

IN CASE OF POWER OUTAGE

EMERGENCY BACK UP ANALOG PHONES

In the event of a power outage, please be aware that each building main office has been equipped with a backup analog phone that will function during a power outage, assuming telephone service from Verizon is operational.

Please post conspicuously and keep these numbers on file:

Central Office
631-841-4602

High School
631-841-4633

Middle School
631-841-4603

Deauville Gardens East
631-841-4652

Deauville Gardens West
631-841-4653

Susan E Wiley
631-841-4662

Great Neck Road
631-841-4671

DISTRICT

EMERGENCY MANAGEMENT PLAN

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

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SECTION I

GENERAL EMERGENCY MANAGEMENT PLAN INFORMATION

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

EMERGENCY MANAGEMENT PLANS

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management.

Taken together, the district-wide and building level plans shall provide a comprehensive approach to addressing school safety and violence prevention and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the district's coordination with local and county resources. The plans will also address risk reduction/prevention, response and recovery with respect to a variety of types of emergencies and violent incidents in district schools and will address school closures and continuity of operations in the context of epidemics/pandemics, in either the plans themselves or in addenda to the plans.

In accordance with state law and regulation, the district shall have the following safety teams and plans to deal with violence prevention, crisis intervention and emergency response and management:

Comprehensive District-Wide School Safety Team and Plan

The Board will annually appoint a district-wide school safety team that includes, but is not be limited to, a representative from the following constituencies: the Board, teachers, administrators, and parent organizations, school safety personnel and other school personnel. This team is responsible for the development and annual review of the comprehensive district-wide school safety plan. The plan will cover all district school buildings and will address violence prevention (taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the district level. It will include all those elements required by law and regulation.

The Superintendent of Schools or his/her designee will be the district's chief emergency officer and will coordinate communication between school staff and law enforcement and first responders. The chief emergency officer will ensure that all staff understand the district-wide school safety plan and receive training on the building-level emergency response plan, violence prevention and mental health, and will also ensure that district-wide and building-level plans are completed, reviewed annually, and updated as needed by the designated dates. The chief emergency officer will ensure that the district-wide plan is coordinated with the building-level plans and shall ensure that required evacuation and lock-down drills are conducted.

Building-Level Emergency Response Plans and Teams

Each Building Principal is responsible for annually appointing a building-level emergency response team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel (and may include bus drivers and monitors), law enforcement officials, fire officials and other emergency response agencies. The emergency response team is responsible for the development and review of a building-level emergency response plan for each district building. The plan(s) will address response to emergency situations, such as those requiring evacuation, sheltering and lock-down at the building level and will include all components required by law and regulation. These confidential plans will include evacuation routes, shelter sites, medical needs, transportation and emergency notification of parents and guardians.

Building-level emergency response plans will include protocols in response to carbon monoxide alarms or detection. Alarm or detection of carbon monoxide will result in the appropriate actions as described by the emergency response plan.

Building-level emergency response plans must designate:

- an emergency response team for incidents that includes appropriate school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a violent incident or emergency; and
- a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

The Building Principal, in consultation with the Superintendent, will annually designate a threat assessment team to provide ongoing support and information in order to identify, and assess individuals who may be potential threats to safety, with the intent of minimizing acts of violence in the school community. The threat assessment team will be composed of, but not limited to, the following personnel from both within the school and the larger community, as appropriate: building administrators, legal counsel, the medical director and/or school nurse, school counselors, local mental health and social service providers, law enforcement, school resource officers, security personnel, and facilities and maintenance personnel. The team will meet regularly. The team will be mindful of the need for discretion and observance of confidentiality requirements.

Students will be encouraged to bring their concerns to any district employee. If a district employee becomes aware of a threat to the school community, they must inform the Building Principal shall be informed and he/she will convene the threat assessment team. The Building Principal may request the participation of the following additional individuals who may have specific knowledge of the potential perpetrator: supervisors, teachers, students and parents. The Building Principal is responsible for keeping the Superintendent informed about the activities of the threat assessment team. Threat assessment team members will receive appropriate training.

