption. Building-level Emergency Response Plans will be supplied to NYSED, State Police and local police departments within 30 days of adoption. Copies of the District-wide School Safety Plan may be found on the district website.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention and Intervention Strategies

Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency if it does occur. Listed below are programs and activities the district may utilize for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

B. Program Initiatives

- Student Assemblies on Risk Issues
- After School Academic Programs at the Elementary School
- After School Study Club at the Middle School
- Fun & Fitness Program at Middle/High School
- Middle School Advisor Groups/Time
- District Code of Conduct
- Active Safety Committee
- Conference Day Speakers on Drug and other Risk Issues
- Student Mentoring Program in High School
- Alternatives to Violence Program Grades 5-12
- Life Skills Management Grades K-7
- Service Learning requirements in High School Courses and Clubs
- Bullying/Cyber bullying Discussions Grades K-12 (OLWEUS)
- Sources of Strength

C. Improving Communication with Students

- Community Assemblies
- Student Councils at the Buildings
- Safe Against Violence
- Diversity K-12 Guest Speakers or Multi-Media Presentations
- Sexual Awareness and Relationships Discussions
- 800 Tip Line monitored by the local State Police

Students are encouraged to report any potentially violent incidents to the Building Principal or other trusted staff member. Staff directly observing or otherwise made aware of a potentially violent incident will notify the Building Principal and submit a completed incident report form when feasibly possible.

D. Training, Drills, and Exercises

The district will conduct annual training for both staff and students in school safety issues on or before September 15 each year. District level training will be coordinated by the Superintendent, Business Official and/or Chief Emergency Officer and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

Building level training will be coordinated by the Building level Emergency Response Teams.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans may be revised as a result of these drills.

E. Test Components of the Emergency Response Plan

- Each emergency response code procedure (Emergency Preparedness Manual) will be practiced on an annual basis as part of a regularly scheduled staff meeting to test the districts communication system.
- Building evacuation procedures will be practiced a minimum of 12 times per school year, including 4 lock-down drills. These procedures will be tested and evacuated during the facilities fire evacuation and lockdown drills.
- The district will conduct one early dismissal (go-home) drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis.
- The emergency plan for sheltering in the event of severe weather threat such as a tornado or thunderstorm will be strongly encouraged to practice on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- The district is strongly encouraged to conduct a minimum of one tabletop drill with local law enforcement agencies and other emergency response agencies to practice and review emergency procedures, as determined by the District Safety Committee, on an annual basis.

Following a program orientation, drill and/or exercise, participants will forward their observations to their building-level safety committee representative for further review and/or discussion. If immediate action is needed, the building's principal will be notified in order to take corrective action. The building-level safety committee will review after action reports and forward their recommendations and suggestions to the district-wide safety team.

F. Safety Measures Including Personnel

At the secondary level, there is a buzzer system in place which allows visitors to be viewed on camera and/or spoken with through an intercom before admittance is granted to the building. Visitors sign in at the main desk with the greeter who then directs visitors to the appropriate location as necessary. At the elementary level, there is a buzzer system in place which allows visitors to be viewed on camera and/or

spoken with through an intercom before admittance is granted to the building. There is also a staffed hall monitor position on the first floor at the elementary level.

Greeters, hall monitors and other staff members who may be inter-acting with visitors entering the building were initially trained in August 2013 on assessing, handling and deescalating potentially violent individuals. Annual training will take place.

Greeters and hall monitors duties are:

- Engage the individuals requesting entry into the building and assess if a potential threat exists.
- Observe the behavior of the individual and/or any odor of alcohol or other substances
- Contact staff of whom the visitor has business with to verify appointment
- Sign in visitors and ensure they are escorted to their desired location
- Alert administration if there's any suspicion of a potential threat

The elementary and secondary levels have Door Access Control Systems to determine if a door is open or closed. Administrators are notified of doors that are open when they should not be. Employees must use swipe cards at a proximity card reader to enter the buildings. Access to buildings may be restricted based on employee's position, and is controlled through the Door Access Control Software. There are six card readers installed at the High School and Middle School and five at Townsend.

G. Implementation of School Security

The following building security measures are taken at the district:

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in and receive a visitor's badge.
- Staff is expected to wear their Walton School issued name badge.
- Staff is trained to challenge suspicious persons encountered in buildings.
- Elementary, Middle and High School levels utilize a visual identification system.
- Secondary level utilizes limited entrances that are monitored by school staff during the school day.
- Staff is instructed to have doors to unoccupied spaces closed and locked.
- Townsend School has a video entrance buzzer system during the school day.
- Both schools employ limited high resolution interior and exterior video surveillance cameras.
- Two way radios are used by key personnel as needed.
- The services of canines to randomly search for drugs and/or weapons is available as needed.

H. Vital Educational Agency Information

Our District has no private schools within its boundaries. The District would keep contact information for the schools in the district at the Superintendent's office.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Early Detection of Potentially Violent Behaviors

Buildings communicate with parents and students about behaviors and consequences in various ways throughout the year. Students are offered material in family, community and environmental factors that

may contribute to violence. Students are also provided with material in interpersonal violence prevention as well as annual discussion during one period of class time in some subject areas.

