

Warsaw Central School Board of Education

*****Regular Meeting Agenda for August 8, 2023 at 6:30 p.m.***

- I. Call to Order and Roll Call***
- II. Pledge of Allegiance to the Flag***
- III. Safety Plan Public Hearing***
- IV. Public Comments***
- V. Approve Minutes for July 25, 2023***
- VI. Communications***
- VII. Superintendent's Reports***
- VIII. Unfinished Business***
 - A. **Approve Revised Code of Conduct***
- IX. New Business***
 - A. Approve Young & Wright Architect, Construction Manager as Adviser Edition Agreement***
 - B. Approve MOU between Warsaw CSD and GCC's ACE Programs***
 - C. Approve Monroe One Educational Tutoring Services Agreement***
 - D. Accept Transportation Bids – Geneseo Lives Program Summer & Regular School Year***
- X. New Items by Board Members***
- XI. Approve Special Education Recommendations – (No items received, no action needed)***
- XII. Personnel***
 - A. Approve Memorandum of Agreement – Earth Science Teacher***
 - B. Approve Memorandum of Agreement – Building Substitute (Elementary)***
 - C. Approve Personnel Schedule 558***
- XIII. Adjournment***

Regular Meeting
August 8, 2023

The regular meeting of the Warsaw Central School Board of Education was called to order at [REDACTED] p.m. in the Middle/High School Building by [REDACTED].

Call to Order

Members Present:

Roll Call

Members Absent:

Others Present:

[REDACTED] led the Pledge of Allegiance to the Flag.

Pledge to Flag

Safety Plan Public
Hearing

Public Comment

Moved by [REDACTED], seconded by [REDACTED] that the Board approve the minutes for July 25, 2023, as written. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

7/25/23 Minutes
Approved

Communications

Mr. Wilkins reported

Superintendent's
Reports

Moved by [REDACTED], seconded by [REDACTED] that the Board of Education approve the Code of Conduct, as revised. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Revised Code of
Conduct Approved

Moved by [REDACTED], seconded by [REDACTED] that the Board approve the Young & Wright Architect, Construction Manager as Adviser Edition agreement for the Capital Improvements Project 2023, and authorize the Superintendent to execute said agreement. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Young & Wright
Architect
Agreement
Approved

Moved by [REDACTED], seconded by [REDACTED] that the Board approve the Genesee Community College ACE programs Memorandum of Understanding Agreement for the 2023-24 school year, as proposed, and authorize the Superintendent and High School Principal to execute said agreement. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

GCC's ACE
Programs MOU
Agreement
Approved

Regular Meeting
August 8, 2023

Moved by [REDACTED], seconded by [REDACTED] that the Board approve the Blanket Request for Tutoring Services with Monroe One Educational Services for the 2023-24 academic year, as presented, and authorize the Superintendent of Schools to sign said agreement. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Monroe One Educ.
Tutoring Services
Agreement
Approved

Moved by [REDACTED], seconded by [REDACTED] that the Board of Education approve the sole bids of C & F Transportation with regard to the Geneseo Lives Program (Summer & Regular School Year), and authorize the Superintendent of Schools and Board President to execute said agreements. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Transportation
Bids Accepted

New Items by
Board Members

Moved by [REDACTED], seconded by [REDACTED] that the Board appoint [REDACTED] as Clerk Pro Tem for the remainder of the Board Meeting. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Clerk Pro Tem
Appointed

The District Clerk was dismissed at [REDACTED] p.m. and the following took place as recorded by [REDACTED], Clerk Pro Tem.

Tawnnee Conley
District Clerk

Moved by [REDACTED], seconded by [REDACTED] that the Board enter Executive Session at [REDACTED] p.m. for the purpose of discussing Choose an item.. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Executive
Session

Moved by [REDACTED], seconded by [REDACTED] that the Board resume regular session at [REDACTED] p.m. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Regular Session

Moved by [REDACTED], seconded by [REDACTED] that the Board approve the special education placements recommendations, as follows: **No items received, no action needed.** Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Special Education
Placements
Approved

Moved by [REDACTED], seconded by [REDACTED] that, upon the recommendation of the Superintendent, the Memorandum of Agreement for the Earth Science Long Term Substitute (G. May) be approved. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Earth Science LTS
Memorandum of
Agreement
Approved

Moved by [REDACTED], seconded by [REDACTED] that, upon the recommendation of the Superintendent, the Memorandum of Agreement for the Elementary Building Substitute (L. Williams) be approved. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Elem. Building Sub
Memorandum of
Agreement
Approved

Regular Meeting
August 8, 2023

Moved by [REDACTED], seconded by [REDACTED] that, upon the recommendation of the Superintendent, the Board approve Personnel Schedule 558, as proposed. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Personnel
Schedule 558
Approved

Moved by [REDACTED], seconded by [REDACTED] that the regular meeting of the Warsaw Central School Board of Education be adjourned at [REDACTED] p.m.; subject to the call of the President. Motion Carried: Yes [REDACTED], No [REDACTED], Abstain [REDACTED].

Adjournment

[REDACTED]
Clerk Pro Tem

Warsaw Central School District Level School Emergency Response Plan

2023-24 School Year

Table of Contents

THE BASIC PLAN	4
1. Introductory Material	4
2. Purpose and Situation Overview	8
3. Concept of Operations	10
4. Organization and Assignment of Responsibilities	10
5. Direction, Control, and Coordination	13
6. Information Collection, Analysis and Dissemination	17
7. Training and Exercises	18
8. Administration, Finance and Logistics	19
9. Authorities and References	20
FUNCTIONAL ANNEXES	20
1. Hold (Hold-in-Place)	21
2. Secure (Lockout)	21
3. Lockdown	22
4. Evacuate (Evacuation)	25
5. Shelter (Shelter in Place)	28
6. Crime Scene Management	29
7. Communications	30
8. Medical and Mental Health Emergency Annex	33
9. Accounting for All Persons	33
10. Reunification	34
11. Continuity of Operations Plan (COOP)	35
THREAT AND HAZARD SPECIFIC ANNEXES	37
1. Active Shooter Threat	37
2. Bomb Threat	39
ADDENDUM: Health Emergency Plan	1
Promulgation	1
Record of Changes	2
Purpose, Scope, Situation Overview, and Assumptions	3
Purpose	3
Scope	3
Situation Overview	3
Planning Assumptions	3
Concept of Operations	4
Mission Essential Functions	4
Essential Positions	5
Reducing Risk Through Remote Work and Staggered Shifts	7
Remote Work Protocols	7
Staggered Shifts	8
Personal Protective Equipment	8
Staff Exposures, Cleaning, and Disinfection	8

Cleaning and Disinfecting	9
Procedures	9
<i>Cleaning/Disinfecting Procedure</i>	10
<i>Step 1. Clean</i>	10
<i>Step 2. Disinfect</i>	10
<i>Laundering</i>	11
<i>Classrooms</i>	11
Suggested Cleanliness and Disinfection Standards	11
<i>Classroom</i>	11
<i>Restrooms and Locker Rooms</i>	12
<i>Common Areas (Hallways)</i>	12
<i>Medical Office</i>	12
<i>Clerical/Admin Offices</i>	13
<i>Athletic Areas</i>	13
<i>Restrooms</i>	14
Employee and Contractor Leave	14
Documentation of Work Hours and Locations	14
Housing for Essential Employees	15
ADDENDUM: Health Emergency Plan	15
Remote Learning Plan	15
<hr/>	
Communication to Families:	16
Connectivity and Device Plan	16
Instructional Plan	16
All Students Expectations:	16
All Family Expectations:	17
Elementary School Remote Plan (students in grades UPK - 5)	17
Recommended Daily Work Load	18
Middle School Remote Plan (students in grades 6-8)	18
High School Remote Plan(students in grades 9-12)	19

THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The District Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating, training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

District Level

Name	Title	Agency	Contact Information
Matthew Wilkins	Superintendent	WCSD	585-786-8000
Kari Grisewood	Business Administrator	WCSD	585-786-8000
Kimberly Monahan	Dir. of Ins. Services	WCSD	585-786-8000
Coley Webb	Elementary Principal	WCSD	585-786-8000
TBD	Elem. Asst. Principal	WCSD	585-786-8000
Richard Ellis	High School Principal	WCSD	585-786-8000
Kimberly D'Amico	Middle School Principal	WCSD	585-786-8000
Ryan Winchip	Asst. Principal MHS	WCSD	585-786-8000
Amy Burnham	Director of Special Education	WCSD	585-786-8000
Ed Papke	Director of Facilities	WCSD	585-786-8000
Tawnnee Conley	District Clerk	WCSD	585-786-8000
Chelsea Wolcott	School Nurse	WCSD	585-786-8000
Heather Glosser	School Nurse	WCSD	585-786-8000
Mark Speccio	Health, Safety, Risk	GV BOCES	
Scott Kelly	School Resource Officer MHS	WCSD/Warsaw PD	585-786-8000
TBD	School Resource Officer Elem.	WCSD/Warsaw PD	585-786-8000
Pete Hoffmeister	Warsaw PD Chief	Warsaw PD	585-786-2000
Dave Linder	WyCo Sheriff	WyCo Sheriff's Office	585-786-2255
Megan Winter	Public Relations	WCSD/GV BOCES	585-786-8000
Mike Wombles	Transportation Director	C & F Transportation	585-786-0305
Tammy Scaccia	Transportation Assistant	C & F Transportation	585-786-0305

School Resource Officer Roles and Responsibilities

The role and responsibilities of the SRO shall be as follows:

Safety Related Responsibilities

- Provide for the security and safety of all students, staff, and visitors on and in the vicinity of school grounds.
- Protect school property and maintain order in and around the school grounds.
- Attend Superintendent's hearings with students as requested by the School District for the purpose of ensuring and maintaining order at said hearings.
- Provide intervention between students and / or staff using appropriate techniques to de-escalate, calm, and control situations.
- Upon notice to the Police Department, and under the supervision of the Chief of Police or their designee, investigate crimes and incidents occurring on and in the vicinity of school grounds in coordination with the School District's administration.
- Enforce governing New York State and Federal laws, rules, and regulations or policies.
- Remain at a designated post in the School District building. SRO may leave the designated post to respond to school related incidents and / or to respond to priority calls where SRO is the closest available unit.
- Screen persons entering the School District building or other School District grounds when necessary, appropriate, and legally permissible. The level of invasiveness of the screening procedure shall be determined with respect to the SRO's trained discretion. However, the screenings shall at all times be conducted in a manner compliant with, and warranted under, New York State Law.
- Ascertain the identity of and, when necessary, question any individual on School District grounds that SRO or School District staff is unable to identify.
- Become familiar with, and periodically check and inspect, all hidden recesses in the School District's buildings.
- Seize and store / dispose of illegal substances or contraband seized by school officials as required / not required for preservation of evidence.

Reporting Responsibilities

- Report directly to the Chief of Police or their designee.
- Report violations of law, school rules, and regulations or policies directly to the School District's administration, Chief of Police, and District Attorney as necessary or required by New York State Law.
- Report to the School District any circumstances or situation that may create a potential health or safety hazard to persons or property to the extent permitted by New York State Law.

Community Relations Responsibilities

- Remain highly visible and accessible to School District students and staff.
- Act as liaison between police and other emergency personnel, as well as between the Police Department and the School District.
- Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents of the School District.
- Properly secure and maintain all Village issued equipment used for SRO purposes when such equipment is on or around School District grounds.

Educational Responsibilities

- Assist the District in meeting requirements mandated by New York State Law.
- Participate in meetings with school officials, parents, or the School Board when requested. SRO may assist with dispute resolution, policy development, and formation of procedures regarding school safety.
- Provide students and staff with educational information regarding DWIs, weapons, sale of illegal drugs, etc.
- Educate potential school-age victims in crime prevention and safety.
- Develop and expand crime prevention efforts for students.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption.

Send Building Level Safety Plans to:

New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the emergency response plan, including appendices and annexes, are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Distribution of the ERP shall be recorded in the following table.

Agency	Name of Receiving Party	Date

Plan Review and Updates

[8 NYCRR Section 155.17 \(b\)](#) requires the School Safety Team to review its ERP annually and update it by October 1st as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/ Amendment	Name	Date
Revision/Update	District and Emergency Personnel Safety Committee	5/29/18
Revision/Update	District Remote Instruction Plan	7/13/23

2. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

The School Safety Team has completed a thorough threat assessment to identify circumstances in the school or near campus that may present unique problems and/or potential risk to people or property.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none">• Earthquakes• Tornadoes• Lightning• Severe wind• Hurricanes• Floods• Wildfires• Extreme temperatures• Landslides or mudslides• Winter precipitation• Wildlife
Technological Hazards:	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants including:• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills including:<ul style="list-style-type: none">◦ Agricultural and Technology Room – Room 338 and 340◦ Chemistry (chemical storage) - Room 228, Second floor◦ Physics (chemical storage) – Room 230, Second floor◦ Biology (chemical storage) Room 226, Second floor◦ Boiler Room – Elementary School- Next to Aud.◦ Boiler Room – MH School- Near Art Wing◦ Transformers – in front of both buildings◦ Generator Switch – HS boiler room and elementary school basement• Hazardous materials releases from roadways & railroads• Power failure• Water failure

Biological Hazards:	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories as listed above
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide • Medical

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System. This chain of command is documented in the table included in Appendix B.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent

The Superintendent (or their designee) will serve as the **Incident Commander** and designates the Business Official (Safety Officer) and the Building Principal as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement, as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation in the Superintendent's absence

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Render first aid or CPR, if certified and deemed necessary
- Obtain first aid services for injured students from the school nurse or person trained in first aid
- Arrange for first aid for those who are unable to be moved

Teaching Assistants and School Monitors

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Guidance Counselors and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurses

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it

- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Informational Technology Staff

Responsibilities include:

- Support response team and administrative team with appropriate technology needs.
- Provide appropriate technology support to the evacuation site.
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

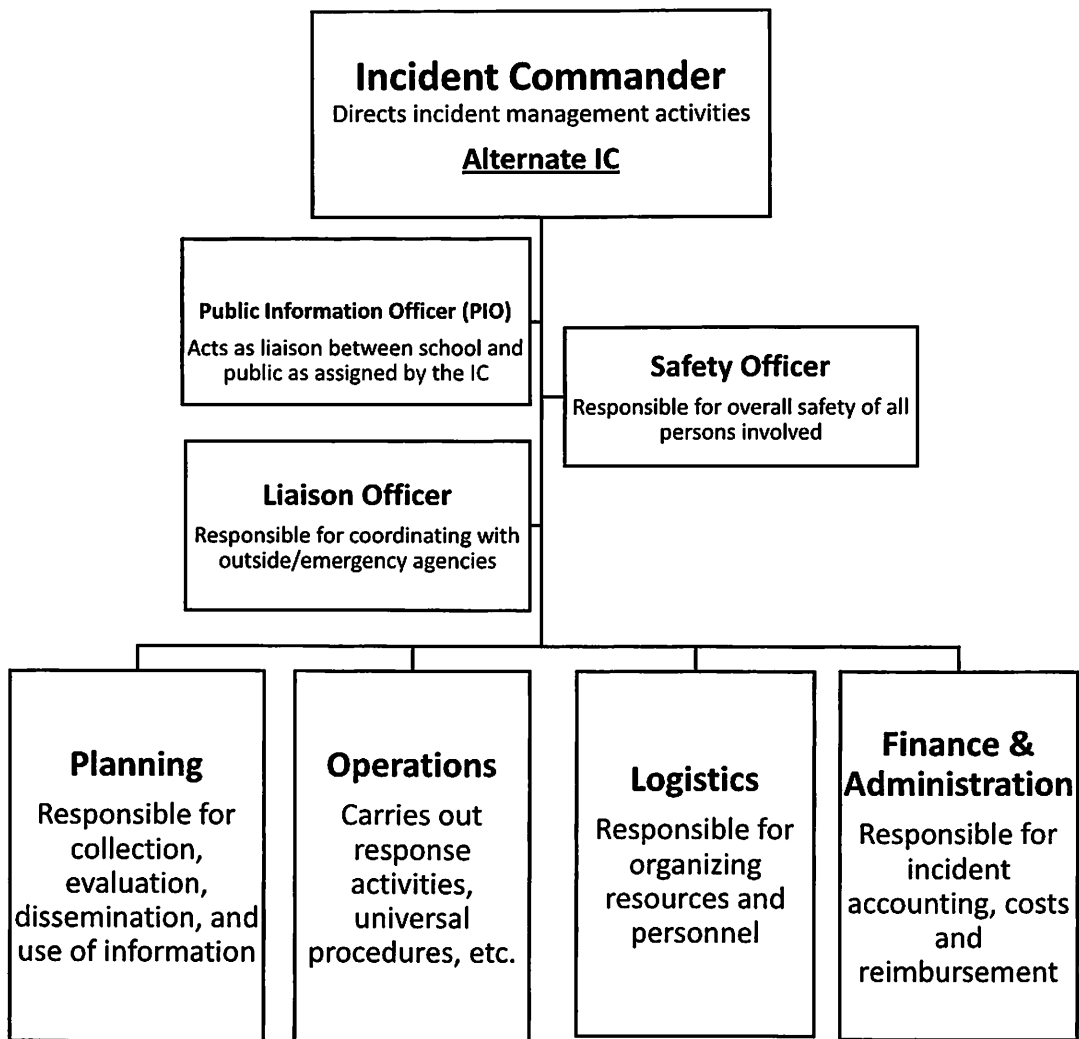
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

5. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



COMMAND STAFF

Incident Commander

	Name	Title	Phone number
Primary	Matthew Wilkins	Superintendent of Schools	(585) 786-8000
Alternate	Kari Grisewood	Business Administrator	(585) 786-8000

Safety Officer

	Name	Title	Phone number
Primary	Ed Papke	Director of Facilities	(585) 786-8000
Alternate	Scott Kelly	SRO	(585) 786-8000

Liaison Officer

	Name	Title	Phone number
Primary	Scott Kelly	SRO	(585) 786-8000

Alternate	Chief Pete Hoffmeister	Warsaw PD Chief	(585) 786-2000
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Public Information Officer

	Name	Title	Phone number
Primary	Megan Winter	Public Relations Coordinator	(585) 786-8000
Alternate	Kimberly Monahan	Director of Instructional Services	(585) 786-8000

School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. [8 NYCRR Section 155.17 \(e\)\(2\)\(ii\)](#) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See **Appendix-D: Memoranda of Understanding**, include copies of all MOU's.

6. Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - o Review ERP with staff
 - o Conduct full staff briefings on roles to perform during an emergency
 - o Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - o Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have

your attention, this is a drill – LOCKDOWN – this is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS - PLEASE WAIT.**” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Type of Training/Drill	Date of Training/Drill	Agencies Involved

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and [8 NYCRR Section 155.17](#) require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command.
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administrator's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

- Hold (Hold in Place)
- Secure (Lockout)
- Lockdown
- Evacuate (Evacuation) ([required per 8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#))
- Shelter (Shelter in Place)

These annexes contain elements required by [8 NYCRR Section 155.17](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Hold (Hold-in-Place)

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold” may be initiated by building level administration. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Actions

Initiate Hold

- **Hold** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**

An announcement similar to the following will be read:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO enter into a HOLD**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold

- Students in hallways, bathrooms or other common areas will return to their classroom. If a Hold is announced between class periods, students will continue to their next class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions. Classroom teacher will report extra students to the appropriate office,
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.
-

Secure (Lockout)

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds

during incidents that pose an imminent concern outside of the school. The primary objective of a secure (lockout) is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions

Initiate Secure (Lockout)

- **Secure** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**

An announcement similar to the following will be read:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO SECURE.**
- **ALL OUTDOOR ACTIVITIES ARE CANCELED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

Execute Secure (Lockout)

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn the lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A secure will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODE WORDS, COLORS OR CARDS)**

- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.
 - o all call code will be provided
 - o contact main office to initiate lockdown

Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Turn lights off if safe to do so. If not, leave the lights on.**
- Do not cover the door window.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - o Do not allow anyone, under any circumstances, to leave your secured area.
 - o Do not answer or communicate through your door or classroom phone.
 - o Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - o Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - o Document and attend to any injuries to the best of your ability.
 - o Take attendance and include additions and missing students' last known location.
 - o Do not respond to Public Address (P.A.) system or other announcements.
 - o If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - o Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
 - Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

Evacuate (Evacuation)

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#).

Evacuate should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuate

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.

An announcement similar to the following will be read:

- **YOUR ATTENTION PLEASE.**
- **WE NEED TO EVACUATE THE BUILDING.**
- **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
- **TEACHERS TAKE YOUR CLASS ROSTER**
- **TAKE ATTENDANCE WHEN SAFE TO DO SO**

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex(es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Staff with radios or cell phones

NAME	Radio or Cell Phone Number
Matthew Wilkins	
Kari Grisewood	
Kim Monahan	
Coley Webb	
TBD	
Richard Ellis	
Ryan Winchip	
Amy Burnham	
Kim D'Amico	
Ed Papke	
Doug Hilts	
Tawnnee Conley	
Chelsey Wolcott	
Heather Glosser	
Mark Speccio	
Scott Kelly	
TBD	
Jessica Bodine	
Deanna Flint	
Denise Samardak	
Mike Wombles	
Tammy Scaccia	
Megan Winter	

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

Evacuate – Building Only

- Determine evacuation routes based on the location of the incident and type of emergency.
- Ensure all locations have designated secondary escape routes.
 - Designate alternate routes
 - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
 - Disabled/wheelchair accessible routes
 - Address the needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
 - Students self-evacuate through the nearest evacuation route or exit.

- o Students report to the nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you, list of student medical needs, evacuation route (sub plans) (Gotta Go Bags).
- Personnel (Administration, SRO, Maintenance) will be assigned to check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (On School Grounds)

Building, Wing or Location	Assembly Area

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuate – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Pre-plan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location		Address	Facility Contact Name and Number
Grade 7-12			
Grade PK - 6			
Any or all schools as			

needed			
Any or all schools as needed (Backup Location)			
Media Staging Area			
Incident Command Center			

- Notify all assembly areas to evacuate to an offsite location.
- Method of Travel - When possible, students will walk to the off-site locations (transported if needed).

Evacuate – Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

Shelter (Shelter in Place)

Purpose

A Shelter (Shelter-in-Place) annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter

1. **Shelter** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

An announcement similar to the following will be read:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO enter into a SHELTER.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

2. Use clear, concise language to provide direction to the school based on the situation.
3. If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
4. If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to continue to their next class.

Additional Considerations for Shelter

The Building Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

5. Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
6. Prepare to shelter for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
7. Notify all concerned parties when the Shelter is lifted.

Crime Scene Management

Purpose

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in [8 NYCRR Section 155.17 \(e\)\(2\)\(viii\)](#).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.

- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene – limit and document any people entering the area.
- Don't use phones or bathrooms within the crime scene area.
- Don't eat, drink or smoke in the crime scene area.

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call 911 if not already called or police are not on scene.

Document

- Take good notes - such as: time, date, people at the scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

8. Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\)\(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in parental relation ([8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#)).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the District Clerk and located in the Superintendent's Office.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on

the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in the coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Parent Square, Text-Messaging System/E-mail System: A text-messaging or email system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system, campus notification system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Parent Square/Messaging System: A text-messaging or email system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs, the school will:
 - o Inform parents on how to access alerts and incident information.
 - o Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
 - o Information will be included in the school newsletter and website.
 - o Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - o Disseminate information via Parent Square, school website and other means to inform parents about what is known to have happened.
 - o Implement a plan to manage phone calls and parents who arrive at the school.
 - o Describe how the school and school district are handling the situation.
 - o Provide a phone number, website address or recorded hotline where parents can receive updated incident information.
 - o Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - o Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - o Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - o High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites

Alternate Location		Address and description
LOW IMPACT		
HIGH IMPACT		

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**

- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

9. Medical and Mental Health Emergency Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. [8 NYCRR Section 155.17 \(e\)\(2\)\(vi\)](#) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

10. Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Actions

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.

- Dismissal of students if they have been relocated in the building.

11. Reunification

Purpose

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Actions

Designate Reunification Site

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

	Reunification Location	Address	Facility Contact Name and Number
Backup Location			
Primary Location (weather permitting)			

11. Continuity of Operations Plan (COOP)

Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

THREAT AND HAZARD SPECIFIC ANNEXES

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuate
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

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.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter (Shelter-in-Place)
- Evacuate (Evacuation)
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter (shelter-in-place) or evacuate (evacuation) depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

ADDENDUM: Health Emergency Plan

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of Warsaw Educators Association and Warsaw Support Staff Association, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

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As the authorized official of Warsaw Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day: 4/13/2021

Signature:

By: Matthew J. Wilkins

Title: Superintendent of Schools

Record of Changes

[illegible]

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requiring public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Warsaw Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency. The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expect us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of Warsaw Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of Warsaw Central School District shall be notified in writing, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Warsaw Educators Association and NYSUT will be notified of pertinent operational changes by way of writing or electronic communication. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan. The Superintendent of Warsaw Central School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of Warsaw Central School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Warsaw Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the District

The Warsaw Central School District has identified as critical only those priority functions that are required or

are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Warsaw Central School District have been identified as:

Essential Function	Description	Priority
Information Technology	Provides all hardware and software for the District in addition to needed technical support. Maintains the District's network and phone system.	1
Operations and Maintenance	Provides support for the District's physical plant and operating systems.	1
Business Office	Provides continuity of financial and personnel services.	2
Administration	Plans and coordinates continuity of operations and education.	1
Food Service	Plans and executes the District's food security plan.	1
Instruction	Provides required UPK – 12 instruction for students as required by Commissioner's regulations.	2
Instructional Support	Provides interventions and supports for students in the learning environment under the supervision of certified professionals.	3
Transportation	Provides support for delivery of meals and instructional materials as needed.	1
Health Office Staff and Mental Health Professionals	Serve as a liaison between community health organizations and the school district. Provides student physical and mental health services.	2
General Office Support	Provides general office support as needed.	2

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	<ul style="list-style-type: none"> • Senior Computer Services Assistant 	The SCSA works collaboratively with district administration to identify priorities for IT tasks. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Operations and Maintenance	<ul style="list-style-type: none"> • Director of Facilities, II • Maintenance Worker 	The Operations and Maintenance administration and staff ensure physical plant maintenance and adherence to the District's prioritized periodic maintenance schedule.

	<ul style="list-style-type: none"> • Groundskeeper • Senior Custodial Worker • Custodian • Cleaners 	
Business Office	<ul style="list-style-type: none"> • District Clerk/Executive Secretary • District Treasurer • Administrative Secretary 	District Office administration and staff ensure the continuity of District governance and the District's fiscal stability. District Office Administration and Staff are responsible for preparing the Board of Education meeting agendas and supporting documentation, facilitating payroll and accounts payable, and act as the center for communications and information for the District.
Administration	<ul style="list-style-type: none"> • Superintendent of Schools • School Business Administrator • Director of Special Services • Director of Instructional Services • Senior Computer Services Assistant • Director of Facilities, II • High School Principal • Middle School Principal • Elementary School Principal • MHS Assistant Principal • Elementary School Assistant Principal 	The team is responsible for planning and implementing the District's detailed emergency response. The team prepares District communications, activates its respective teams, and facilitates the response. The team must adjust and adapt to changing circumstances at a moment's notice. The team is responsible for supporting staff/faculty and monitoring overall operations during a public health crisis. The team is responsible for maintaining records for all aspects of a public health crisis response.
Food Service	<ul style="list-style-type: none"> • Food Service Director • Cook • Food Service Helper 	Responsible for implementing the District's Food Security Plan. The Department purchases menu items that may be bagged and delivered. Menus must still comply with nutritional guidelines and ensure portability. The Department is responsible for the preparation of meals and tracking and keeping records of all meals served.
Instruction	<ul style="list-style-type: none"> • General Education Teachers • Content Area Teachers 	Responsible for implementing the District's continuity of education plan including adherence to student Individualized Education Plans (IEP). Educators must provide instruction in adherence with Commissioner's regulations in-person or in a remote environment

	<ul style="list-style-type: none"> • Special Education Teachers • Special Area Teachers • Student Support Services • ELL Teachers 	depending on the circumstances of the public health crisis. Instructional faculty are responsible for tracking student attendance and establishing contact with their students.
Instructional Support	<ul style="list-style-type: none"> • Teaching Assistants • School Monitors 	Teaching Assistants may provide instruction under the supervision of a certified professional. Teaching Assistants and School Monitors provide whole class and individual support for students in the instructional setting.
Health Office Staff and Mental Health Professionals	<ul style="list-style-type: none"> • School Nurses • School Counselor • School Social Worker • School Psychologist 	Serve as a liaison between community health organizations and the school district. Provides student and staff physical and mental health services. Regularly distributes social emotional self assessment to students, faculty and staff.
General Office Support	<ul style="list-style-type: none"> • School Secretaries • Keyboard Specialists I and II 	Support regular operations of the school as needed.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation

Remote Work Protocols

Depending on the public health emergency, non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
 - a. Priority 1 staff/faculty/administration will be required to report to the District.
 - b. Priority 2 staff/faculty/administration will be notified whether they are working remotely or must report to work.
 - c. Priority 3 staff/faculty/administration will not be required to report to the District and will work remotely.
2. Approval and assignment of remote work
 - a. Direct supervisors will authorize remote work on a case-by-case basis.
 - b. The Superintendent of Schools or his/her designee have final approval of all work schedules.
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - i. Note that phone lines may need to be forwarded to off-site staff
 - ii. All staff members who are working remotely will be required to check email and phone messages two times daily.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, the Warsaw Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week.

Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
 - a. Direct supervisors will authorize remote work on a case-by-case basis.
2. Approval and assignment of changed work hours
 - a. The Superintendent of Schools or his/her designee have final approval of all work schedules.

Personal Protective Equipment

A surplus of PPE items and medical supplies will be maintained by the district as follows:

- Facemasks: cloth and disposable
- Hand sanitizer
- Disposable alcohol wipes
- Eye protection
- Face shields
- Cleaning supplies, disinfectant
- Microfiber cloth
- Disposable gloves
- Electrostatic Disinfectant machine and appropriate cleaning chemicals
- Tyvek Gowns
- Thermometers

Staff Exposures, Cleaning, and Disinfection

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols (the Superintendent of Schools or his/her designee is responsible for ensuring these protocols are followed):

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for current CDC/public health guidance for the communicable disease in question.
 - a. As possible, these employees may be permitted to work remotely during this period of time.
 - b. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
 2. CDC guidelines provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.

- a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be cleaned and disinfected per CDC guidance (see the section on Cleaning and Disinfection for additional information on that subject).
 3. Identification of potential employee and contractor exposures will be conducted (confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA)). If an employee or contractor is confirmed to have the disease in question, district personnel will inform all contacts of their possible exposure. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

Procedures

The District will:

- Create and retain logs stating:
 - o Date
 - o Time
 - o Scope of cleaning and disinfection
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
- Ensure safe and correct application of disinfectants ensuring adequate contact times.

- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure all water systems and features (for example, bottle fillers) are safe to use.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
 - o Follow manufacturer's instructions for cleaning and disinfecting. If there are no instructions, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surfaces thoroughly.

Cleaning/Disinfecting Procedure

Appropriate cleaners

- Surface cleaner
 - o Spray bottle
 - o Bucket
- Soap & water
 - o Spray bottle
 - o Bucket

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Change out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces

Step 2. Disinfect

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Change out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - o Keeping the surface wet for the entire contact/dwell time (see product label)
 - o Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
 - o $\frac{1}{3}$ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
 - o Bleach solutions should be made fresh and not kept for more than 24 hours
 - o Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
 - o Never mix bleach with ammonia or any other cleanser
 - o Leave solution on the surface for at least 1 minute

Laundering

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- o Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- o If masks are hand washed, prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- o Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Classrooms

- Faculty and support staff may be responsible for general cleaning within the classrooms and will be provided with appropriate cleaning supplies as needed.
- Keep cleaning supplies out of reach of children
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms.