School counselors and nurses are in each building and work with instructional support teams to monitor and discuss any students that may exhibit warning signs.

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 3 of this document and further detailed in the district's Code of Conduct.

The district subscribes to an EAP service which provides pertinent information. Numerous staff members have received Crisis Prevention Training from our two turn-key trainers.

B. Hazard Identification

The District has established the identification of potential sites and the internal and/or external hazards that may be present in them. These are developed in coordination with the BOCES Health & Safety service staff, Fire Department and law enforcement agencies.

Faculty and/or staff will conduct inspections of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed to control any potential hazards associated within their work area. All concerns should forward to a member of the building's safety committee for further review. If immediate action is needed, the building's principal should be contacted directly.

Appendix 4 lists the district's sites and the potential emergencies at each site.

C. Notification and Activation (Internal and External Communications)

The district recognizes the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of 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 timely as possible. Law enforcement agencies are contacted by dialing 911 or (607-832-5600).

The district will notify any appropriate educational agencies 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 as identified in the Building Level Safety Plans. Notification will be made via FAX, email or telephone.

VOIP phone enhancements will be activated when a Lockdown or Hold-in-Place event occurs.

At a minimum, each Building-level Emergency Response Plan will include the following information:

- School population
- Number of staff,
- Transportation needs, and
- Telephone numbers of key officials of each such educational agency

Appendix 2 includes information as noted above.

D. Contacting Persons in Parental Relation

The district will contact appropriate districts, parents, guardians or persons in parental relation to the students via media release, use of Global Connect notification system, 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.

E. Multi-Hazard Response

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.

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosion/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Medical Emergencies	Fire
Structural Damage	Building System Failure
Others as determined by the Building-level School Safety Team	

Specific response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 6.

F. 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 3 of this document and further detailed in the Code of Conduct.

The Building Level Safety Plans provide guidance on the district’s policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plans, and could be used by the district:

- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the Building Principal of an implied or direct threat.
- Determining the level of threat with the Superintendent or designee.
- Contacting the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district’s response as appropriate, and include possible implementation of the Incident Command Team.

The Building Level Safety Plans provide more detailed guidance on the district’s policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plans:

- Determining the level of threat with the Superintendent or designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform the Building Principal/Superintendent.
- If necessary, initiate lockdown or lockout procedures and contact appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

During development of the Code of Conduct, the committee considered adoption of a zero tolerance policy toward acts of school violence and decided that such a policy was not appropriate at this time.

SECTION IV: RESPONSE PROTOCOLS/COMMUNICATION WITH OTHERS

The District recognizes that 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. These plans were developed with, but not restricted to the following protocols:

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

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

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center (607-832-5600). The Incident Commander will authorize the procurement of these agencies.

B. Procedures for Obtaining Advice and Assistance from Local Government Officials

The Incident Commander will contact the Delaware County Emergency Services Department (607-832-5600) in accordance with Article 2-B of the Executive Law-Disaster Preparedness for advice and assistance as required during an emergency.

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. These resources will be utilized in line with the Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in Appendix 5 of 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 and building-level emergencies the Incident Commander will be the Building Principal or his/her designee.

In building-level emergencies, the administrator in charge or his/her designee will act as the initial 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 is identified in the Building Level Emergency Response Plans.

E. Protective Action Options

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation and sheltering are the protective action options that the Building-level School Safety Teams, in cooperation with local emergency responders, have included in the Building Level Emergency Response Plans. Appendix 5 describes the Protective Action Options.

SECTION V: RECOVERY

A. District Support for Buildings

All the district's manpower and resources will be available to one of our sites that have endured an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a District goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident crisis response critique, the notes from the Incident Command Team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

B. Disaster Mental Health Services

The district understands how an emergency can have a major effect on the well-being of students, staff and the community at large. The district will coordinate resources with Delaware County Mental Health Services and the Post-incident Crisis Response Team. The District has a separate Grief Response plan and team to assist in these matters.

APPENDICES

Appendix 1:

Approved by the Board of Education: July 7, 2020

District Safety Committee:

R. Robinson, Chairperson	Chief Emergency Officer/Director of Technology
M. MacDonald	Superintendent, Walton Central School District
A. Loomis	High School Principal, Walton Central School District
A. J. Hoover	Middle School Principal, Walton Central School District; Parent Member
A. E. Hoover	Elementary Principal, Walton Central School District
M. Hungerford	School Business Manager, Walton Central School District
J. O'Shea	Director of Curriculum, Instruction & Assessment
A. Drumm	Board of Education Trustee
J. Jackson	Superintendent of Buildings & Grounds, Walton Central School District
T. Williams	Transportation Supervisor, Walton Central School District
J. D'Addezio	Chief, Walton Police Department
J. Jacob	Walton Fire Department
M. Harrington	Walton Fire Department
V. McClenon-Wood	School Nurse, High School/Middle School
L. Otto	School Nurse, Townsend Elementary School
P. Wood	Secretary, Townsend Elementary
S. Rosa	Teacher, O'Neill High School
C. Bakker	Computer Technician
L. Fassler	Teacher, Mack Middle School
D. Liddle	MS Student Services Department
J. Preston	Athletic Director/HS Student Services Department
C. LaParr	Teacher, O'Neill High School
J. Lamoreaux	Teacher, O'Neill High School
P. Grunder	NY State Police
J. Lauffer	Utica Nation Insurance
R. Shaw	DCMO BOCES Health & Safety Officer
W. Prim	Assistant Building Maintenance Mechanic/Bus Driver, Townsend Elementary
D. Hodges	Assistant Building Maintenance Mechanic/Bus Driver, Mack Middle School/O'Neill High School