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
 - o Classroom desks and chairs
 - o Door handles and push plates
 - o Bathroom faucets
 - o Light switches
 - o Shared telephones
 - o Shared desktops
 - o Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products

- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
 - o Bottle fillers
 - o Door handles and push plates
 - o Light switches
 - o Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
 - o Bottle Fillers
 - o Door handles and push plates
 - o Bathroom faucets
 - o Light switches
 - o Handrails
 - o Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
 - o Classroom desks and chairs
 - o Door handles and push plates
 - o Bathroom faucets
 - o Light switches
 - o Shared telephones
 - o Shared desktops

- o Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
 - o Door handles and push plates
 - o Bathroom faucets
 - o Light switches
 - o Shared telephones
 - o Shared desktops
 - o Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Athletic Areas

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
 - o Handles on equipment (e.g., athletic equipment)
 - o Bottle fillers
 - o Ice Machines
 - o Door handles and push plates
 - o Light switches
 - o Shared telephones
 - o Shared desktops
- All trash receptacles emptied and trash removed from the room

- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
 - o Sinks
 - o Faucets
 - o Soap dispensers
 - o Bottle fillers
 - o Door handles and push plates
 - o Light switches
 - o Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Warsaw Central School District is committed to reducing the burden on our employees and contractors. The Warsaw Central School District will comply with all federal and New York State laws to support its employees during a public health crisis.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Warsaw Central School District, and as such are not provided with paid leave time by the Warsaw Central School District, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee

and contractor to support contact tracing efforts. Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed communicable disease. This allows public health officials to put in place isolation or other measures to limit the spread of the disease. The District will cooperate with state and local health department contact tracing. The District will assist the Department of Health in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist the Department of Health in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not determine who is to be excluded from school based on contact without guidance and direction from the Department of Health.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the Warsaw Central School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Warsaw Central School District will coordinate with the Wyoming County Emergency Management Services to help identify and arrange for these housing needs. The Superintendent of Schools is responsible for coordinating this.

ADDENDUM: Remote Learning Plan

Warsaw Central School District Remote Learning Plan

In the event of a closure due to an emergency the district will utilize the following instructional plan and will include the following items:

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity
- expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction
- a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate
- a description of how special education and related services will be provided to students with disabilities
- for school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions (Through a combination of synchronous and asynchronous instruction, students

in Grades Prek-5 will receive approximately 5.32 hours of instruction each day, students 6-12 will receive 5.95 hours of instruction each day.)

Communication to Families:

In the event of an emergency closure and remote instruction must occur the district will communicate to families by sending out communication within 24 hours of shutting down. The communication will include the plan for connectivity, devices, and how instruction will be delivered. This communication will be delivered through a variety of ways such as our mass communication system and social media platforms.

Connectivity and Device Plan

Technology Assistance/Plan

- 100% of students (UPK-12) have 1:1 access to devices.
- 100% of faculty have access to 1:1 devices.
- In the event of extended remote learning, data from the annual Digital Access Survey, along with locally developed surveys will be utilized to assess internet accessibility.
- Hotspots/Jetpacks will be made available to those in need of stronger internet connectivity.
- Technology support is available through the district helpdesk or by calling a designated phone number.
 - Contact: helpdesk@warsawcsd.org
- In preparation for a known period of extended remote learning,
 - Students begin transporting their devices nightly from school to home and back again the next day. (Grades UPK-12)

AND/OR

- Teachers ensure that all devices are located in a central location in their classrooms, on a charging station at the end of the day for ease of gathering the materials for distribution should that be necessary.
- In the event that students are without their devices when remote learning goes into effect, a pick-up plan will be developed with communication to families via student emails, social-media, and mass communication system.

Instructional Plan

All Students Expectations:

Students are expected to participate, to the best of their abilities and circumstances, in distance learning. The following can be considered participation:

- Daily attendance
- The Learning Management System will be predominantly Google Classroom.
- Paper packets may be provided along with other resources.
- Engage in learning tasks some examples:
 - responding to teacher feedback
 - interacting in video chats
 - digitally collaborating with peers
 - submitting written reflections
- Obtain assistance via email with your teacher(s).

- For technical assistance email helpdesk@warsawcsd.org

All Family Expectations:

Families are expected to assist their child:

- Ensure that your child is ready to attend virtual school each day.
- Establish a learning area for your child to complete school work.
- Ensure that your child is completing all activities and assignments.
- Communicate with teacher(s) regarding questions about remote learning expectations and assignments.

Elementary School Remote Plan (students in grades UPK - 5)

Classroom teachers will:

- Make substantial (ie. phone call/zoom call) contact with students to:
 - Provide Remote Instruction
 - Review Information
 - Continue to Build Social Connections
- Provide instructional materials via learning management systems or packets.
- Assign and grade school work and provide feedback.
- Respond to emails.
- Monitor students' social emotional well-being and communicate any concerns to counseling and/or administration.
- Remind families of expectations and pick up information
- Provide asynchronous learning opportunities
- Hold office hours

Special Education Services/Related Services

- Special education teachers and related service providers will reach out to each student/family to schedule 1:1 time
- Modify, adapt lessons or instructional materials as needed

Special Class teachers

- Zoom lessons individually and daily
- Provide instructional materials through a variety of methods

Packet Pick-Up

Packet pick-up will be set for a weekly time per grade

Packets that are not picked up will be delivered

Recommended Daily Work Load

Grade	Time
UPK	20 - 60 minutes per day
Kindergarten	45 - 90 minutes per day

First	45 - 90 minutes per day
Second	60 - 120 minutes per day
Third	90 - 120 minutes per day
Fourth	90 - 120 minutes per day
Fifth	120-180 minutes per day

Middle School Remote Plan (students in grades 6-8)

Attendance

- Students will be required to check in with all their teachers on their schedule.
 - First period check-in will occur from 8:00-8:30 every day Monday- Friday.
 - First period will consist of 30 minutes and the remaining periods will consist of 20 minutes.
 - First period check-in will rotate between Math Lab and Physical Education class, depending on the odd or even day schedule.
 - On Tuesday and Wednesday students will meet with their first period teacher in addition to their English, science, math, social studies, and reading teachers.
 - On Thursday and Friday, students will meet with their first period teacher in addition to their art, music, keyboarding, writing lab, band, PE, LOTE, technology, health, FACS and/or chorus teachers.
 - On Monday, students will check-in with their first period teacher and the remaining portion of the day will be an opportunity for students to schedule individual meetings with their teachers.

Office Hours

- All middle school teachers have predetermined office hours where they are available to assist students.
 - *On Monday office hours are by appointment only.*

Instruction

- During daily check-in times, students will engage in a variety of activities, dependent on the class and teacher. Examples below are:
 - Live instruction
 - Independent work
 - Pre- Recorded Video lessons
- Teachers would participate in asynchronous instruction with pre recorded lessons using the districts new conference software
- All faculty would utilize Google Classroom as a means on instruction

Daily Assignment Log

- Teachers complete a daily assignment log from 7:50-8:30AM.
- At 9:00AM MS team leader sends out an email including daily assignments to students and parents.

Material Pick-up and Drop off

- 1 time a month families would be able to come to campus to pick up or drop off materials.

- Art, FACS, Tech, English materials would need to be distributed and collected.

Special Education

- Students with an IEP will meet with their Special Education teachers daily Monday-Friday. An individual meeting time will be scheduled between the student and their teacher.

Related Services

Related service providers will reach out to each student/family to schedule 1:1 time to meet the requirements of the IEP

High School Remote Plan(students in grades 9-12)

Attendance:

- First period attendance will be taken at 8:05 AM via google meets/ Zoom by classroom teacher
- First period study hall attendance taken by a support staff
- BOCES student attendance will be taken by a support staff

Instruction:

- Students will follow a daily bell schedule on Monday's
 - Teachers will be able to provide live instruction during that time along with setting up the expectations for the rest of the week.
- Tuesday - Friday
 - Students will be engaging in a variety of activities dependent on the class & teacher. Examples below are:
 - Live instruction
 - Independent work
 - Pre- Recorded Video lessons
 - If live instruction is not occurring, teachers will be available to assist during their normal class times by appointment.
 - Special education teachers will meet with their caseload 1 per day with the exception of Monday's.
 - Related service providers will reach out to each student/family to schedule 1:1 time to meet the requirements of the IEP

Communication:

- Continue with the weekly summary to parents & students. With a minimum to show when live instruction is occurring and any additional information teachers would like to inform students/parents of.

Special Services:

- Counseling services will continue to be provided via Google Meets/Zoom. Counselors will also provide Office Hours daily.
- Students must regularly check email for information on college visits, SAT, PSAT, AP, financial aid, scholarships, etc. Students are encouraged to email or visit counselors during office hours if they have any questions or need help with any of the above.
- Working papers will still be available through the counseling office by email.

Through a combination of synchronous and asynchronous instruction, students in Grades Prek-5 will receive approximately 5.32 hours of instruction each day, students 6-12 will receive 5.95 hours of instruction each day.



WARSAW CENTRAL SCHOOL DISTRICT LEVEL SCHOOL EMERGENCY RESPONSE PLAN

UPDATED 2023

PUBLIC HEARING 8/8/23

WHAT'S NEW?

1. STANDARD RESPONSE PROTOCOL
2. REMOTE LEARNING PLAN ADDENDUM

NEW:

STANDARD RESPONSE PROTOCOL

NYS LANGUAGE (OLD):

HOLD IN PLACE

LOCKOUT

LOCKDOWN

EVACUATION

SHELTER IN PLACE

SPR LANGUAGE (NEW):

HOLD

SECURE

LOCKDOWN

EVACUATE

SHELTER

- POSTER
- BADGES

IN AN EMERGENCY TAKE ACTION



STUDENTS Lock outside doors.
Return to inside of building
Do business as usual

ADULTS
Close and lock door
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight
STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Increase outside doors
Account for students and adults
Do business as usual
Flaunt

ADULTS.
Bring everyone indoors.
Lock outside doors.
Increase situational awareness.
Account for students and
Do business as usual



EVACUATE! (A location may be specified)
STUDENTS
 Leave stuff behind if required to
 If possible, bring your phone
 Follow instructions

ADULTS
 Lead

ADULTS
Lead students to r



SHELTER: Hazard and safety strategy
STUDENTS
 Use appropriate safety strategy for the hazard
 Hazard Safety Strategy
 Example

ADULTS
 Account for students in Evacuation location
 Notify if missing, extra or injured students or adults

Adults Strategy.

Account safety strategy
Notify if students and adults
or adults
or adults

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EVERY ACTION HAS SPECIFIC INSTRUCTIONS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

1.

*THE BASIC PLAN

INTRODUCTORY MATERIAL
SCHOOL RESOURCE OFFICER ROLES AND RESPONSIBILITIES
PURPOSE AND SITUATION OVERVIEW
CONCEPT OF OPERATIONS
ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES
DIRECTION, CONTROL, AND COORDINATION
TRAINING AND EXERCISES
ADMINISTRATION, FINANCE AND LOGISTICS
AUTHORITIES AND REFERENCES



2.

FUNCTIONAL ANNEXES

HOLD (HOLD-IN-PLACE)

SECURE (LOCKOUT)

LOCKDOWN

*EVACUATE (EVACUATION)

SHELTER (SHELTER IN PLACE)

LOCKOUT

CRIME SCENE MANAGEMENT

COMMUNICATIONS

MEDICAL AND MENTAL HEALTH EMERGENCY ANNEX

ACCOUNTING FOR ALL PERSONS

REUNIFICATION

CONTINUITY OF OPERATIONS PLAN (COOP)



3.

THREAT AND HAZARD SPECIFIC ANNEXES

ACTIVE SHOOTER THREAT
BOMB THREAT



4.

ADDENDUM (22-23)

CREATED 4/13/2021

THIS PLAN HAS BEEN DEVELOPED IN ACCORDANCE WITH NYS LEGISLATION S8617B/A10832

HEALTH EMERGENCY PLAN

SITUATION OVERVIEW

CONCEPT OF OPERATIONS

REMOTE WORK PROTOCOLS



5.

NEW: ADDENDUM (23-24)

CREATED 2023

THIS PLAN HAS BEEN DEVELOPED IN ACCORDANCE WITH NYS LEGISLATION

REMOTE LEARNING PLAN

COMMUNICATION WITH FAMILIES

*CONNECTIVITY AND DEVICE PLAN

INSTRUCTIONAL PLAN



WHAT NEXT?

1. WCSD SAFETY PLAN HAS BEEN POSTED
WWW.WARSAWCSD.ORG FOR A 30 DAY PUBLIC COMMENT
PERIOD (7/13 – 8/11)



COMMENTS CAN BE EMAILED TO:
MWILKINS@WARSAWCSD.ORG



2. PUBLIC COMMENTS WILL BE TAKEN INTO CONSIDERATION AND
THE PLAN WILL BE REVIEWED/REVISED BY THE DISTRICT LEVEL
SAFETY TEAM AS NEEDED.

3. THE PLAN WILL BE ON 8/22/23 BOE AGENDA FOR ADOPTION.



THANKS!

?



Regular Meeting
July 25, 2023

The regular meeting of the Warsaw Central School Board of Education was called to order at 6:30 p.m. in the Middle/High School Building by Mr. Robb.

Call to Order

Members Present: Mr. Robb, Mrs. Royce, Mrs. Tangeman, Mrs. Baker, Mr. Grover, Mr. Tarbell, Mr. Youngers.

Roll Call

Members Absent: None

Others Present: Mr. Wilkins, Mrs. Grisewood, Mrs. Monahan, Mrs. D'Amico, Mr. Ellis, Mr. Winchip, Mr. Webb, Mr. Barks, Mrs. Conley.

Mr. Robb led the Pledge of Allegiance to the Flag.

Pledge to Flag

Mr. Winchip presented an overview of the Code of Conduct and highlighted changes made to it including adding a Consequence Table, which will provide consistency. He, along with Mrs. D'Amico and Mr. Ellis, answered questions from the Board. There were no public comments.

Code of Conduct
Public Hearing

Let the record show that the District Treasurer, the District Tax Collector, and the Internal Claims Auditor have signed their Oath of Office for the 2023-24 School Year.

Oaths Signed

Moved by Mrs. Tangeman, seconded by Mr. Grover that the Board approve the minutes for July 11, 2023, as written. Motion Carried: Yes 7, No 0, Abstain 0.

7/11/23 Minutes
Approved

The Board reviewed the lists of regular bills dated June 29, 2023, June 30, 2023.

Lists of Regular
Bills Reviewed

The Board reviewed the Appropriation/Revenue Status Reports as of June 30, 2023.

Approp/Rev Status
Reports Reviewed

Moved by Mr. Grover, seconded by Mr. Tarbell that the Board accept the Treasurer's Reports as of June 2023. Motion Carried: Yes 7, No 0, Abstain 0.

Treasurer's
Reports Acctpd.

Moved by Mrs. Baker, seconded by Mr. Tarbell that the Board accept the Extra Curricular Activities Treasurer's Q4 Reports and Annual Report for 2022-23. Motion Carried: Yes 7, No 0, Abstain 0.

ECA Treasurer's
Reports Accepted

Moved by Mrs. Royce, seconded by Mrs. Tangeman that the Board accept the Internal Claims Audit Report for 2022-23. Motion Carried: Yes 7, No 0, Abstain 0.

Internal Claims
Audit Report
Accepted

Mr. Wilkins reminded Board members of tomorrow night's Board Workshop. He also stated the Safety Plan Public Hearing is scheduled for August 8, 2023 at 6:30pm in the Elementary Cafeteria.

Superintendent's
Reports

Audit Committee – NA; the committee will be meeting in October.