Appendix 2:

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

Building Name	Address	Contact Name	Telephone Number
High School Complex	47-49 Stockton Avenue Walton, NY 13856	Arthur Loomis Principal	(607) 865-4116 Ext 6155
Middle School Complex	47-49 Stockton Avenue Walton, NY 13856	Adam Hoover Principal	(607) 865-4116 Ext 5113
Townsend Elementary	42-66 North Street Walton, NY 13856	Amanda Hoover Principal	(607) 865-4116 Ext 4077

Population Statistics*

Source: Annual BEDS Data in October

Building Name	Number of Staff**	Number of Students***
High School	25	273
Middle School	21	232
Townsend Elementary	41	400

Transportation needs for evacuation purposes are located in the Building-level Safety Plans.

* Source: Fall 2019 BEDS

** Teaching Staff Only

*** Grades K-12 Only

Appendix 3:

Policies dealing with violence on school property*

<u>Policy</u>	<u>Description</u>	
5300	Code of Conduct (excerpts)	17
0110 and Exhibit	Sexual Harassment Policy	33
0115 and Exhibit	Hazing-Bullying Policy	40

* Policies effective January 1, 2020

CODE OF CONDUCT (excerpts)

Introduction

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

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, 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 or persons in parental relation and all visitors when on school property or attending a school function on school grounds or at other venues.

II. Definitions

For purposes of this code, the following definitions apply.

“Discrimination” means an intentional act against any student, on school property or at a school function, that denies the rights/equitable treatment of or access to facilities available to all others, because of actual or perceived race, color, national origin, creed, ethnic group, religion, religious practice, marital status, military status, sex, age, weight, sexual orientation, disability, gender (including gender identity and expression), or predisposing genetic characteristic.

“Harassment” means an intentional act against any student, on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact by verbal threats, intimidation or abuse, of such a severe nature that it:

1. 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;
2. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety;
3. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
4. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, national origin, creed, ethnic group, religion, religious practice, marital status, military status, sex, age, weight, sexual orientation, disability, gender (including gender identity and expression), or predisposing genetic characteristic.

"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.

"Parents or persons in parental relation" means parent/guardian, or person in parent/guardian 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 extracurricular event, activity, or field trip.

"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 damages 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, such as a fist.

“Cyberbullying” definitions:

“Cyberbullying” shall mean harassment or bullying (see below) through any form of electronic communication.

“Harassment” and “bullying” shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying that:

1. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional physical well-being;

- or
2. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.
 3. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 4. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, national origin, creed, ethnic group, religion, religious practice, marital status, military status, sex, age, weight, sexual orientation, disability, gender (including gender identity and expression), or predisposing genetic characteristic. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of harassment or bullying shall be defined as 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. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race, color, national origin, creed, ethnic group, religion, religious practice, marital status, military status, sex, age, weight, sexual orientation, disability, gender (including gender identity and expression), or predisposing genetic characteristic.

V. 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 parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be clean, 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) and see-through garments 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.
5. Not include the wearing of hats and other head coverings (e.g. bandanas, "do-rags", and headbands to cover the hair) in the classroom except for a medical or religious purpose and approved by the administrator.
6. Not include items that are vulgar, obscene, 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.
8. Not include the wearing of sunglasses in the buildings.

VI. Prohibited Student Conduct

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
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 which disrupts the normal operation of the school community.

Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

Computer/electronic communications misuse, including any unauthorized use of computers, software, 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. Inappropriate public sexual contact.
 3. Cell Phone Use

Student use of cell phones is not permitted at the Townsend Elementary School.

Middle and high school students may not use cell phones or electronic devices in instructional settings unless specifically approved by the regular classroom teacher for a specific instructional activity. Examples of instructional settings include but are not limited to any scheduled course, special presentation, and/or assembly programs. Middle and high school students may use cell phones or electronic devices in non-instructional settings. Examples of non-instructional settings include during lunch/recess, in the halls during bell passing, and during study hall. Middle and high school principals will identify instructional and non-instructional settings in student handbooks and other publications as appropriate.

- 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. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. 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.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:
1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 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.
 4. Discrimination, which includes using actual or perceived race, color, national origin, creed, ethnic group, religion, religious practice, marital status, military status, sex, age, weight, sexual orientation, disability, gender (including gender identity and expression), or predisposing genetic characteristic to deny rights, equitable treatment or access to facilities available to others.
 5. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
 8. Selling, using, distributing or possessing obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Smoking or possessing a cigarette, cigar, pipe, electronic cigarette, vaping device, vaping paraphernalia or using chewing or smokeless tobacco.
 11. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, vaping devices, vaping paraphernalia, drug paraphernalia or being under the influence of alcohol or illegal substances. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs,

- which may or may not be labeled for human consumption.
12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Displays of affection, other than holding hands.
 16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 17. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

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

The school district reserves the right to suspend the transportation privileges of children who are disorderly and insubordinate. In the event transportation privileges are suspended, the parents or guardians are responsible for getting their child to and from school. The school district will make an effort to arrange for a student to receive their education if the transportation suspension eliminates the student from maintaining regular attendance during the time of the suspension.

- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

VIII. 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 or persons in parental relation, teachers and/or others, as appropriate.
6. Other extenuating circumstances.
7. Students with disabilities, students presumed to have a disability for discipline purposes and students referred for special education while subject to disciplinary action.

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.

Where a student is determined to have engaged in conduct that violates this code of conduct, and the student is known or reasonably suspected to be a student with a disability, the student's conduct shall be referred to the Committee on Special Education to determine whether the conduct is related to the student's disability or handicapping condition. Where the Committee on Special Education finds a nexus between the student's conduct and the disability or handicapping condition, no discipline shall be imposed unless the discipline is consistent with the student's Individualized Education Plan (IEP) or other recommendation of the Committee on Special Education. Where no nexus is found between the student's behavior and an alleged or suspected disability, discipline may be imposed.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

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 in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing a weapon on school property

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, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 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.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes 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 may be suspended from school for up to five days. If the student is to be suspended, the parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five-day suspension, the student and the student's parent 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 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 possessing illegal substances 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 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.

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.

XIV. Visitors to the Schools

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

- A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
- B. During school hours all visitors to the school must sign in following the school's procedures upon arrival at the school. There they will be required to sign the visitors' 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 Building Principal's Office before leaving the building.
 1. Visitors are expected to sign in and state their location and purpose. Appointments are appreciated and recommended when appropriate.
 2. The greeter will contact the visitor location for acknowledgement of the visitor. The visitor will be directed to the location or remain at the greeting station for personnel to come to receive them. When the visit is finished, appropriate personnel will contact the greeter and inform the greeter to expect the visitor for sign out.

- C. Visitors attending school functions that are open to the public, such as parents or persons in parental relation-teacher organization meetings or public gatherings, are not required to register.
- D. Parents or persons in parental relation or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- E. Teachers are expected not to take class time to discuss individual matters with visitors.
- F. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- G. All visitors, before, during and after school hours, are expected to abide by the rules for public conduct on school property, or at any school event or school function contained in this Code of Conduct.

XV. Spectator Conduct on School Property and at School-Sponsored Events

Any spectator at an interscholastic contest involving a District team or individual participant who is ejected from an interscholastic competition for having used profanity, engaged in unsportsmanlike conduct, who physically assaults an official or engages in conduct that violates the District's Code of Conduct shall be sanctioned for such conduct on the part of such spectator in the following manner:

Spectator

Any spectator at an interscholastic contest involving a District team or individual participant who is ejected by a certified contest official, school administrator, athletic administrator, or event chaperone from an interscholastic contest for unsportsmanlike conduct, including taunting, or engages in conduct that violates the District's Code of Conduct is ineligible to attend any interscholastic competitions until receiving written permission from the Superintendent, Building Principal (or his or her Designee) reinstating attendance to interscholastic contests.

Any spectator at an interscholastic contest involving a District team or individual participant who strikes, shoves, kicks, or makes other physical contact with the intent to annoy, harass, or intimidate another person shall be expelled immediately and banned from further attendance in all sports for a period of time to be determined by the school's Superintendent and Athletic Director, not to exceed one year from the date of the offense.

XVI. 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 of Conduct, "public" shall mean all persons when on school property or attending a school function including students, teachers, and District personnel.

The restrictions on public conduct on school property and at school functions contained in this Code of Conduct 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 of Conduct 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 be properly attired for the purpose 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 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. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability, or weight.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code of Conduct applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. 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.
10. 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.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code of Conduct.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Possess or use tobacco products.
17. Violate any aspect of the District's Code of Conduct.

B. Penalties

Persons who violate this Code of Conduct 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.
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 or her designee shall be responsible for enforcing the conduct required by this Code of Conduct.

When the Building Principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Building Principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual 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 Building Principal or his or her designee shall have the individuals 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 of Conduct.

SECTION: PHILOSOPHY, GOALS & OBJECTIVES**POLICY: SEXUAL HARASSMENT**

The Board of Education recognizes that harassment of students, employees (including all staff, applicants for employment, both paid and unpaid interns, exempt and non-exempt status, part-time, seasonal, and temporary workers, regardless of immigration status) and certain “non-employees” (which includes contractors, subcontractors, vendors, consultant and other persons providing services pursuant to a contract, or their employees) on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees and “non-employees” can work productively.