Committee
Reports

Finance Committee – NA

Policy Committee – NA

Technology Committee – NA

Moved by Mr. Tarbell, seconded by Mr. Grover that the Board approve the Ag in the Classroom Memorandum of Understanding Agreement for the 2022-23 school year, as proposed, and authorize the Superintendent of Schools to execute said agreement. Motion Carried: Yes 7, No 0, Abstain 0

Ag in the
Classroom MOU
Approved

Moved by Mrs. Tangeman, seconded by Mr. Grover that the Board adopt the following resolution:

Capital
Improvements
Project 2023 Bond
Resolution
Adopted

A BOND RESOLUTION, DATED JULY 25, 2023, OF THE BOARD OF EDUCATION OF THE WARSAW CENTRAL SCHOOL DISTRICT, WYOMING COUNTY, NEW YORK (THE “DISTRICT”) AUTHORIZING THE DISTRICT (A) TO UNDERTAKE AN APPROVED “CAPITAL IMPROVEMENTS PROJECT, 2023” (THE “PROJECT”) CONSISTING OF THE RECONSTRUCTION, REHABILITATION, AND RENOVATION, IN PART, AND THE CONSTRUCTION OF IMPROVEMENTS AND UPGRADES TO VARIOUS DISTRICT BUILDINGS AND FACILITIES AND THE SITES THEREOF AT AN ESTIMATED MAXIMUM COST OF \$22,960,000 AND (B) TO ISSUE SERIAL BONDS OR OTHER OBLIGATIONS OF THE DISTRICT FOR THE FINANCING OF THE PROJECT IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$18,990,000, WITH THE BALANCE OF THE ESTIMATED MAXIMUM COST OF THE PROJECT TO BE COVERED BY THE EXPENDITURE OF (1) THE ENTIRE REMAINING BALANCE (WHICH STOOD AT APPROXIMATELY \$2,948,461 AS OF MARCH 10, 2023), PLUS ANY ADDITIONAL INTEREST EARNED, FROM THE DISTRICT’S CAPITAL RESERVE FUND THAT WAS ESTABLISHED IN MAY OF 2015, WITH SUCH FUND THEN TO BE TERMINATED AND (2) \$1,021,539 FROM THE DISTRICT’S CAPITAL RESERVE FUND THAT WAS ESTABLISHED IN MAY OF 2021 AND DELEGATING THE POWER TO ISSUE BOND ANTICIPATION NOTES (IN ANTICIPATION OF THE SALE OF SUCH OBLIGATIONS) TO THE PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT.

WHEREAS, at the annual meeting and vote of the qualified voters of the Warsaw Central School District, Wyoming County, New York (the “District”) that was held on May 16, 2023, a Proposition No. 2 (the “Proposition”) was duly adopted authorizing the Board of Education of the District (the “Board”) (1) to undertake, in general accordance with a referenced project plan, a “Capital Improvements Project, 2023” (the “Project”) at an estimated maximum cost of \$22,960,000; (2) to expend or apply toward the Project (a) during the 2022-2023 fiscal year of the District the entire remaining balance (which stood at approximately \$2,948,461 as of March 10, 2023), plus any additional interest earned, from the District’s Capital Reserve Fund that was established in May of 2015, with such fund then to be terminated and (b) during the 2022-2023 fiscal year \$1,021,539 from the District’s Capital Reserve Fund that was established in May of 2021; and (3) to levy a tax to finance the balance of the estimated maximum cost of the Project, such tax to be collected in annual installments, with obligations of the District (in an aggregate principal amount not to exceed \$18,990,000) to be issued in anticipation thereof; and

WHEREAS, it is now desired to authorize the expenditure of up to \$22,960,000 for such purpose, and to provide for the financing thereof in accordance with the Proposition;

NOW, THEREFORE, BE IT RESOLVED, by the Board (by a favorable vote of at least two-thirds of all of the members of the Board), as follows:

Section 1. The class of objects or purposes to be financed pursuant to this resolution is a capital improvements project involving the reconstruction, rehabilitation and renovation, in part, and the construction of improvements and upgrades to various District buildings and facilities and the sites thereof, to implement various health, safety, accessibility and Code compliance measures required by the State Education Department in connection with any significant capital project and various other measures that are generally described in (but are not to be limited by) the written plan for the Project that was prepared by the District (with the assistance of Young + Wright Architectural) and is on file at the District offices, and being subject to the possibility of reallocation, deletion, revision or supplementation, as provided in the public notice of the vote on the Proposition. The foregoing work shall include the purchase of original furnishings, equipment, machinery and apparatus required in connection with the purposes for which such buildings, facilities and sites are used, and all ancillary or related work required in connection therewith, including preliminary costs and costs incidental thereto and in connection with the financing thereof.

Section 2. The estimated maximum cost of such class of objects or purposes is determined to be \$22,960,000, which expenditure is hereby authorized. The plan for the financing of the Project is (1) to expend or apply toward the Project (a) during the 2022-2023 fiscal year of the District, the entire remaining balance (which stood at approximately \$2,948,461 as of March 10, 2023), plus any additional interest earned, from the District's Capital Reserve Fund that was established in May of 2015, with such fund then to be terminated and (b) during the 2022-2023 fiscal year of the District, \$1,021,539 from the District's Capital Reserve Fund that was established in May of 2021 and (2) to issue up to \$18,990,000 of serial bonds or other obligations of the District that may be lawfully issued under the Local Finance Law (the issuance of which is being hereby specifically authorized for the financing of the balance of the estimated maximum cost of the Project), with such amount to be offset by any federal, state, county and/or local funds received by the District for the Project. Unless paid from other sources or charges, such balance of the estimated maximum cost of the Project is to be paid by the levy and collection of taxes on all the taxable real property in the District to pay the principal of such bonds or other obligations, and the interest thereon, as the same shall become due and payable.

Section 3. It is hereby determined that the period of probable usefulness of the class of objects or purposes referred to in Section 1 hereof is 30 years, pursuant to subdivision 97 of paragraph (a) of Section 11.00 of the Local Finance Law.

Section 4. Subject to the provisions of this resolution and of the Local Finance Law, and pursuant to the provisions of Section 21.00 relative to the authorization of the issuance of bonds with substantially level or declining annual debt service, Section 30.00 relative to the authorization of the issuance of bond anticipation notes and of Section 50.00, Sections 56.00 to 60.00, Section 62.00, Section 62.10, Section 63.00, and Section 164.00 of the Local Finance Law, the powers and duties of the Board pertaining or incidental to the sale and issuance of the obligations herein authorized, including but not limited to authorizing bond anticipation notes and prescribing the terms, form and contents and details as to the sale and issuance of the bonds herein authorized, and of any bond anticipation notes issued in anticipation of such bonds

(and the renewals of such notes), are hereby delegated to the President of the Board, as the chief fiscal officer of the District. Without in any way limiting the scope of the foregoing delegation of powers, the President of the Board, to the extent permitted by Section 58.00(f) of the Local Finance Law, is hereby specifically authorized to accept bids submitted in electronic format for any bonds or notes of the District.

Section 5. The temporary use of available funds of the District, not immediately required for the purpose or purposes for which the same were borrowed, raised or otherwise created, is hereby authorized pursuant to Section 165.10 of the Local Finance Law, for the purpose or purposes described in this resolution.

Section 6. This resolution shall constitute the declaration (or reaffirmation) of the District's "official intent" to reimburse the expenditures authorized in this resolution with the proceeds of the bonds, notes or other obligations authorized herein, as required by United States Treasury Regulations Section 1.150-2.

Section 7. Each of the obligations authorized by this resolution, and any notes issued in anticipation of the sale of such obligations, shall contain the recital of validity as prescribed by Section 52.00 of the Local Finance Law, and such obligations shall be general obligations of the District, payable as to both principal and interest by a general tax upon all the taxable real property within the District, without limitation as to rate or amount (subject to certain statutory limitations imposed by Chapter 97 of the 2011 Laws of New York). The faith and credit of the District are hereby irrevocably pledged for the payment of the principal of and interest on such obligations, and provision shall be made annually in the budget of the District by appropriation for (1) the amortization and redemption of any such obligations to mature in such year and (2) the payment of interest on any such obligations to be due and payable in such year.

Section 8. The President of the Board is further authorized to take such actions and execute such documents as may be necessary to ensure the continued status of the interest on the obligations authorized by this resolution, and any notes issued in anticipation thereof, as excludable from gross income for federal income tax purposes pursuant to Section 103 of the Internal Revenue Code of 1986, as amended (the "Code") and may designate the obligations authorized by this resolution, and any notes issued in anticipation thereof, as "qualified tax-exempt obligations" in accordance with Section 265(b)(3) of the Code.

Section 9. The President of the Board is further authorized to enter into a continuing disclosure agreement with the initial purchaser of the obligations authorized hereunder (or any bond anticipation notes issued in anticipation of the sale of such obligations), containing provisions that are satisfactory to such purchaser in compliance with the provisions of Rule 15c2-12, as promulgated by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934, as amended.

Section 10. The President of the Board is further authorized to call in and redeem any outstanding obligations that were issued pursuant to this resolution (at such times and in such amounts and maturities as may be deemed appropriate after consultation with District officials and the District's municipal advisor), to approve any related notice of redemption, and to take such actions and execute such documents as may be necessary to effectuate any such call(s) for redemption pursuant to Section 53.00 of the Local Finance Law, with the

understanding that no such call(s) for redemption will be made unless such notice of redemption shall have first been filed with the District Clerk.

Section 11. In the absence or unavailability of the President of the Board, the Vice President of the Board is hereby specifically authorized to exercise the powers delegated to the President of the Board in this resolution.

Section 12. The District Clerk is hereby authorized and instructed to publish this resolution, or a summary thereof, together with a notice in substantially the form provided by Section 81.00 of the Local Finance Law, in the District's official newspaper(s). The validity of the obligations authorized hereby, or of any bond anticipation notes issued in anticipation of the sale of such obligations, may be contested only if:

(1) (a) such obligations are authorized for an object or purpose for which the District is not authorized to expend money, or

(b) the provisions of law which should be complied with at the date of publication of this resolution (or a summary thereof) are not substantially complied with,

and an action, suit or proceeding contesting such validity is commenced within 20 days after the date of such publication; or

(2) such obligations are authorized in violation of the provisions of the Constitution of New York.

Section 13. This resolution is effective immediately and shall be placed in the official minutes of the Board as an official action of the Board.

Motion Carried: Yes 7, No 0, Abstain 0

Moved by Mrs. Tangeman, seconded by Mrs. Baker that the Board appoint Mrs. Royce as Clerk Pro Tem for the remainder of the Board Meeting. Motion Carried: Yes 7, No 0, Abstain 0.

Clerk Pro Tem
Appointed

The District Clerk was dismissed at 7:00 p.m. and the following took place as recorded by Mr. Royce, Clerk Pro Tem.

Tawnnee Conley
District Clerk

Moved by Mrs. Baker, seconded by Mr. Grover that the Board enter Executive Session at 7:00 p.m. for the purpose of discussing the employment history of a particular person. Motion Carried: Yes 7, No 0, Abstain 0.

Executive
Session

Moved by Mrs. Baker, seconded by Mrs. Tangeman that the Board resume regular session at 8:51 p.m. Motion Carried: Yes 7, No 0, Abstain 0.

Regular Session

Regular Meeting
July 25, 2023

Moved by Mrs. Royce, seconded by Mr. Grover that the Board approve the special education placements recommendations, as follows:

Special Education
Placements
Approved

Committee on Special Education (CSE)	
Date of Meeting/ Amendment	Student Number(s)
6/1/23	900-37-7272 (C)
Sub-Committee on Special Education (SCSE)	
Date of Meeting/ Amendment	Student Number(s)
6/20/23	900-37-7361(C)
6/23/23	900-37-6388(A)
7/10/23	900-37-6252 (A)
Committee on Pre-School Special Education (CPSE)	
Date of Meeting/ Amendment	Student Number(s)
6/9/23	900-37-74405 (C)

(A) = Amendment Agreement – No Meeting
(C) = Correction

Motion Carried: Yes 7, No 0, Abstain 0.

Moved by Mrs. Baker, seconded by Mr. Tarbell that, upon the recommendation of the Superintendent, the Board approve one 7-12 Certified ELA Teacher Online Position for July 5 – August 26, 2023. Pay will be at the rate of \$30/hour, not to exceed 30 hours. Motion Carried: Yes 7, No 0, Abstain 0.

7-12 ELA Teacher
Summer School
Online Position
Approved

Moved by Mrs. Royce, seconded by Mr. Tarbell that, upon the recommendation of the Superintendent, the Board approve Personnel Schedule 556, as proposed. Motion Carried: Yes 6, No 0, Abstain 1 (Tangeman).

Personnel
Schedule 556
Approved

The Board of Education held their retreat with Administration to review their building level goals.

Retreat

Moved by Mrs. Baker, seconded by Mr. Grover that the regular meeting of the Warsaw Central School Board of Education be adjourned at 8:53 p.m.; subject to the call of the President. Motion Carried: Yes 7, No 0, Abstain 0.

Adjournment

Mrs. Gail E. Royce
Clerk Pro Tem

WARSAW CENTRAL SCHOOL DISTRICT **CODE OF CONDUCT**

Approved by the Board of Education
2023-2024

Updated July 2023

TABLE OF CONTENTS

INTRODUCTION

I. DEFINITIONS

II. STUDENT RIGHTS AND RESPONSIBILITIES

- a. STUDENT RIGHTS
- b. STUDENT RESPONSIBILITIES

III. ESSENTIAL PARTNERS

- a. PARENTS
- b. TEACHERS
- c. PUPIL PERSONNEL SERVICES
- d. PRINCIPALS
- e. SUPERINTENDENT AND OTHER ADMINISTRATORS
- f. OTHER DISTRICT EMPLOYEES
- g. BOARD OF EDUCATION

IV. STUDENT DRESS CODE

V. STUDENT USE OF COMMUNICATION DEVICES

VI. PROHIBITED STUDENT CONDUCT

VII. REPORTING VIOLATIONS

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

- a. PRINCIPLES OF DISCIPLINE AND CONSEQUENCES OF BEHAVIOR
- b. RANGE OF PENALTIES
- c. PROCEDURES
- d. MINIMUM PERIODS OF SUSPENSION
- e. REFERRALS

IX. ALTERNATIVE INSTRUCTION DURING SUSPENSION OR REMOVAL FROM CLASS

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

- a. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES
- b. CHANGE OF PLACEMENT RULE
- c. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES
- d. EXPEDITED DUE PROCESS HEARINGS
- e. REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

XI. USE OF PHYSICAL FORCE

- a. CORPORAL PUNISHMENT FORBIDDEN
- b. LEGAL EXCEPTIONS

XII. STUDENT INTERROGATIONS AND SEARCHES

- a. INTERROGATIONS BY SCHOOL PERSONNEL
- b. SEARCHES BY SCHOOL PERSONNEL – GENERAL GUIDELINES
- c. SEARCHES OF STUDENT LOCKERS, DESKS, COMPUTERIZED INFORMATION SYSTEMS AND OTHER SCHOOL STORAGE SYSTEMS
- d. REMOVAL OF CLOTHING DURING A STUDENT SEARCH
- e. DOCUMENTATION OF SEARCHES
- f. POLICE INVOLVEMENT IN SEARCHES AND INTERROGATIONS OF STUDENTS
- g. CHILD PROTECTIVE SERVICES INVESTIGATIONS

XIII. VISITORS TO THE SCHOOLS

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

- a. PROHIBITED CONDUCT
- b. PENALTIES
- c. ENFORCEMENT

XV. DISSEMINATION AND REVIEW

- a. COMMUNICATION OF THE CODE OF CONDUCT

Code of Conduct

Introduction

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

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the character principles of civility, mutual respect, citizenship, perseverance, caring, self-discipline, courage, fairness, responsibility, honesty and integrity. District policies already regulate many aspects of behavior expected of district employees, students, and visitors to school property.

However, the Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

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

I. Definitions

For purposes of this code, the following definitions apply:

"Dignity for All Students Act" or (DASA) was established to provide a school environment free of discrimination and harassment. Under DASA, no student shall be subject to discrimination or harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such impairment or (c) a condition regarded by others as such an impairment, provided, however, that all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provisions of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Discrimination” means treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process, or who substantially interferes with the teacher’s authority over the classroom, or who at any time on school property or at a school function, disrupts the orderly functioning of the school or school function.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provisions of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involved direct student contact (Education Law Section s11[4] and 1125[3]).

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

“Gender” actual or perceived sex and includes a person’s gender identity or expression (Education Law Section 11[6]).

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse that includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

“National Origin” means a person’s country of birth or ancestor’s country of birth.

“Parent” means parent, guardian, responsible adult or person in parental relation to a student.

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

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

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

“School Bus” means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

“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 property” for purposes of this code also means any class or instruction outside of the boundaries of the school but which constitutes a part of the student’s educational program in the district, including, but not limited to, alternative instruction at a Board of Cooperative Educational Services (“BOCES”) facility or program, work training, community training, work study, or internship. School property can also mean any furniture, equipment, educational supplies or other non-fixed personal property owned by the district.

“School function” means any school-sponsored extracurricular event or activity.

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

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, bisexuality or transgender (Education Law Section 11[5]).

“Social Media” means web sites and other online means of communication that are used by large groups of people to share information and develop social contacts. Examples include but are not limited to: Facebook, twitter, YouTube, Instagram, TikTok, email, text messaging, chat rooms, etc.

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

1. Commits violent conduct as defined in this code upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, violent conduct 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 or an instrument of violence.
4. Displays, while on school property or at a school function, what appears to be a weapon or an instrument of violence.
5. Threatens, while on school property or at a school function, to use a weapon or an instrument of violence
6. Knowingly and intentionally damages or destroys the personal property of the district or 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.

To “threaten” means to communicate to any other person, either verbally, by overt act, or in any writing, information or statements that, explicitly or by implication, predict, threaten or describe past, present or future intention to engage in any act that would constitute any of the prohibited activities listed in sections 1 through 7 above.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act.

“Dangerous weapon” will be used in this code to refer to the definition contained in 18 USC §930(g)(w) in the context of the discipline of a student with a disability as defined below.

An "instrument of violence" includes, but is not limited to, 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.

“Volunteer” means any person who is Board approved and voluntarily offers himself or herself for a service or undertaking.

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

II. Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

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

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.

10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

III. Essential Partners

A. Parents/Guardians: All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Provide school officials with current working home, work, cell and emergency telephone numbers so that schools may reach parents to discuss student progress and other matters of mutual concern. Parents are also requested to provide email addresses as available.
3. Send their children to school ready to participate and learn as required by New York State Education Law (and in accordance to the District's Student Attendance Policy #407.A).
4. Ensure their children attend school regularly and on time.
5. Ensure that student absences are for a reason accepted as "excused" under New York Education Law and to provide appropriate school personnel with a reason for every absence
6. Insist and help their children to be dressed and groomed in a manner consistent with the student dress code.
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and help their children understand them.
9. Convey to their children a supportive attitude toward them, their education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a safe, quiet place for study and ensure homework assignments are completed.

B. Teachers/Support Personnel: All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students in the classroom and on school property.
2. Work to strengthen each student's self-concept and promote confidence to learn.
3. Know their students as learners and demonstrate a commitment to student achievement.
4. Be prepared to teach and to demonstrate interest in teaching and professional development.
5. Know school policies, rules and this code, obey them and enforce them in a fair and consistent manner
6. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan

7. Communicate regularly with students, parents and other teachers concerning student growth and achievement.
8. Know their school's emergency and security procedures and assist the school in their implementation, as appropriate.
9. Report all violations of this code to the principal or his/her designee.
10. Know and follow the procedures for student discipline in Section VIII of this code as they relate to teachers.
11. Know school rules and help students to understand them.
12. Refer students, when appropriate, to Pupil Personnel Services personnel.
13. Confront issues of discrimination and harassment on any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
14. Report incidents of discrimination and harassment that are witnessed, or otherwise brought to a teacher's attention, to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner. Teachers are encouraged to document who, what, where, when, and why while reporting an incident.

C. Pupil Personnel Services Personnel

1. For school counselors, assist students in coping with peer pressure and emerging personal, social and emotional problems; initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems; regularly review with students their educational progress and career plans; provide information to assist students with career planning; encourage students to benefit from the curriculum and extracurricular programs. Maintain a climate of mutual respect and dignity for all students Report incidents of discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
2. For school social workers and school psychologists, provide appropriate services as requested by the principal under the guidelines established by the Commissioner of Education. Maintain a climate of mutual respect and dignity for all students Report incidents of discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Principals/Assistant Principal

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, with an understanding of appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Superintendent and Other Administrators

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. All District Employees, Volunteers and Outside Organizations

1. Promote a safe and orderly school environment.
2. Know and obey this code of conduct and all other district rules and policies.
3. Maintain a climate of mutual respect and dignity for all students
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

G. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
4. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, and disability. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

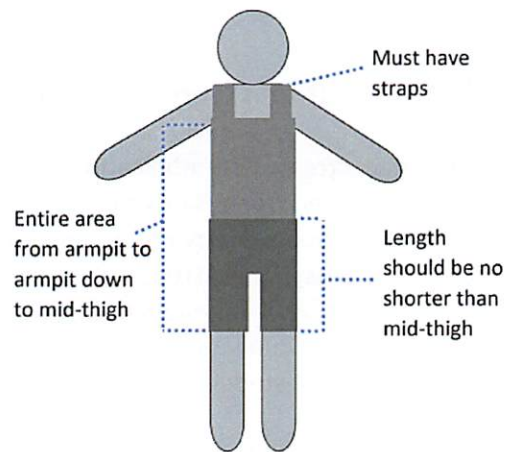
H. School Resource Officer

1. Provide for the security and safety of all students, staff, and visitors on and in the vicinity of school grounds.
2. Report violations of law, school rules, and regulations or policies directly to the School District's administration, Chief of Police, and District Attorney as necessary or required by New York State Law.
3. Act as liaison between police and other emergency personnel, as well as between the Police Department and the School District.

4. Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents at the School District.
5. Provide students and staff with educational information regarding crime prevention and safety.

IV. Student Dress Code

The district will not use fashion or taste as the sole criterion to regulate student dress, but the district will regulate student dress to ensure that students attend school in clothing that meets health and safety standards and that does not disrupt or interfere with the educational process. The principal and other designated administrative personnel shall have the authority to determine that a particular student's dress on a given day is "inappropriate" i.e., does not meet the above standard. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.



Students and their parents have the primary responsibility to make sure that student dress meets the code. All students are expected to give proper attention to personal cleanliness and to dress according to the code for school and school functions. Teachers and all other district personnel should exemplify and reinforce this code and help students develop an understanding of appropriate dress in the school setting.

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

1. Not include extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments.
2. Completely cover underwear with outer clothing from armpit to mid-thigh.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of headgear in the Elementary School building, nor for secondary students in the auditorium, offices, and upon a classroom teacher's request.
5. Not include items that are vulgar, obscene, libelous, gang-related or that bully or denigrate others on account of race, color, religion, creed, national origin, gender, weight, sexual orientation or disability
6. Not promote, advertise and/or endorse the use of alcohol, tobacco or illegal drugs, paraphernalia, and/or encourage other illegal or violent activities.

7. Not constitute a danger to self or others in physical education class or athletic teams, under the guidelines set by the director of health, physical education and athletics.

The district may require specific dress for students participating in activities in which clothing and jewelry may be a safety or health concern, such as in science laboratories or technology class.

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

V. Student Use of Electronic Communication Devices

Student Use of Electronic Communication Devices K-5

Students are prohibited from using or having on or in an operational mode any paging/messaging device, mobile telephone, or any other type of telecommunications or imaging device during the instructional school day. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students may not use their electronic devices to record a picture, video, or audio of another person. Any student using a device shall be subject to disciplinary procedures.

Student Use of Electronic Communication Devices 6-8

Cell phones may be used on school grounds before school, during lunch, and after school. Cell phone use is prohibited in classrooms (including Studyhalls) & restrooms. Airpods, headphones and other electronic devices can not be worn while students are transitioning in the hallways. Students may not use their electronic devices to record a picture, video, or audio of another person. During the instructional day, cell phones must remain out of sight and in silent mode. Failure to comply with this rule will result in progressive disciplinary consequences.

Student Use of Electronic Communication Devices 9-12

Students may bring their own personal electronic devices, including but not limited to, cell phones, iPods, MP3 players, iPads, tablets, or laptops, to school. These devices may be carried with them and used in designated places in the building, including the cafeteria and hallways. Students may talk on their phones in the cafeteria, or in the office or front foyer with permission. In the classrooms, it is up to the teacher's discretion if s/he wants to allow the electronic device. Students may not use their electronic devices to record a picture, video, or audio of another person. Any student using their device in a non-designated area or fails to comply with the request of the teacher shall be subject to further discipline, up to and including in school suspension. Failure to comply with this rule will result in progressive disciplinary consequences.

VI. Prohibited Student Conduct

The Board expects all students to conduct themselves in a civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they, either alone or with others:

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.
6. Tampering with or vandalizing any school district property.
7. 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.
8. Computer/electronic communications misuse, including any use of computers, software, or internet/intranet account that is unauthorized or violates any portion of this code of conduct; 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. Leaving the school building or school property without permission.
3. Skipping detention, in-school suspension or any other disciplinary assignment.

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. Any violation of the Student Dress Code as described in Article VI above, or as further described in any school's guidelines regarding student dress.
3. Any conduct that is disorderly as defined in Article VII, Section A above.

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, a dangerous weapon or an instrument of violence. Authorized law enforcement officials/school resources officers 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, a dangerous weapon or instrument of violence.
5. Threatening to use any weapon, a dangerous weapon or instrument of violence.
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, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

1. Lying to school personnel.
2. Stealing the property of the school district, other students, school personnel, or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, which includes the use of race, color, weight, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability.
6. "Internet Bullying" (also referred to as "cyberbullying") including the use of Social Media or by any other electronic means, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) result in material or disruption to the educational environment.
7. Sexual Harassment (without physical contact) - Derogatory, obscene slurs or threatening material that is sexual in nature; coercion, intimidation, or discrimination based on sex/gender, verbal sexual harassment, sexually explicit comments, explicit videos, pictures, auditory recordings, etc.
8. Sexual Misconduct (forcible compulsion, attempted or completed sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact with or without a weapon including rape and/or sodomy)
9. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

10. Hazing, which includes any intentional or reckless act on school property or at a school-sponsored activity directed against another for the purpose of initiation, affiliation or membership.
11. Bullying, which includes violent conduct, harassment and/or intimidation as defined above.
12. Selling, using or possessing obscene material.
13. Using vulgar or abusive language, cursing or swearing.
14. Smoking a cigarette, cigar, electronic cigarette, vaporizer, pipe or using chewing or smokeless tobacco.
15. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, paraphernalia (including dab pens), or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
16. Unauthorized use or sharing of prescription and over-the-counter drugs.
17. Gambling.
18. Indecent Exposure: Removing clothing to reveal; underwear, undergarment or private body parts.
19. Initiating a report warning of fire, explosion, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Using a computerized information system to engage in any of the above conduct. (Conditions of use are provided in BOE Policy #7315).

F. Engage in misconduct while on a school bus or field trip 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, use of vulgar language, pushing, shoving, fighting, harassment, and discrimination or any other violation of this code of conduct on a school bus will not be tolerated.

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. Unauthorized use of artificial intelligence (AI) such as ChatGPT
6. Assisting another student in any of the above actions.

Warsaw Middle/High School Consequence Table

Level 1 Offenses - Up to Warning, Call home or Detention (3:00pm-3:45pm)
Cafeteria Disturbance - Throwing food or insubordinate behavior (could result in removal from the cafeteria during lunch)
Dress Code Violation (refusal to change could result in ISD)
Inappropriate Display of Affection (anything beyond hand-holding/brief hugging)
Inappropriate use of Cell Phones, I-Pods, AirPods etc., the device will be confiscated and can be picked up by the student at the end of the day

Minor Disruptive Behavior (wisecracks, unnecessary noise, persistent talking, running in the halls, disruptive behavior on the bus, etc.)
Mild Name Calling/Insults
Late Arrival to School – (4th) occurrence within thirty days will result in a 3pm-4pm detention
Tardiness to Class
Level 2 Offenses - Up to Extended Detention (3:00pm-5:00pm)
Failure to abide by a reasonable requests/refusal to obey directions
Horseplay (pushing, shoving, wrestling without intent to harm)
Late Arrival to School – (5+) occurrences within thirty days will result in a 3pm to 5pm detention
Lying (false identification/accusation/defamation)
Moderate Disruptive/Inappropriate Behavior (disrespect to peers, inappropriate means of communication, will-full acts that disrupt the learning environment, misuse of technology)
Skipping Class or Leaving Class without Permission
Skipping/Missing Regular Detention (3:00pm-4:00pm)
Profanity/Use of Inappropriate Language - or negative gestures around others (not directed towards staff or peers)
Multiple Level 1 Offenses in one incident/referral/report
Level 3 Offenses - Up to 1-3 days In-School-Detention (ISD)
Cheating, Plagiarism or Altering Documents (1st Offense is a zero on the assignment)
Disrespect toward staff member/Insubordination
Forgery of signatures or documents
Inappropriate behavior during extra-curricular events or assemblies
Major Disruptive Behavior (including interruption to school environment, trespassing, depictions of prohibited conduct, etc.)
Skipping/Missing Extended Detention (3:00pm-5:00pm)
Violation of student driving and parking rules (possible suspension of driving privileges)
Multiple offenses in one incident/referral/report with at least one level 2 offense included
Level 4 Offenses - Up to 3 days In School Detention (ISD) or Out-of-School Suspension (OSS)
Disruptive Behavior in ISD
Harassment (without physical contact) - Derogatory, obscene slurs, threatening material, stalking, coercion, intimidation, extortion, discrimination, hazing
Minor physical altercations/pushing/shoving/contact without physical injury - Unwanted physical contact with intent to alarm or seriously annoy another person without physical injury
Possession/Distribution of pornographic material, including electronic means (NOT child porn)
Sexual Harassment (without physical contact) - Derogatory, obscene slurs or threatening material that is sexual in nature; coercion, intimidation, or discrimination based on sex/gender, verbal sexual harassment, sexually explicit comments, explicit videos, pictures, auditory recordings, etc.
Tampering with safety equipment (example: Fire Alarm)
Multiple offenses in one incident/referral/report with at least one level 3 offense included
Level 5 Offenses - Up to 5 days of Out-of-School Suspension (w/option for Superintendent's hearing for 5-day suspensions)

Bullying: Consisting of 1) ongoing and repeated acts of harassment, intimidation, hazing, threats, and/or other inappropriate acts, 2) an imbalance of power, and 3) intent to do harm
Dangerous Behavior (potentially seriously injurious to oneself or to others): Subjecting individuals to serious danger by recklessly engaging in conduct that could include potential serious damage to property or potential serious physical injury to another person; bomb threats, throwing objects, choking, driving erratically, and/or obstructing vehicular traffic
Fighting/Instigation/Physical Confrontation
Possession or use of lighters, matches, cigarettes, chewing tobacco, or any tobacco product
Possession or use of a vaporizer (1 st Offense = (3) days of OSS and 2 nd Offense = 5 days of OSS)
Threats or profanity towards a staff (includes coercion, stalking, intimidation, slurs or obscenities)
Skipping school or leaving school property without permission
Multiple offenses in one incident/referral/report with at least one level 4 offense included
Level 6 Offenses - 5 or more days of Out-of-School Suspension (w/option for Superintendent's hearing for 5-day suspensions)
Assault (Intentionally or recklessly causing physical injury, pain, or visible symptoms such as abrasions or marks)
Indecent Exposure: Removing clothing to reveal; underwear, undergarment or private body parts
Physical Sexual Harassment: Inappropriate sexual contact; touching or grabbing of private body part such as genitalia, breast or buttocks; brushing up against or rubbing against another in a sexual manner
Possession/Distribution of child pornographic material (including electronically)
Possession of a Weapon (or displaying anything which may be construed/used as a weapon; or threatening to use a weapon, this includes a pocket knife), could result in a referral to an outside agency
Possession, use, or sale of alcohol, drugs, drug paraphernalia, dab pen, or synthetic drugs
Preventing a person's liberation; kidnapping – either by holding a person physically in place
Sexual Misconduct (forcible compulsion, attempted or completed sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact with or without a weapon including rape and/or sodomy)
Theft, robbery, burglary, larceny, vandalism or graffiti
Multiple offenses in one incident/referral/report with at least one level 5 offense included

VII. Reporting Violations

All students are expected to promptly report and describe violations of the code of conduct to a teacher, school counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report and describe this information immediately to a teacher, the building principal, the principal's designee or the superintendent. Any student who files a false report engages in disruptive behavior under this code.

All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are

expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance, or paraphernalia, found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practicable, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and allegedly constituted a crime.

VIII. Disciplinary Penalties, Procedures and Referrals

A. Principles of Discipline and Consequences of Behavior

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. As authorized by the New York Education Law, the student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

Unless the conduct is so serious or criminal in nature that a more serious penalty or referral to law enforcement is deemed necessary at the discretion of school officials, discipline, as a general rule, will be progressive. "Progressive discipline" means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability as defined by the Individuals with Disabilities Education Act ("IDEA"), the student shall, after guilt is determined pursuant to Education Law §3214, be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having such a disability shall not be disciplined, except pursuant to the guidelines in Article XI of this code and applicable law.