Guidelines:

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of actual or perceived or self-identified sex, sexual orientation, gender identity, gender expression, and transgender status. Sexual harassment of a student can deny or limit the student’s ability to participate in or to receive benefits, services, or opportunities from the school’s program.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex, when:

- a. submission to that conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's education;
- b. submission to or rejection of such conduct is used as the basis for decisions affecting an individual’s employment or a student's education; or
- c. the conduct has the purpose or effect of unreasonably interfering with an employee's or "non-employee's" work or student's school performance or creating an intimidating, hostile or offensive work or educational environment, even if the complaining individual is not the intended target of the sexual harassment;

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes. Examples of sexual harassment can be found in the accompanying regulation (0110-R).

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school- sponsored activities, programs and events, including those that take place at locations outside the district, or outside the school setting if the harassment impacts the individual’s education or employment in a way that violates their legal rights, including when employees and "non-employees" travel on district business, or when harassment is done by electronic means (including on social media). For employees, sexual harassment is considered a form of

employee misconduct. Sanctions will be enforced against all those who engage in sexual harassment, and against supervisory and managerial personnel who knowingly allow such behavior to continue or engage in retaliation.

Sexual harassment may subject the district to liability for harm done to targets. Harassers may also be individually subject to civil liability if sued in a court of law or criminal liability if prosecuted.

Under various state and federal laws, students, employees and “non-employees” have legal protections against sexual harassment in the school environment as described above. Those laws are listed in the references section. Additionally, local laws may apply to the district. The district’s Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

If, after appropriate investigation, the district finds that a student, an employee, “non-employee” or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, contract, district policy and state law. Individual nondisclosure agreements in connection with the resolution a sexual harassment claim may only be used as permitted by law, described in the accompanying regulation. Mandatory arbitration of sexual harassment claims is prohibited in all district contracts and agreements entered into on or after July 11, 2018.

All complainants and those who participate in sexual harassment complaints or the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they do so with a good faith belief that sexual harassment has occurred. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students, and annually for employees, to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy shall be posted in a prominent place in each district facility, on the district’s website, and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

A committee appointed by the Superintendent of Schools may be convened annually to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*
Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*
Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

Adoption date: October 16, 1991
Amended: August 6, 2002
Amended: October 18, 2018
Reviewed: February 26, 2019
Second Reading: April 2, 2019
Amended date: January 1, 2020

WALTON CENTRAL SCHOOL DISTRICT
Walton, NY

SECTION: PHILOSOPHY, GOALS & OBJECTIVES

EXHIBIT: SEXUAL HARASSMENT

WALTON CENTRAL SCHOOL DISTRICT
WALTON, NEW YORK

COMPLAINT FORM FOR REPORTING SEXUAL HARASSMENT

New York State Labor Law requires all employers to adopt a sexual harassment prevention policy that includes a complaint form for targets to report alleged incidents of sexual harassment. This form is intended to be used by both students and employees.

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form to the best of your ability and submit it to the Building Principal, Title IX Coordinator (Director of Curriculum, Instruction & Assessment), or Sexual Harassment Officer (School Business Manager). You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, the district should complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form. For additional resources, visit: <https://www.ny.gov/programs/combating-sexual-harassment-workplace>.

YOUR INFORMATION (for all persons making a complaint)

Your Name: _____

Name of student (for parents/guardians): _____

Home Address: _____

Home or Cell Phone: _____

Email: _____

School (for students): _____

Grade/Class (for students): _____

Work Address (for employees): _____

Work Phone (for parents/guardians/employees): _____

Job Title (for employees): _____

Preferred Communication Method (please select one): phone email mail deliver in person

SUPERVISOR INFORMATION (for employees)

Immediate Supervisor's Name: _____

Title: _____

Work Phone: _____

Work Address: _____

COMPLAINT INFORMATION (for all persons making a complaint)

1. Your complaint of Sexual Harassment is made against:

Name: _____

Job Title (if an employee): _____

Grade/Class (if a student): _____

School Address/Work Location (if known): _____

Phone (if known): _____

Relationship to you (please circle one below):

For employees – Supervisor / Subordinate / Co-Worker / Student / Other: _____

For students – Teacher / Other staff member / Other Student / Other: _____

(Please use additional sheets of paper if the complaint is against multiple people.)

2. Please describe what happened and how it is affecting you and your work or education. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) and location(s) sexual harassment occurred: _____

Is the sexual harassment continuing? ____ Yes ____ No

4. Please list the name and contact information (if known) of any witnesses or individuals who may have information related to your complaint:

The following question is optional, but may help the district's investigation.

5. Have you previously complained about or provided information (verbal or written) about sexual harassment or related incidents to the district?

Yes No

If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ Date: _____

Instructions for the District

If you receive a complaint about alleged sexual harassment, you must follow the district's sexual harassment prevention policy by investigating the allegations through actions including:

- Speaking with the complainant
- Speaking with the alleged harasser
- Interviewing witnesses
- Collecting and reviewing any related documents

While the process may vary from case to case, all allegations should be investigated promptly and resolved as quickly as possible. The investigation should be kept confidential to the extent possible.

Document findings of the investigation and basis for your decision along with any corrective actions taken, and notify the complainant (if the complainant is a student, also notify the parent/guardian) and the individual(s) against whom the complaint was made. This may be done via email.