B. Range of Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. Any one of the school personnel identified after each penalty is authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff.
2. Written warning – bus drivers, school monitors, teaching assistants, coaches, school counselors, teachers, assistant principal, principal or superintendent.
3. Written notification to parent – bus driver, school monitors, teaching assistants, coaches, school counselors, teachers, assistant principal, principal or superintendent.
4. Detention or other age-appropriate in-school penalty – teachers, assistant principal, principal or superintendent.
5. Suspension from transportation – principal or superintendent.
6. Suspension from athletic participation – director of physical education and athletics, principal or superintendent.
7. Suspension from social or extracurricular activities – activity director, assistant principal, principal or superintendent.
8. Restitution for the value of stolen property - assistant principal, principal or superintendent.
9. Suspension of other privileges – assistant principal, principal or superintendent.
10. In-school suspension – principal or superintendent.
11. Youth Court
12. Removal from classroom – teacher, and principal or school administrator under rules described in Section 5 below.
13. Short-term (five days or less) out-of-school suspension – principal, superintendent or Board.
14. Long-term (more than five days) out-of-school suspension – principal, superintendent or Board.
15. Permanent suspension from school – superintendent or Board.

C. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention Teachers, principals and the superintendent may use before, during or after school detention as a penalty for student misconduct when deemed appropriate by the principal or his/her designee in situations where a student's removal from the classroom would be inappropriate.

2. Suspension from transportation

If a student violates any portion of this code of conduct on a school or field trip bus, the bus driver is expected to bring such misconduct to the building principal's attention, and to the attention of his/her supervisor. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school promptly and safely.

A student subjected to a suspension from transportation is not entitled to a hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension from classes to a designated area

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to suspend students from their regular classes who violate this code of conduct or school guidelines and place such students in a designated area to continue their educational program on a temporary basis.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent or guardian will be provided with a reasonable opportunity, within a reasonable time, to speak with the district official imposing the in-school suspension from classes to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

General principles

a. a student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; (3) requesting assistance from other school personnel in the classroom; or (4) sending a student to a school counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

b. Conditions for teacher removal

On occasion, a student's behavior may become disruptive as defined elsewhere in this code of conduct. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. All teachers and other school personnel are expected to report to the principal or his/her designee any student behavior that could reasonably be interpreted as disruptive as defined by this code of conduct.

c. Teacher removal process

If, after such a report, and any disciplinary action resulting there from, the student's disruptive behavior persists, a classroom teacher may remove a non-disabled disruptive student from class to the areas designated within the school building for the temporary education of such students for up to two days. A school employee must accompany the removed student to the designated location. The removal from class applies to the class of the removing teacher only. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement.

A teacher may not remove a disabled student, as defined in this code of conduct, without first consulting with appropriate school officials to make sure that the procedures in Article XI of this code of conduct related to the discipline of disabled students are followed. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

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

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

The teacher must also complete a district-established disciplinary removal form in School Tool and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to discuss the submitted form. If the principal or designee is not available by the end of the same school day, then a follow needs to be made by the beginning of the following school day.

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

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

the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Board expects that the principal will require the teacher who ordered the removal to attend the informal conference, unless there are extraordinary reasons why, in the principal's judgment, the teacher should not attend.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 school-day hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

d. Principal review of removal

The principal or a school administrator may overturn the removal of the student from class if the principal finds any one of the following:

1. After investigation, the charges against the student are not supported by substantial evidence.
2. The student's behavior is otherwise in violation of law, including the district's code of conduct, and therefore warrants another disciplinary sanction or law-enforcement referral.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or a school administrator may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48 school-day hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

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

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. These procedures are codified in New York Education Law §3214, and this section of the code is intended to summarize these procedures and not to supplant the relevant law, regulations and decisions of the Commissioner of Education.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

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

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

a. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless, in the sole discretion of the superintendent or principal, the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the student, parent or guardian must be notified in writing and the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written appeal to the Board with the district clerk within 10 business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Parents may choose to accept the decision of the principal, superintendent or Board at any point in the appeal process.

If the principal, superintendent or Board does not uphold the suspension, and the student has already served the suspension, the district shall, as soon as possible, remove ("expunge") the suspension from the student's disciplinary record.

If the principal, superintendent or Board upholds the suspension, and the student has not already served the suspension, the student shall begin to serve the suspension on the next school day following the decision of the principal, superintendent or Board. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a hearing. At the hearing the student may, at his/her expense, be represented by an attorney, if requested, and shall have the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The hearing shall take place before the student is suspended unless, in the sole discretion of the superintendent or principal, the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the student, parent or guardian must be notified in writing and the hearing shall take place as soon after the suspension as is reasonably practicable.

The superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board. The Board will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Parents may choose to accept the decision of the superintendent or Board at any point in the appeal process.

If the superintendent or Board does not uphold the suspension, and the student has already served the suspension, the district shall, as soon as possible, remove ("expunge") the suspension from the student's disciplinary record.

If the superintendent or Board upholds the suspension, and the student has not already served the suspension, the student shall begin to serve the suspension on the next school day following the decision of the superintendent or Board. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

D. Minimum Periods of Suspension

1. Students who bring a weapon to school

a. General Rule

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.

b. Superintendent's Authority to Modify Penalty

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. After guilt is determined, 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 for bringing a dangerous weapon on school property only in accordance with the requirements of state and federal law.

2. Students who commit violent acts under this code other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, or who is found to have used or threatened to use an instrument of violence on 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 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 the minimum five-day suspension, the student and the student's parents 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 the educational environment of the school, or who repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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.

E. Referrals

1. Student Services

The principal shall refer students to the Pupil Personnel Office in each school and shall also refer students whom the principal recommends for psychological or social work services provided by school district employees, and shall notify the student's parent or guardian in a manner consistent with law and the regulations of the Commissioner of Education. School counselors are available to students on a group or individual basis as needed. The principal or other school official shall notify a student's parent if referral for private individual or family counseling is recommended.

2. Family Court Proceedings

A. Persons in need of supervision

B. The district may file a PINS (person in need of supervision) petition in Family Court concerning any student under the age of 16 (after November 1, 2001, under age 18) who demonstrates that he or she requires supervision and treatment by reason of:

1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
2. 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.
3. Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

B. Juvenile Delinquent and Juvenile Offender Proceedings

The superintendent or his designee is required to refer the following students to law enforcement for a juvenile delinquency proceeding before the Family Court:

1. Any student under the age of 16 who is found to have brought a weapon to school, or
2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42) and who has allegedly committed any other crime.

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.

C. Notification of Adjudication, Conviction and Sentence

The district shall appoint a designated educational official who alone shall receive all communications from the criminal justice system regarding student adjudications, convictions and sentences under the Family Court Act and Criminal Procedure Law and shall follow the procedures for maintaining this information under New York's Schools Against Violence in Education (SAVE) Act.

IX. Alternative Instruction During Suspension or Removal from Class

When a student of any age is removed from class by a teacher, or whenever a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. A "suspension" is never a suspension from education, but from the location in which education takes place.

X. Discipline of Students with Disabilities

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

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

A. Authorized Suspensions or Removals of Students with Disabilities for purposes of this section of the code of conduct, the following definitions apply:

A "suspension" means a suspension pursuant to Education Law §3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current

individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Board, the superintendent or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a dangerous weapon to school, to a school function or on school property, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school property or at a school function.

1. "Dangerous weapon" means the same as "dangerous weapon" under 18 USC §930(g)(w), which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2-1/2 inches in length." However, use of such a small-blade pocket knife to threaten or injure another person may subject the user to other penalties under this article of the code.

2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. The district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals, if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, paraphernalia or controlled substances.
2. However, school personnel may not suspend or remove a student with disabilities from his current placement in school if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.
3. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less, if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year, and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

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

1. The district's Committee on Special Education ("CSE") shall:
 - a. Consider, in every individual education plan of every student classified under IDEA and Article 89 of the Education Law as a student with a disability, whether to conduct a functional behavioral assessment (FBA) of that student. If the CSE decides that it is necessary to conduct an FBA, the FBA shall determine why a student engages in a particular behavior. If the CSE, after reviewing the results of the FBA, concludes that a behavioral intervention plan ("BIP") is necessary, a BIP shall be formulated for that student, regardless of whether that student has been disciplined by the school for the behavior for which intervention is deemed necessary. If one or more members of the CSE believe that BIP modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the CSE determines necessary.
 - b. Review and, if necessary, modify a BIP whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
 - c. Review the BIP and its implementation to determine if modifications are necessary, if a student with a disability who has a BIP and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement.
 - d. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action (1) whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances; or (2) because maintaining the student in his current educational

setting poses a risk of harm to the student or others; or (3) following a determination of guilt in any disciplinary proceeding conducted pursuant to this code of conduct and Education Law §3214, when a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

- 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
- 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

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

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided into two phases: a guilt phase and a penalty phase in accordance with the procedures set forth in the Education Law and Commissioner's regulations incorporated into this code by reference.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving dangerous weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such a time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

XI. Use of Physical Force

A. Corporal Punishment Forbidden

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Under New York Education law, corporal punishment of any student by any district employee is strictly forbidden.

B. Legal Exceptions

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, New York Education Law permits the use of reasonable physical force 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 investigate and file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

The district provides training for staff in appropriate student restraint techniques as approved by the New York State Office for People with Developmental Disabilities.

XII. Student Interrogations and Searches

A. Interrogations by School Personnel

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Under New York Education Law and the decisions of the Commissioner of Education, students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

B. Searches by School Personnel—General Guidelines

In addition, the Board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to obtain a student's admission that he or she possesses physical evidence that they violated the law or the district code, or the student's voluntary consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches of student belongings will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

C. Searches of Student Lockers, Desks, Computerized Information Systems and Other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks, computerized information systems and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, computer hard drives and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. Students have exclusive use of a locker only so far as other students are concerned.

D. Removal of Clothing During a Student Search

A search may require a student to remove some of his or her clothing, such as an outer coat or jacket, shoes, socks, sweaters, hats or vests, in conjunction with an investigation under this code of conduct. Students may also be required to empty pockets or shake out bulky clothing in the presence of school officials. If an authorized school official believes it is necessary to conduct such a search of a student, the school official may do so only in the presence of another school official. The only exception to this rule is

when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Only law enforcement personnel/school resources officers, under the guidelines in Sections E and F below, may conduct searches that require a student to remove all of his or her clothing.

E. Documentation of Searches

The authorized school official conducting any search involving the removal of clothing other than coat, jacket, sweater, sweatshirt or other outer clothing under this section shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

F. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. In contrast to the authority of school officials, who have authority under the Education Law to question students without parental consent, police officials have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the police questioning or search shall not be conducted. The principal or designee

will also be present during any police questioning or search of a student on school property or at a school function.

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

1. Inform students of their legal rights.
2. Inform students that they may remain silent if they so desire.
3. Inform students that they may request the presence of an attorney.

G. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials under the New York Social Services Law to report to New York State Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to the building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a Child Protective Services worker or school district official of the opposite sex.

A Child Protective Services worker may not remove a student from school property to place a child in protective custody without a court order, unless the worker reasonably believes that the student's life or health is in imminent danger if he or she were not placed in protective custody before a court order can reasonably be obtained. If the worker believes the student would be subject to imminent danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. Visitors to the Schools

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The 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:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.

2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property or any visitor who violates any provisions of this code of conduct will be reported to the principal or his or her designee. Unauthorized persons will be considered trespassers and asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct. The principal may limit the access of any visitor on school property, including a parent, if that visitor's conduct disrupts the educational process or environment of the school.
8. No non-school employee, including a parent, is ever permitted to board a school bus without seeking prior administrative approval. All complaints related to transportation should be reported to the district's transportation contractor and the district's transportation office for investigation.

XIV. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including, but not limited to, students, teachers, other school employees, visitors, those using school property under a permit granted by the district and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to 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 school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities, including student dismissal procedures.
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, weight, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises, including the use of telephones, fax machines and computerized information systems, 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 applies.
8. Violate traffic directions, signs or traffic control devices, parking regulations or other restrictions on vehicles, especially in areas reserved for school buses during the hours of student arrival and dismissal;
9. Possess, consume, sell, distribute or exchange tobacco products, 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/school resource 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
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

1. Visitors. Their authorization or permit, 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 or law enforcement referral.
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 4 and 5. 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 section of the code.

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 principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, the school resources officer/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.

XV. Dissemination and Review

A. Communication of the Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by

1. Providing copies of a plain-language summary of the code, and the code itself, to all students at a general assembly held at the beginning of each school year. This general assembly can be conducted without the physical assembly of the entire student body in one place, provided that the entire student body is given a copy of this code at the same time, and that any explanation of its contents be delivered simultaneously via live video, videotape, loud speaker or other medium designed to reach all students at the same time.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing this code of conduct to all parents of district students before the beginning of the school year and making it available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.
7. Requiring, where appropriate, that parents acknowledge, in writing, that they have received a copy of this code at the beginning of each school year.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

The board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

A PLAIN LANGUAGE SUMMARY OF THE WARSAW CENTRAL SCHOOL DISTRICT’S CODE OF CONDUCT
2023-2024
UPDATED AUGUST 2023

1. Introduction

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

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the character principles of civility, mutual respect, citizenship, perseverance, caring, self-discipline, courage, fairness, responsibility, honesty and integrity. District policies already regulate many aspects of behavior expected of District employees, students, and visitors to school property.

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

This is a summary (not a complete reproduction) of the District’s Code of Conduct. All students, school personnel, parents and visitors to school property or school functions are expected to understand what conduct is allowed and what conduct is prohibited. The complete Code of Conduct is available for review on the school website and copies are available at the schools. Students, school personnel, parents and visitors to school property are invited and encouraged to review the complete Code of Conduct for further information about:

- i.STUDENT RIGHTS AND RESPONSIBILITIES
- ii.ESSENTIAL PARTNERS
- iii.STUDENT DRESS CODE
- iv.STUDENT USE OF ELECTRONIC DEVICES
- v.PROHIBITED STUDENT CONDUCT
- vi.REPORTING VIOLATIONS
- vii.DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS
- viii.ALTERNATIVE INSTRUCTION DURING SUSPENSION OR REMOVAL FROM CLASS

- ix.DISCIPLINE OF STUDENTS WITH DISABILITIES
- x.USE OF PHYSICAL FORCE
- xi.STUDENT INTERROGATIONS AND SEARCHES
- xii.VISITORS TO THE SCHOOLS
- xiii.PUBLIC CONDUCT ON SCHOOL PROPERTY
- xiv.DISSEMINATION AND REVIEW

2. Definitions

For purposes of this code, the following definitions apply:

“Dignity for All Students Act” or (DASA) was established to provide a school environment free of discrimination and harassment. Under DASA, no student shall be subject to discrimination or harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such impairment or (c) a condition regarded by others as such an impairment, provided, however, that all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provisions of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Discrimination” means treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process, or who substantially interferes with the teacher’s authority over the classroom, or who at any time on school property or at a school function, disrupts the orderly functioning of the school or school function.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provisions of services to such district, its

students or employees, directly or through contract, whereby such services performed by such person involved direct student contact (Education Law Section 11[4] and 1125[3]).

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

“Gender” actual or perceived sex and includes a person’s gender identity or expression (Education Law Section 11[6]).

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse that includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

“National Origin” means a person’s country of birth or ancestor’s country of birth.

“Parent” means parent, guardian, responsible adult or person in parental relation to a student.

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

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

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

“School Bus” means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

“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 property" for purposes of this code also means any class or instruction outside of the boundaries of the school but which constitutes a part of the student's educational program in the district, including, but not limited to, alternative instruction at a Board of Cooperative Educational Services ("BOCES") facility or program, work training, community training, work study, or internship. School property can also mean any furniture, equipment, educational supplies or other non-fixed personal property owned by the district.

“School function” means any school-sponsored extracurricular event or activity.

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

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law Section 11[5]).

“Social Media” means web sites and other online means of communication that are used by large groups of people to share information and develop social contacts. Examples include but are not limited to: Facebook, twitter, YouTube, email, text messaging, chat rooms, etc.

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

1. Commits violent conduct as defined in this code upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, violent conduct 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 or an instrument of violence.
4. Displays, while on school property or at a school function, what appears to be a weapon or an instrument of violence.
5. Threatens, while on school property or at a school function, to use a weapon or an instrument of violence
6. Knowingly and intentionally damages or destroys the personal property of the district or 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.

To "threaten" means to communicate to any other person, either verbally, by overt act, or in any writing, information or statements that, explicitly or by implication, predict, threaten or describe past, present or future intention to engage in any act that would constitute any of the prohibited activities listed in sections 1 through 7 above.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act.

“Dangerous weapon” will be used in this code to refer to the definition contained in 18 USC §930(g)(w) in the context of the discipline of a student with a disability as defined below.

An "instrument of violence" includes, but is not limited to, 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.

“Volunteer” means any person who is Board approved and voluntarily offers himself or herself for a service or undertaking.

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

3. Student Dress Code

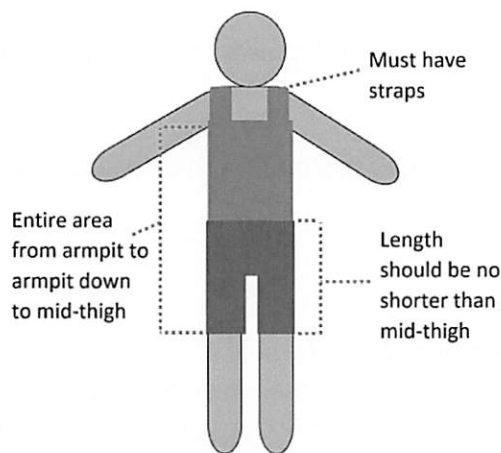
The District will not use fashion or taste as the sole criterion to regulate student dress, but the District will regulate student dress to ensure that students attend school in clothing that meets health and safety standards and that does not disrupt or interfere with the educational process. The principal and other designated administrative personnel shall have the authority to determine that a particular student’s dress on a given day is “inappropriate” i.e., does not meet the above standard. Students who violate the Student Dress Code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Students and their parents have the primary responsibility to make sure that student dress meets the code. All students are expected to give proper attention to personal cleanliness and to dress according to the Code for school and school functions. Teachers and all other District personnel should exemplify and reinforce this Code and help students develop an understanding of appropriate dress in the school setting.

For example, a student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Not include extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and/or back) or see-through garments.
2. Completely cover underwear with outer clothing.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.

4. Not include the wearing of headgear in the Elementary School building, nor for secondary students in the auditorium, offices, and upon a classroom teacher's request.
5. Not include any type or kind of ski masks and or halloween masks (medical masks and gators that do not cover the entirety of one's head are allowed)
6. Not include items that are vulgar, obscene, libelous, gang-related or that bully or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability
7. Not promote, advertise and/or endorse the use of alcohol, tobacco or illegal drugs, paraphernalia, and/or encourage other illegal or violent activities.
8. Not constitute a danger to self or others in physical education class or athletic teams, under the guidelines set by the director of health, physical education and athletics.



The District may require specific dress for students participating in activities in which clothing and jewelry may be a safety or health concern, such as in science laboratories or technology class.

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

4. Student Use of Certain Electronic Devices

Student Use of Electronic Communication Devices 9-12

Students may bring their own personal electronic devices, including but not limited to, cell phones, iPods, MP3 players, iPads, tablets, or laptops, to school. These devices may be carried with them and used in designated places in the building, including the cafeteria and hallways. Students may talk on their phones in the cafeteria, or in the office or front foyer with permission. In the classrooms, it is up to the teacher's discretion if s/he wants to allow the electronic device. Students may not use their electronic devices to record a picture, video, or audio of another person. Any student using their device in a non-designated area or fails to comply with the

request of the teacher shall be subject to further discipline, up to and including in school suspension. Failure to comply with this rule will result in progressive disciplinary consequences.

Student Use of Electronic Communication Devices 6-8

Cell phones may be used on school grounds before school, during lunch, and after school. Cell phone use is prohibited in classrooms (including Studyhalls) & restrooms. Airpods, headphones and other electronic devices can not be worn while students are transitioning in the hallways. During the instructional day, cell phones must remain out of sight and in silent mode. Failure to comply with this rule will result in progressive disciplinary consequences.

Student Use of Electronic Communication Devices K-5

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Any student using a device shall be subject to disciplinary procedures.

5. Prohibited Student Conduct

Students may be subject to disciplinary action, up to and including suspension from school, when they, either alone or with others:

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.
6. Tampering with or vandalizing any School District property.
7. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, unless the student has permission from the administrator in charge of the building or the student is present for a valid school or family purpose.
8. Computer/electronic communications misuse, including any use of computers, software, or internet/intranet account that is unauthorized or violates any portion of this Code of Conduct; 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. Leaving the school building or school property without permission.
3. Skipping detention, in-school suspension or any other disciplinary assignment.

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. Any violation of the Student Dress Code as described in Article V above, or as further described in any school's guidelines regarding student dress.
3. Any conduct that is disorderly as defined in Article VI, Section A above.

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, a dangerous weapon or an instrument of violence. 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, a dangerous weapon or instrument of violence.
5. Threatening to use any weapon, a dangerous weapon or instrument of violence.
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, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

1. Lying to school personnel.
2. Stealing the property of the School District, other students, school personnel, or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, which includes the use of race, color, weight, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.

5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability.
6. "Internet Bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
7. Sexual Harassment (without physical contact) - Derogatory, obscene slurs or threatening material that is sexual in nature; coercion, intimidation, or discrimination based on sex/gender, verbal sexual harassment, sexually explicit comments, explicit videos, pictures, auditory recordings, etc.
8. Sexual Misconduct (forcible compulsion, attempted or completed sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact with or without a weapon including rape and/or sodomy)
9. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
10. Hazing, which includes any intentional or reckless act on school property or at a school-sponsored activity directed against another for the purpose of initiation, affiliation or membership.
11. Bullying, which includes violent conduct, harassment and/or intimidation as defined above.
12. Selling, using or possessing obscene material.
13. Using vulgar or abusive language, cursing or swearing.
14. Smoking a cigarette, cigar, electronic cigarette, vaporizer, pipe or using chewing or smokeless tobacco.
15. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, paraphernalia (including dab pens), or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
16. Unauthorized use or sharing of prescription and over-the-counter drugs.
17. Gambling.
18. Indecent Exposure: Removing clothing to reveal; underwear, undergarment or private body parts.
19. Initiating a report warning of fire, explosion, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Using a computerized information system to engage in any of the above conduct. (Conditions of use are provided in BOE Policy 7315).

- F. *Engage in misconduct while on a school bus or field trip 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, use of vulgar language, pushing, shoving, fighting, harassment, and discrimination or any other violation of this Code of Conduct on a school bus will not be tolerated.*
- G. *Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:*
6. Plagiarism.
 7. Cheating.
 8. Copying.
 9. Altering records.
 10. Assisting another student in any of the above actions.

Warsaw Middle/High School Consequence Table

Level 1 Offenses - Up to Warning, Call home or Detention (3:00pm-3:45pm)
Cafeteria Disturbance - Throwing food or insubordinate behavior (could result in removal from the cafeteria during lunch)
Dress Code Violation (refusal to change could result in ISD)
Inappropriate Display of Affection (anything beyond hand-holding/brief hugging)
Inappropriate use of Cell Phones, I-Pods, AirPods etc., the device will be confiscated and can be picked up by the student at the end of the day
Minor Disruptive Behavior (wisecracks, unnecessary noise, persistent talking, running in the halls, disruptive behavior on the bus, etc.)
Mild Name Calling/Insults
Late Arrival to School – (4th) occurrence within thirty days will result in a 3pm-4pm detention
Tardiness to Class
Level 2 Offenses - Up to Extended Detention (3:00pm-5:00pm)
Failure to abide by a reasonable requests/refusal to obey directions
Horseplay (pushing, shoving, wrestling without intent to harm)
Late Arrival to School – (5+) occurrences within thirty days will result in a 3pm to 5pm detention
Lying (false identification/accusation/defamation)
Moderate Disruptive/Inappropriate Behavior (disrespect to peers, inappropriate means of communication, will-full acts that disrupt the learning environment, misuse of technology)
Skippping Class or Leaving Class without Permission
Skippping/Missing Regular Detention (3:00pm-4:00pm)
Profanity/Use of Inappropriate Language - or negative gestures around others (not directed towards staff or peers)
Multiple Level 1 Offenses in one incident/referral/report
Level 3 Offenses - Up to 1-3 days In-School-Detention (ISD)
Cheating, Plagiarism or Altering Documents (1st Offense is a zero on the assignment)

Disrespect toward staff member/Insubordination
Forgery of signatures or documents
Inappropriate behavior during extra-curricular events or assemblies
Major Disruptive Behavior (including interruption to school environment, trespassing, depictions of prohibited conduct, etc.)
Skippping/Missing Extended Detention (3:00pm-5:00pm)
Violation of student driving and parking rules (possible suspension of driving privileges)
Multiple offenses in one incident/referral/report with at least one level 2 offense included
Level 4 Offenses - <i>Up to 3 days In School Detention (ISD) or Out-of-School Suspension (OSS)</i>
Disruptive Behavior in ISD
Harassment (without physical contact) - Derogatory, obscene slurs, threatening material, stalking, coercion, intimidation, extortion, discrimination, hazing
Minor physical altercations/pushing/shoving/contact without physical injury - Unwanted physical contact with intent to alarm or seriously annoy another person without physical injury
Possession/Distribution of pornographic material, including electronic means (NOT child porn)
Sexual Harassment (without physical contact) - Derogatory, obscene slurs or threatening material that is sexual in nature; coercion, intimidation, or discrimination based on sex/gender, verbal sexual harassment, sexually explicit comments, explicit videos, pictures, auditory recordings, etc.
Tampering with safety equipment (example: Fire Alarm)
Multiple offenses in one incident/referral/report with at least one level 3 offense included
Level 5 Offenses - <i>Up to 5 days of Out-of-School Suspension (w/option for Superintendent's hearing for 5-day suspensions)</i>
Bullying: Consisting of 1) ongoing and repeated acts of harassment, intimidation, hazing, threats, and/or other inappropriate acts, 2) an imbalance of power, and 3) intent to do harm
Dangerous Behavior (potentially seriously injurious to oneself or to others): Subjecting individuals to serious danger by recklessly engaging in conduct that could include potential serious damage to property or potential serious physical injury to another person; bomb threats, throwing objects, choking, driving erratically, and/or obstructing vehicular traffic
Fighting/Instigation/Physical Confrontation
Possession or use of lighters, matches, cigarettes, chewing tobacco, or any tobacco product
Possession or use of a vaporizer (1 st Offense = (3) days of OSS and 2 nd Offense = 5 days of OSS)
Threats or profanity towards a staff (includes coercion, stalking, intimidation, slurs or obscenities)
Skippping school or leaving school property without permission
Multiple offenses in one incident/referral/report with at least one level 4 offense included
Level 6 Offenses - <i>5 or more days of Out-of-School Suspension (w/option for Superintendent's hearing for 5-day suspensions)</i>
Assault (Intentionally or recklessly causing physical injury, pain, or visible symptoms such as abrasions or marks)
Indecent Exposure: Removing clothing to reveal; underwear, undergarment or private body parts

Physical Sexual Harassment: Inappropriate sexual contact; touching or grabbing of private body part such as genitalia, breast or buttocks; brushing up against or rubbing against another in a sexual manner
Possession/Distribution of child pornographic material (including electronically)
Possession of a Weapon (or displaying anything which may be construed/used as a weapon; or threatening to use a weapon, this includes a pocket knife), could result in a referral to an outside agency
Possession, use, or sale of alcohol, drugs, drug paraphernalia, dab pen, or synthetic drugs
Preventing a person's liberation; kidnapping – either by holding a person physically in place
Sexual Misconduct (forcible compulsion, attempted or completed sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact with or without a weapon including rape and/or sodomy)
Theft, robbery, burglary, larceny, vandalism or graffiti
Multiple offenses in one incident/referral/report with at least one level 5 offense included

6. Reporting Violations

All students are expected to promptly report and describe violations of the Code of Conduct to a teacher, school counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance or paraphernalia on school property or at a school function shall report and describe this information immediately to a teacher, the building principal, the principal's designee or the Superintendent.

7. Disciplinary Penalties, Procedures and Referrals

The District will strive to see that disciplinary action, when necessary, is firm, fair and consistent, based on an evaluation of all relevant factors. 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:

- The students age.
- The nature of the offense and the circumstances which led to the offense.
- As authorized by the New York Education Law, the student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

A. Range of Penalties

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. Any one of the school personnel identified

after each penalty is authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the District staff.
2. Written warning – Long-term (more than five days) out-of-school suspension – Superintendent or Board.
3. Permanent suspension from school – Superintendent or Board.

Students who bring a weapon to school

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

Students who commit violent acts under this Code other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, or who is found to have used or threatened to use an instrument of violence on school property, shall be subject to suspension from school for at least five days.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214(3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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.

II. Discipline of Students With Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities as defined in this Code of Conduct to address disruptive or problem behavior. The Board also recognizes that such students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise

disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

III. Visitors to the Schools

Approved visitors may need to participate in health screenings prior to accessing District facilities. All approved visitors must follow district safety protocols.

All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register. All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

IV. Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including, but not limited to, students, teachers, other school employees, visitors, those using school property under a permit granted by the District and District personnel.

The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

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

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy School District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities, including student dismissal procedures.

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, weight, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises, including the use of telephones, fax machines and computerized information systems, 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 applies.
8. Violate traffic directions, signs or traffic control devices, parking regulations or other restrictions on vehicles, especially in areas reserved for school buses during the hours or student arrival and dismissal.
9. Possess, consume, sell, distribute or exchange tobacco products, 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.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

A. Penalties

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

1. Visitors. Their authorization or permit, 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 or law enforcement referral.
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 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Board Recommendation Sheet for *August 8, 2023*

Personnel Schedule 558 REVISED

PRINTED: *Monday, August 7, 2023*

Page 1 of 16

Category	Last Name:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Administrator

Position Title: Elementary Assistant Principal/Instructional Coach

<i>Hoorbeck</i>	Appointment (Probationary)	Professional	School Building Leader and School District Leader	Assistant Principal
<i>Scott</i>		Full-Time	\$77,000, with benefits per WAA Contract (Prorated for the 2023-24 School Year)	Four-year probationary period beginning August 21, 2023 and ending August 20, 2027 (pending satisfactory completion of APPR requirements)
<i>B.</i>				

Long-Term Substitute

Position Title: Science

<i>May</i>	Appointment for the 2023-24 School Year	Permanent	Earth Science 7-12	Science Education
<i>Gregory</i>		Full-time (10 months)	\$300/day, benefits per agreement	September 1, 2023 and ending no later than June 30, 2024
<i>P.</i>				

Occasional Driver

Position Title: Occasional Driver

<i>Winchip</i>	Appointment for the 2023-24 School Year	Professional	School Building Leader	Assistant Principal
<i>Ryan</i>		NA	NA	July 1, 2023
<i>F.</i>				

Category	LastName: First Name: M.I. or Name:	Type of Action	Cert. Status FTE/Hours	Certification Area: Step/Pay	Tenure Area: Prob. Period/Effective Date
Occasional Driver					
Position Title: Occasional Driver					
<i>Stores Edward M.</i>		Appointment for the 2023-24 School Year	Permanent	Earth, Physics and General Science 7-12	Science Education
			NA	NA	July 1, 2023
<i>D'Amico Kimberly Breckenridge</i>		Appointment for the 2023-24 School Year	Professional	School Building Leader and School District Leader	Middle School Principal
			NA	NA	July 1, 2023
<i>DiStefano Glen Joseph</i>		Appointment for the 2023-24 School Year	Professional	Physical Education/Health Education	Physical Education/Health
			NA	NA	July 1, 2023
<i>Ellis Richard E.</i>		Appointment for the 2023-24 School Year	Professional	School Building Leader and School District Leader	High School Principal
			NA	NA	July 1, 2023
<i>Franklin James Reed</i>		Appointment for the 2023-24 School Year	Professional	Bio 7-12, Gen Sci 7-12, Chem 7-12	Science Education
			NA	NA	July 1, 2023
<i>Gallman-St. George Sarah A.</i>		Appointment for the 2023-24 School Year	Permanent	Business & Distributive Education, Reading	Business Education
			NA	NA	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				
Occasional Driver					
Position Title: Occasional Driver					
	<i>Gayford</i>	Appointment for the 2023-24 School Year	Professional	Music	Music Education
	<i>Ian</i>				
	<i>Gareth</i>		NA	NA	July 1, 2023
	<i>Grisewood</i>	Appointment for the 2023-24 School Year	Professional	School District Business Leader	School Business Administrator
	<i>Kari</i>				
	<i>L.</i>		NA	NA	July 1, 2023
	<i>Holmes</i>	Appointment for the 2023-24 School Year	Permanent	Social Studies 7-12	Social Studies Education 7-12
	<i>Michael</i>				
	<i>S.</i>		NA	NA	July 1, 2023
	<i>Hoy</i>	Appointment for the 2023-24 School Year	Permanent	Elementary Education	Elementary Education
	<i>Rick</i>				
	<i>A.</i>		NA	NA	July 1, 2023
	<i>Lloyd</i>	Appointment for the 2023-24 School Year	Professional	Library Media Specialist	Library Media Specialist
	<i>Gregory</i>				
	<i>J.</i>		NA	NA	July 1, 2023
	<i>McClurg</i>	Appointment for the 2023-24 School Year	Professional	SWD B-2/1-6, CH ED B-2/1-6; SWD Generalist 5-9/7-12, Blind and Visually Impaired	Special Education
	<i>Kelli</i>				
	<i>Renee</i>		NA	NA	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Occasional Driver