Adoption date: October 16, 1991
Amended: August 6, 2002
Amended: October 18, 2018
Reviewed: February 26, 2019
Second Reading: April 2, 2019
Amended date: January 1, 2020

WALTON CENTRAL SCHOOL DISTRICT
Walton, NY

SECTION: PHILOSOPHY, GOALS & OBJECTIVES

POLICY: STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational environment that promotes respect, dignity and equality and that is free from all forms of hazing/bullying. The Board recognizes that discrimination, such as harassment, hazing, and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying, on school grounds, school buses and at all school sponsored activities, programs and events, including those that take place at locations outside the district, such as cyberbullying, which creates or can be reasonably expected to create a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions**Bullying**

Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.

Cyberbullying

Cyberbullying is defined as harassment (see below) through any form of electronic communication.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from

escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that

- a. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being;
- b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety;
- c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:
 - race,
 - color,
 - national origin,
 - creed,
 - ethnic group,
 - religion and/or religious practice,
 - marital status,
 - military status,
 - sex,
 - age,
 - weight,
 - sexual orientation,
 - disability,
 - gender (including gender identity and expression), or
 - predisposing genetic characteristic.

For the purpose of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

In order to streamline the wording of this policy and regulation the term bullying will be used throughout to encompass harassment, intimidation, cyberbullying and hazing behaviors.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through

district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

In order to implement this program the Board will designate at its annual organizational meeting a *Dignity Act Coordinator (DAC)* for each school in the district. One of the DAC's will be designated as the district-wide coordinator whose responsibilities are described in the accompanying regulation. The role of each DAC is to oversee and enforce this policy in the school to which they are assigned.

In addition, the Superintendent will establish a district-wide Shared Decision Making Team as well as Bullying Prevention Teams in each school that will be overseen by the district-wide DAC. Committees will include representation from staff, administration, students and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. In addition, the program will include reporting, investigating, remedying and tracking allegations of bullying. The accompanying regulation provides more detail on the specific programs and strategies implemented by the district.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to report it in accordance with this policy, refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who do not feel safe at school

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the Building Principal. The *Building Principal*, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to

ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Incident Reporting and Investigation

Reports of harassment, bullying and discrimination shall be made to the Building Principal. Students and parents/guardians may make an oral or written report of harassment, bullying or discrimination to District teachers or administrators.

District employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Principal, Superintendent, or the Principal's or Superintendent's designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the District employee shall file a written report with the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report.

The Building Principal shall lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made.

In the event an investigation verifies harassment, bullying or discrimination, the district shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

The Building Principal shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, acts of bullying may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Training

The Superintendent shall establish procedures and guidelines that will include, but not be limited to, staff training and professional development, the method of reporting an incident believed to be in violation of this policy, the procedure for investigation and the prohibition of retaliation for reporting an incident. The district shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyberbullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

Dissemination, Monitoring and Review

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis. At least once each school year, the district shall provide all school employees, students and parents or persons in parental relation with a written or electronic copy of this policy and any other policy created by the district in compliance with the Dignity for All Students Act (DASA).

The Board will review this policy from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations.

The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Cross-ref: 0100, Equal Opportunity and Nondiscrimination
0110, Sexual Harassment
4321, Programs for Students with Disabilities
5300, Code of Conduct
5710, Violent and Disruptive Incident Reporting
9700, Staff Development

Ref: Dignity for All Students Act, Education Law, §10 – 18
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a
8 NYCRR 100.2(c), (l), (jj), (kk); 119.6
Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969)
Doninger v. Niehoff, 527 F.3d 41 (2d. Cir. 2008)
Pollnow v. Glennon, 594 F.Sup. 220, 224 *aff'd* 757 F.2d. 496
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Appeal of K.S. 43 Ed. Dept. Rep. 492
Appeal of Ravick 40 Ed. Dept. Rep. 262
Appeal of Orman 39 Ed. Dept. Rep. 811

First Reading: February 26, 2019
Second Reading: April 2, 2019
Amended: June 4, 2019
Adoption date: January 1, 2020

WALTON CENTRAL SCHOOL DISTRICT
Walton, NY

SECTION: PHILOSOPHY, GOALS & OBJECTIVES

EXHIBIT: STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

WALTON CENTRAL SCHOOL DISTRICT
WALTON, NEW YORK

HARASSMENT AND/OR BULLYING COMPLAINT FORM

The purpose of this form is to inform the district of an incident or series of incidents of bullying and/or harassment so we can investigate and take appropriate steps. If you feel unsafe, or if your child feels that way, fill out this form, but we urge you to speak directly with the Building Principal by visiting the main office as soon as possible so we can address your concerns.

Student Name: _____ Student ID: __

Grade: _____
School: _____

Describe the incident(s). Please include when and where it happened.

List the name(s) of the individual(s) accused of bullying and/or harassment.

Were there any witnesses? ___Yes ___No If yes, please list the names of the individual(s).

I certify that all statements on this form are accurate and true to the best of my knowledge.

Signature

Date

Please attach any supporting documentation (i.e., copies of emails, notes, photos, etc.).