Position Title: Occasional Driver

<i>Monahan</i> <i>Kimberly</i> <i>A.</i>	Appointment for the 2023-24 School Year	Professional	School District Leader	Director of Instructional Services
		NA	NA	July 1, 2023
<i>Morgan</i> <i>Mary Margaret</i>	Appointment for the 2023-24 School Year	Permanent	Nursery (Pre-K), K, 1-6	Elementary Education
		NA	NA	July 1, 2023
<i>Plesums</i> <i>Carissa</i> <i>A.</i>	Appointment for the 2023-24 School Year	Initial	Physical Education/Health Education	Physical Education
		NA	NA	July 1, 2023
<i>Sagun</i> <i>Heather</i> <i>Rose</i>	Appointment for the 2023-24 School Year	Initial	Social Studies 7-12	Social Studies Education 7-12
		NA	NA	July 1, 2023
<i>Stanbro</i> <i>Gail</i> <i>L.</i>	Appointment for the 2023-24 School Year	Permanent	Spanish 7-12/Reading	Remedial Reading and Foreign Language
		NA	NA	July 1, 2023
<i>Suleski</i> <i>Timothy</i> <i>J.</i>	Appointment for the 2023-24 School Year	Permanent	Technology Education	Technology Education
		NA	NA	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Occasional Driver**Position Title:** Occasional Driver

<i>Wartinger</i>	Appointment for the 2023-24	Professional	Music	Music Education
<i>Daniel</i>	School Year			
<i>A.</i>		NA	NA	July 1, 2023

<i>Wilkins</i>	Appointment for the 2023-24	Permanent	SDA	NA
<i>Matthew</i>	School Year			
<i>J.</i>		NA	NA	July 1, 2023

Substitute**Position Title:** Building Substitute

<i>Williams</i>	Appointment for the 2023-24	Initial	CH ED 1-6, SWD 1-6	
<i>Leah</i>	School Year			
<i>M.</i>		Full-time (10 months)	\$41,000. annually, benefits per agreement	September 1, 2023 for the 2023-24 School Year

Support Staff**Position Title:** Computer Aide

<i>Ott</i>	Appointment for the 2023-24	None	NA	NA
<i>Patricia</i>	School Year			
<i>A.</i>		7.5/day	\$22.81/hour, with benefits per WSSA Contract	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: Computer Technical Assistant

<i>Pilc</i>	Appointment (Provisional)	None	NA	NA
<i>Clara</i>				
<i>C.</i>		Full Time (11 months) 8hrs/day	\$19.71/hour, with benefits per WSSA MOU	July 1, 2023 with a continuation of the 8/1/22 Provisional appointment-pending successful completion of the Civil Service exam

Position Title: Cook

<i>Spencer</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Sue</i>				
<i>E.</i>		6.75 hrs/day	\$16.94/hour with benefits per WSSA Contract	July 1, 2023

<i>Wapniewski</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Tiffany</i>				
<i>Lin</i>		6.75 hrs/day	\$15.83/hour with benefits per WSSA Contract	July 1, 2023

Position Title: Food Service Helper

<i>DeWitt</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Keri</i>				
<i>A.</i>		4.75 hours/day	\$15.21/hour with benefits per WSSA Contract	July 1, 2023

<i>Harris</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Brigette</i>				
<i>Michelle</i>		4.75 hrs/day	\$15.21/hour with benefits per WSSA Contract	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: Food Service Helper

<i>Mayer</i>	Appointment for the 2023-24	NA	NA	NA
<i>Jill</i>	School Year (Probationary)			
<i>Ann</i>		4.75 hrs/day	\$14.73/hour, with benefits per WSSA Contract	July 1, 2023 with continuation of a 12-month probationary period per Civil Service Law ending August 30, 2023

<i>Wadd</i>	Appointment for the 2023-24	NA	NA	NA
<i>Lisa</i>	School Year (Probationary)			
<i>J.</i>		4.75 hrs/day	\$14.73/hour, with benefits per WSSA Contract	July 1, 2023 with continuation of a 12-month probationary period per Civil Service Law ending August 30, 2023

<i>Walker</i>	Appointment for the 2023-24	None	NA	NA
<i>Phillip</i>	School Year			
<i>Roy</i>		2 hrs/day	\$15.21/hour with benefits per WSSA Contract	July 1, 2023

Position Title: School Monitor

<i>Bang</i>	Appointment for the 2023-24	None	NA	NA
<i>Marcia</i>	School Year (Probationary)			
<i>E.</i>		6.5 hours/day	\$14.73/hour, with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023 (with a 12 month probationary period per Civil Service Law) ending January 10, 2024

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: School Monitor

<i>Hoad</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Rykki</i>				
<i>Michelle</i>		6.5 hrs/day	\$14.73/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023
<i>Bates</i>	Appointment for the 2023-24 School Year	NA	NA	NA
<i>Michelle</i>				
<i>L.</i>		7 hours/day	\$15.21/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023
<i>Beals</i>	Appointment for the 2023-24 School Year	NA	None	NA
<i>Nicole</i>				
<i>Marie</i>		6.5 hours/day	\$15.21/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023
<i>Duboy</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Karla</i>				
<i>M.</i>		7.5hrs/day	\$15.47/hour with benefits per WSSA Contract	July 1, 2023
<i>Herbert</i>	Appointment for the 2023-24 School Year	None	NA	NA
<i>Tami</i>				
<i>Lynn</i>		7 hrs/day	\$15.57/hour with benefits per WSSA Contract	July 1, 2023

Category	Last Name:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: School Monitor

<i>Langless</i> <i>Kristin</i> <i>K</i>	Appointment for the 2023-24 School Year	None 7 hrs/day	NA \$15.21/hour with benefits per WSSA Contract	NA July 1, 2023
<i>Marley</i> <i>Nancy</i> <i>Lee</i>	Appointment for the 2023-24 School Year (probationary)	Permanent 7 hrs/day	PK-6, SPED \$14.73/hr with benefits per WSSA Contract	NA July 1, 2023 with continuation of a 12-month probationary period per Civil Service Law ending September 27, 2023
<i>McGirr</i> <i>Leslie</i> <i>Ann</i>	Appointment for the 2023-24 School Year (Probationary)	NA 7 hours/day	None \$14.73/hour, with benefits per WSSA Contract	NA July 1, 2023 with continuation of a 12-month probationary period per Civil Service Law ending December 13, 2023
<i>McGuire</i> <i>Jessica</i> <i>Lyn</i>	Appointment for the 2023-24 School Year	None 7 hours/day	NA \$15.21/hour with benefits per WSSA Contract	NA July 1, 2023
<i>McKeown</i> <i>Vicky</i> <i>S.</i>	Appointment for the 2023-24 School Year	None 7 hrs/day	NA \$16.50/hour with benefits per WSSA Contract	NA July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: School Monitor

<i>Meyers</i>	Appointment for the 2023-24	None	NA	NA
<i>Heidi</i>	School Year			
<i>L.</i>		7 hrs/day	\$15.21/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023
<i>Muskopf</i>	Appointment for the 2023-24	None	NA	NA
<i>Susan</i>	School Year			
<i>Jane</i>		7 hrs/day	\$15.21/hour with benefits per WSSA Contract	July 1, 2023
<i>Niziof</i>	Appointment for the 2023-24	NA	NA	NA
<i>Jennifer</i>	School Year			
<i>L.</i>		7 hrs/day	\$15.21/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023
<i>Normandin</i>	Appointment for the 2023-24	None	NA	NA
<i>Lisa</i>	School Year			
<i>M.</i>		7.5 hrs/day	\$19.86/hour with benefits per WSSA Contract	July 1, 2023
<i>Rissinger</i>	Appointment for the 2023-24	None	NA	NA
<i>Amanda</i>	School Year			
		6.5 hrs/day	\$14.73/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	July 1, 2023

Category	Last Name:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: School Monitor

<i>Schultz</i> <i>Lauren</i> <i>M.</i>	Appointment for the 2023-24 School Year (Probationary)	NA 7 hours/day	NA \$14.73/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	NA July 1, 2023 with continuation of a 12-month probationary period per Civil Service Law ending October 16, 2023
<i>Sikes</i> <i>Tiffany</i> <i>A.</i>	Appointment for the 2023-24 School Year	None 7 hrs/day	NA \$15.21 with benefits per WSSA Contract	NA July 1, 2023
<i>Vosburg</i> <i>Rebecca</i> <i>L.</i>	Appointment for the 2023-24 School Year	NA 6.5 hrs/day	NA \$15.21/hour with an additional \$.50/hour differential (as long as the conditions in WSSA Contract exist) with benefits per WSSA Contract	NA July 1, 2023
<i>Yott</i> <i>MaryAnn</i>	Appointment for the 2023-24 School Year	None 7 hrs/day	NA \$15.27/hour with benefits per WSSA Contract	NA July 1, 2023

Position Title: Teaching Assistant

<i>Hall</i> <i>Jennifer</i> <i>E.</i>	Appointment for the 2023-24 School Year (Probationary)	Professional 7 hrs/day	Teaching Assistant Level One \$14.50/hour with benefits per WSSA Contract	Teaching Assistant September 1, 2023, with a four-year probationary period ending August 31, 2027, pending satisfactory completion of APPR requirements
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Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff

Position Title: Teaching Assistant

<i>Barkley</i> <i>Helen</i> <i>F.</i>	Appointment for the 2023-24 School Year	Professional	Teaching Assistant Level Three	Teaching Assistant
		8 hrs/day	\$17.10/hour with benefits per WSSA Contract	July 1, 2023
<i>Brent</i> <i>Kathryn</i> <i>Joyce</i>	Appointment for the 2023-24 School Year (Probationary)	Permanent	Teaching Assistant Level Three	NA
		7.5 hrs/day	\$15.04/hour with benefits per WSSA Contract	July 1, 2023 with continuation of a four year probationary period effective May 11, 2022 and ending May 10, 2026 pending satisfactory completion of APPR requirements
<i>Cummins</i> <i>Melissa</i> <i>J.</i>	Appointment for the 2023-24 School Year	Professional	Teaching Assistant Continuing	Teaching Assistant
		7 hrs/day	\$17.37/hour with benefits per WSSA Contract	July 1, 2023
<i>Holmes</i> <i>Ann</i> <i>M.</i>	Appointment for the 2023-24 School Year	Professional	Teaching Assistant Level Three	Teaching Assistant
		7 hrs/day	\$19.70/hour with benefits per WSSA Contract	July 1, 2023
<i>Kirkland</i> <i>Bonnie</i> <i>Lee</i>	Appointment for the 2023-24 School Year (probationary)	Provisional	Teaching Assistant Level One	Teaching Assistant
		7 hrs/day	\$15.04/hour with benefits per WSSA Contract	July 1, 2023 with continuation of a four-year probationary period effective October 14, 2022 and ending October 13, 2026 pending satisfactory completion of APPR requirements

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Support Staff**Position Title:** Teaching Assistant

<i>Skrzypek</i> <i>Barbara</i> <i>Jean</i>	Appointment for the 2023-24 School Year	Provisional 7 hrs/day	Teaching Assistant Level One 15.53/ hour with benefits per WSSA Contract	Teaching Assistant July 1, 2023
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<i>Youngers</i> <i>Amy</i> <i>S.</i>	Appointment for the 2023-24 School Year (probationary)	Professional 7 hrs/day	Teaching Assistant Level Three \$15.53/hour with benefits per WSSA Contract	Teaching Assistant July 1, 2023 with continuation of a four-year probationary period effective September 3, 2019 and ending September 2, 2023, pending satisfactory completion of APPR requirements
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<i>Yuhnke</i> <i>Betty</i> <i>M.</i>	Appointment for the 2023-24 School Year	Professional 7 hrs/day	Teaching Assistant Level Three \$15.97/hour with benefits per WSSA Contract	Teaching Assistant July 1, 2023
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Teacher**Position Title:** Elementary

<i>Chamberlain</i> <i>Regina</i> <i>D.</i>	Appointment (Probationary)	Initial Full-time (10 months)	CH ED 1-6, SWD 1-6 Step 3 with benefits per WEA Contract	Elementary Education Effective September 1, 2023, with a 4 year probationary period ending August 31, 2027 (pending successful completion of APPR requirements)
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Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Teacher

Position Title: Elementary

<i>Bowen</i>	Appointment (Probationary)	Initial	CH ED 1-6, SWD 1-6	Elementary Education
<i>Kelsey</i>				
<i>L.</i>		Full-time (10 months)	Step 1 with benefits per WEA Contract	Effective September 1, 2023, with a 4 year probationary period ending August 31, 2027 (pending successful completion of APPR requirements)

<i>Shellman</i>	Resignation	Professional	CH ED 1-6, SPED 1-6, Literacy B-6	Elementary Education
<i>Rachel</i>				
<i>C.</i>		NA	NA	August 31, 2023

Position Title: English

<i>Meyers</i>	Resignation	Professional	English Language Arts 7-12	
<i>Christine</i>				
<i>M.</i>		NA	NA	August 31, 2023

Position Title: Physical Education

<i>Marchese</i>	Resignation	Professional	Physical Education	Physical Education
<i>Kristina</i>				
<i>Lyn</i>		NA	NA	August 31, 2023

Position Title: Social Worker

<i>Schuckhardt</i>	Resignation	Provisional	School Social Worker	School Social Worker
<i>Angela</i>				
<i>E.</i>		NA	NA	August 31, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Teacher**Position Title:** Social Worker

<i>Yeo</i>	Appointment (Probationary)	None	NA	NA
<i>Nicole Ann</i>		Full-Time	Step 9, with benefits per WEA Contract	Effective September 1, 2023, with a 4-year probationary period ending August 31, 2027 (pending verification of Certification and satisfactory completion of APPR requirements)

Volunteer**Position Title:** Volunteer Driver

<i>Fultz Ruth Ann</i>	Appointment for the 2023-24 School Year	Permanent	Mathematics, Spanish	Mathematics; Spanish
		NA	NA	July 1, 2023
<i>Fultz Alan R.</i>	Appointment for the 2023-24 School Year	Permanent	Mathematics 7-12	Mathematics Education
		NA	NA	July 1, 2023
<i>Bang Marcia E.</i>	Appointment for the 2023-24 School Year	None	NA	NA
		NA	NA	July 1, 2023
<i>Holmes Ann M.</i>	Appointment for the 2023-24 School Year	Professional	Teaching Assistant Level Three	Teaching Assistant
		NA	NA	July 1, 2023

Category	LastName:	Type of Action	Cert. Status	Certification Area:	Tenure Area:
	First Name:		FTE/Hours	Step/Pay	Prob. Period/Effective Date
	M.I. or Name:				

Volunteer

Position Title: Volunteer Driver

<i>May</i>	Appointment for the 2023-24	Permanent	Earth Science 7-12	Science Education
<i>Gregory</i>	School Year			
<i>P.</i>		NA	NA	July 1, 2023
<hr/>				
<i>Ott</i>	Appointment for the 2023-24	None	NA	NA
<i>Patricia</i>	School Year			
<i>A.</i>		NA	NA	July 1, 2023
<hr/>				
<i>Sheer</i>	Appointment for the 2023-24	None	NA	NA
<i>Renee</i>	School Year			
<i>Frances</i>		NA	NA	July 1, 2023
<hr/>				