Return this form to: Superintendent of Schools
District Office
47-49 Stockton Avenue
Walton, NY 13856

Note on confidentiality:

In order to investigate the complaint, the district will disclose the content of the complaint only to those persons who have a need to know. This form will not be shown to the accused student(s)/staff.

First Reading: February 26, 2019
Second Reading: April 2, 2019
Adoption date: January 1, 2020

WALTON CENTRAL SCHOOL DISTRICT
Walton, NY

**Appendix 4:
Sites and potential emergencies**

Site	Hazards
High/Middle School 47-49 Stockton Ave. Walton, NY 13856	Science Classrooms Chemical Storeroom, O&M Storage; Wood Technology Shop; Kitchen; Boiler room; KRAFT; NAPA; ACE Hardware; Delaware Valley Hospital; Empire Ironworks LLC; Private air strip; Route 10; Route 206; NYSEG's natural gas line; NYSEG's High Voltage Line; Walton Sewage Treatment Plant
Townsend Elementary 42-66 North Street Walton, NY 13856	Kitchen; Boiler room; KRAFT; ACE Hardware; NAPA; Delaware Valley Hospital; Private air strip; Route 10; Route 206; NYSEG's natural gas line; NYSEG's High Voltage Line

Appendix 5:

PROTECTIVE ACTION OPTIONS

A. Definitions of Protective Action Options

Early Dismissal meets the need to return students to their home schools, home and family as rapidly as possible.

Evacuation to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that staff and students be transported and housed temporarily in some other building (shelter).

Sheltering may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used.

B. Introduction

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the District Superintendent and/or Director of Facilities
- Activate the Building-level Emergency Response Team

C. Procedures of Protective Action Options

School Cancellation

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- Make Determination - by the District Superintendent/Incident Commander or Designee
- Contact the local media

Early Dismissal

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, follow Building Level protocols

Evacuations (before, during and after school hours)

- Determine the level of threat - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, follow Building Level protocols

Sheltering sites (internal and external)

- Determine the level of threat - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, follow Building Level protocols

Appendix 6:

Response Protocols to Specific Incidents

A. Introduction

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the District Superintendent and/or Director of Facilities
- Activate the Building-level Emergency Response Team

B. Procedures of Protective Action Options

Armed Person/Hostage/Terrorist Activities

Since many factors can't be anticipated, people must count on their common sense in dealing with emergencies. Below are guidelines to be followed in case of an accident:

First responsible person aware of event will contact principal.

PERSON RESPONSIBLE: Principal, if immediately available, or School Secretary.

Call 911 to notify Walton Police, giving as many specifics of situation, number of persons involved, and location if possible.

Notify Incident Commander and Superintendent if not already notified.

Be available to meet Law Enforcement Personnel.

PERSON RESPONSIBLE: **Principal**

ACTION: Use the Lockdown alert to inform staff to secure their students until further notice.

Using messengers (members of the Incident Response Team) or intercom to individual rooms rather than PA System. Evacuate as many people as possible from building in a directions away from danger.

Await instructions from Law Enforcement Officer in charge of scene.

PERSON RESPONSIBLE: **Staff in affected area**

ACTION: If armed intruder enters room, speak with him/her in a calm voice.

Do not attempt to alarm, disarm, or otherwise upset intruder.

If intruder gives orders that indicate that he/she is holding the class hostage, follow orders and urge students to follow orders.

Give “Duck” order only if intruder fires weapon.

If feasible, contact office and give Lockdown Alert. This will alert the principal’s office to a problem.

PERSON RESPONSIBLE:

Staff not in affected area

Staff will be notified of the danger either by the PA System announcing the Lockdown alert or other means.

Staff should attempt to get all students out of open areas such as hallways and into secure rooms.

Follow Emergency Preparedness Manual

PERSON RESPONSIBLE:

Information Officer (Superintendent)

ACTION:

Notify other district personnel as appropriate.

Prepare press releases in accordance with instructions from Law Enforcement.

Establish Media Communications Center in area away from dangerous activity.

Bomb Threat

NOTIFICATION:

TELEPHONE CALL, USUALLY ANONYMOUS.

PERSON RESPONSIBLE:

PERSON TAKING CALL

ACTION:

FILL OUT BOMB THREAT CHECKLIST.

CONTACT PRINCIPAL, SUPERINTENDENT AND INCIDENT COMMANDER - IF NOT IMMEDIATELY AVAILABLE, CALL 911

PERSON RESPONSIBLE:

PRINCIPAL

ACTION:

IMPLEMENT MIDDLE/HIGH SCHOOL BOMB THREAT PROCEDURE.

GENERAL:

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.

- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are compartmentalization and pre-clearance.
 - Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization - such as moving certain segments of the school population based upon new or developing information - can also be utilized in an effective response
 - Pre-clearance relies on anticipating a threat.

RECEIVING BOMB THREATS:

Written Threats

- Contact Police (911).
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of a written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

Telephone or Other Verbal Threats

- Contact Police (911).
- Anyone receiving information about a bomb threat must immediately notify the school building administrator
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.
- If possible, the telephone threat should be taped.

Caller identification or other types of tracing devices should be considered. Information to be asked of the caller includes:

- Where is the bomb located?
 - When will the bomb go off?
 - What does the bomb look like?
 - What kind of explosive is involved?
 - Why was the bomb placed?
 - What is your name? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile- Handle with Care," "Rush - Do Not Delay," "To Be Opened in the Privacy of __," "Prize Enclosed," or "Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have no postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.
 - Do not open or squeeze the envelope or package.
 - Do not pull or release any wire, string, or hook.
 - Do not turn or shake the letter or package.

- Do not put the letter or package in water or near heat.
- Do not touch the letter or package, thereby compromising fingerprint evidence.
- Do move people away from the suspected envelope or package.
- Do notify the state and/or local police (911).
- Do activate your emergency plan for dealing with bombs.

Investigating Bomb Threats

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services - including bomb squads, hazardous materials management, county, and state emergency management agencies.
 - Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
 - Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.

The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school- first responders can assist and consult with them to make their decision joint decision making - unified command).

Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.

Scanning does not involve touching or handling a suspect object.

Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.



QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Additional Information on Reverse



Number at which call was received: _____

Time: _____ Date: _____

CALLER'S VOICE:

___ Loud	___ Soft
___ High	___ Deep
___ Intoxicated	___ Disguised
___ Calm	___ Angry
___ Fast	___ Slow
___ Stutter	___ Nasal
___ Distinct	___ Slurred
___ Accent (type) _____	
___ Other Characteristics: _____	

If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

___ Voices	___ Airplanes
___ Quiet	___ Trains
___ Animals	___ Music
___ Street Traffic	___ Factory
___ Office Machinery	___ Machinery
___ Other _____	

THREAT LANGUAGE:

___ Well spoken/educated	___ Incoherent
___ Foul	___ Taped
___ Irrational	___ Message read by threat maker

REMARKS:

Report call immediately to: _____

Phone Number: _____

Date: _____
 Name: _____
 Position: _____
 Phone Number: _____



Bus Accident

- Please consult Building Level protocols

Child Abduction/Kidnapped Persons

Since many factors can't be anticipated, people must count on their common sense in dealing with emergencies. Below are guidelines to be followed in case of an incident:

NOTIFICATION: 911

PERSON RESPONSIBLE: Any staff member who observes suspected abductor

ON PLAYGROUND:

ACTION:

If you see a possibly unauthorized adult approach a child, move to calmly ask what his/her business is on the school ground.

If the abduction is already in progress, do not attempt to interfere.

If in position to see it or able to move to see it, get license number of car of suspected abductor.

If possible notify another responsible adult immediately of what is happening and ask that person to notify Principal and call 911. Do not shout so that abductor can hear—he/she may be armed and you may endanger the lives of others.

Notify Principal and have him notify Law Enforcement if they have not already been notified.

As soon as possible after notifying school and/or Local Police Authorities, jot down description of suspected abductor, and make and model of car if observed.

IN CLASSROOM:

Ask suspected abductor if he/she has written permission to take child.

Confront calmly.

If there is opportunity, indicate that child must be signed out at office. Escort person to office, if possible. If not possible, notify office to expect person.

If person snatches child and flees, notify office immediately by intercom. Depending on location, try to move to a point where you can observe abductor leaving building, and note car license and direction headed.

Follow rest of steps outlined for playground scenario.

PERSON RESPONSIBLE: **Principal**

ACTION: call 911 if police not already notified.

Have student's information card pulled and available.

Contact Superintendent and/or Incident Commander.

PERSON RESPONSIBLE: **Superintendent or Designee**

ACTION: After consultation with Law Enforcement Personnel, Notify parent of event.

PERSON RESPONSIBLE: **Information Officer**

ACTION: Consult with Law Enforcement Personnel regarding what information can be given to media.

Prepare press release based on this information. Keep statement factual and do not allege guilt of a criminal offense.

Explosion/Fire

- Please consult Building Level protocols

Flood

- Please consult Building Level protocols

Food Poisoning or other Mass Illness

- Please consult Building Level protocols

Hazardous Material Spill/Toxic Material Spill

- Please consult Building Level protocols

Radiological Emergency

- Please consult Building Level protocols

Tornado/Severe Windstorm/Thunderstorm/Winter Storm

- Please consult Building Level protocols

Utility Failure/Water Main Break/Sewage System Failure

- Please consult Building Level protocols

Appendix 7:

Adoption of Plan

Date of District-wide School Safety Team appointment by Board of Education resolution:

July 7, 2020

Date of public hearing by Board of Education:

June 16, 2020

Date of adoption by Board of Education of District-wide School Safety Plan:

August 25, 2020

Minutes of Board of Education meetings and appropriate resolutions are kept by the District Board of Education Clerk.

Appendix 8:

Drill and Training Dates

Fire Drills	Date(s) _____
Lockdown Drills	Date(s) _____
Bus Drills	Date(s) _____
Early Dismissal Drill	Date(s) _____
Right to Know	Date(s) _____
Incident Command Training	Date(s) _____
Evacuation Drill	Date(s) _____
Hold in Place Drill	Date(s) _____