The Building Principal is responsible for conducting at least one test every school year of the emergency response procedures under this plan including procedures for sheltering and early dismissal.

To maintain security and in accordance with law, the building-level emergency response plan(s) are confidential and not subject to disclosure under the Freedom of Information Law or any other law.

Annual Review and Report

All plans will be annually reviewed and updated, if necessary, by the appropriate team by September 15. In conducting the review, the teams will consider any changes in organization, local conditions and other factors including an evaluation of the results of the annual test of the emergency response procedures which may necessitate updating of plans. If the plan requires no changes, then it will remain in effect. If the district-wide plan requires change, then the updated plan will be submitted to the Board of Education in time to allow 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students and other interested parties prior to Board adoption.

The Superintendent of Schools is responsible for submitting the district-level school safety plan and any amendments to the plan with the Commissioner within 30 days after their adoption no later than October 1 of each year. The district-wide plan will be posted on the district's website. Each Building Principal is responsible for submitting the building-level emergency response plan for his or her building, and any amendments to the plan, with the appropriate local law enforcement agency and the state police within 30 days after their adoption, but no later than October 1st of each year.

Cross-ref: 0115, Bullying and Harassment Prevention and Intervention
5300, Code of Conduct
5450, Student Safety
8132, Fire Drills
8134, Emergency Closings

Ref: Education Law §2801-a (school safety plans)
Executive Law §2B (state and local natural and manmade disaster preparedness)
8 NYCRR Part 155 (Educational Facilities)
School Safety Plans Guidance, New York State Education Department, June 2010

Adoption date: June 6, 1994

Revision dates: November 17, 2003; January 14, 2009; December 21, 2009; Sept. 26, 2016; Dec. 7, 2020, Mar. 7, 2022

Reviewed: Dec. 3, 2018

A. DISTRICT WIDE SAFETY TASK FORCE

The Copiague School District has appointed a District-wide Safety Task Force consisting of, but not limited to, representatives of the teachers, administrators, community organizations, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

Dr. Kathleen Bannon, Superintendent of Schools

Ms. Karla Cangelosi, Deputy Superintendent

Mr. James McCabe, Assistant Superintendent for Student Services

Mr. Todd J. Andrews, Assistant Superintendent for Human Resources

Mr. Michael J. Ferretti, Director of Strategic Planning and Safety

Mr. Angelo Lisa, Plant Facilities Administrator

Mr. Joseph Agosta, Principal, Walter G. O'Connell High School

Mr. Andrew Lagnado, Principal, Copiague Middle School

Mrs. Kristina Biamonte, Principal, Deauville Gardens West Elementary School

Mr. Joseph Buccello, Principal, Deauville Gardens East Elementary School

Mr. William Bennett, Director of Athletics & Physical Education

Mrs. Karen Steigert, Parent Representative

Mrs. Tamika Eason, Principal, Great Neck Road Elementary School

Ms. Cynthia Florio, Principal, Susan E. Wiley Elementary School

Ms. Sabrina Meehan, Director of Guidance

Mr. Arthur Steigert, Copiague Fire Department Representative - (631) 445-2791

Police Officer Kelly Abbriano, School Resource Officer
Suffolk County Police Department 1st Precinct

B. ANNUAL WRITTEN INSTRUCTIONS TO STUDENTS AND STAFF

The purpose is to provide written instructions to students and staff on the emergency procedures in the respective schools by the beginning of each school year by any of the following methods:

1. School district newsletter
2. Special mailing to students' home
3. Handout for students to carry home

All Staff will receive a copy of the Emergency Management Plan of the building or buildings where they work. It will include but will not be limited to the following information:

1. Identification of risk reduction, prevention and mitigation procedures
2. Identification of various response actions
3. Identification of recovery procedures
4. Identification of the Incident Command Team
5. Source for additional information

All classrooms, offices, lounges, kitchens, auditoriums and cafeterias will have an emergency flip chart of their respective buildings EMPs.

C. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCY

A. Sites owned by school district

1. Buildings & Grounds
 - High School
 - Middle School
 - Deauville Gardens
 - Great Neck Road
 - Susan E. Wiley
 - District Garage
2. Transportation
 - School Vehicles

B. Community sites

1. Regular roadways
 - Sunrise Highway -Dixon Avenue -Albany Avenue
 - Merrick Road -Oak Street -Strongs Avenue
 - Great Neck Road -New Highway
2. Hazardous intersections
 - Albany and Great Neck Road
 - Sunrise Highway and Great Neck Road
 - Sunrise Highway & 35th Street
 - Sunrise Highway & Bayview Avenue
 - Great Neck Road & Dixon Avenue
 - Great Neck Road & Oak Street
 - Great Neck Road & Merrick Road
 - Strongs Avenue & 35th Street
 - Strongs Avenue & Hoffman Avenue/Oak Street

D. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCY (continued)

-Strongs Avenue & Merrick Road

-Great Neck Road/Marconi Blvd.

-New Highway/Ralph Avenue

-New Highway/Sunrise Highway

3. Waterway, Dams

-Great South Bay

-Canal crossings: East Riviera and West Riviera

4. Buildings/Underpasses/Railroad Crossings

-LIRR passes over the following roads:

-Great Neck Road, Strongs Avenue

5. Railroads

-Long Island Railroad - East/West

6. Hazardous industries

-Bus Garage - Court Street/Sunrise

-Gas Station - 35th /Sunrise

-Gas Station - Bethpage/Sunrise

-Gas Station - Dixon/Sunrise

-Gas Station - Dixon/Great Neck Road

-Gas Station - N/W corner Strongs/Hoffman Ave.

-Gas Station - S/W corner Strongs/ Railroad Ave.

-Gas Station - Montauk Hwy./Buena Vista

-Gas Station - Montauk Hwy./N. Emerson

-Gas Station - Sunrise/Amity Place

F. ANNUAL EMP LETTER TO PARENTS/GUARDIANS

(Place on individual school letterhead and send home at the beginning of each school year)

Dear Parent/Guardian:

The Copiague School District recognizes the necessity to prepare for any number of emergencies in order to ensure the safety, health and welfare of the school community. Therefore, the District has a District Emergency Management Plan which is updated annually.

As part of this Plan, personnel in each school building in the District periodically conduct drills (e.g., fire drills, bus safety drills) in order to have students and staff prepared to deal with emergencies in the safest possible way. Also, during each school year, the District conducts a “Go-Home” drill. The drill takes place approximately 15 minutes before regular dismissal time. Parents will be notified by letter, which will be sent home with their child, well in advance of this drill in the event that special arrangements need to be made to deal with an early dismissal.

While the Plan covers a wide variety of potential emergencies, including natural disasters, there are three basic responses in such situations:

1. **GO HOME PLAN** - meets the need to return students to their homes and family as rapidly as possible.
2. **SHELTER PLAN** - addresses the need to provide shelter on either a short-term or long-term basis.
3. **EVACUATION PLAN** - meets the need to clear all occupants from a building (e.g., fire drill).

The full **Emergency Management Plan** detailing responses to specific emergencies is available at each school. If you have any questions regarding the **Emergency Management Plan**, please contact your child’s principal.

Sincerely,

[Name of Building Principal]
Principal

G. DRAFT EARLY DISMISSAL LETTER

(Place on individual school letterhead with specific information)

[Date]

Dear Parent/Guardian:

The Copiague School District has scheduled its annual test of the Early Dismissal Plan for [insert day and date]. All [insert school name] students will be released [include actual time in minutes] minutes earlier than their normally scheduled dismissal in order to test the early dismissal response of the District's Emergency Management plan.

Please make appropriate arrangements for the early arrival of your children as a result of this drill. Thank you.

Sincerely,

[Name of Building Principal]
Principal

H. SCHOOL DIRECTORY

Superintendent	(631) 842-4015, Ext. 501
Deputy Superintendent	(631) 842-4015, Ext. 561
Asst. Superintendent for Human Resources	(631) 842-4015, Ext. 507
Asst. Superintendent for Finance & Operation	(631) 842-4015, Ext. 530
Asst. Superintendent for Student Services	(631) 842-4015, Ext. 520
Asst. Superintendent for Curriculum & Inst	(631) 842-4015, Ext. 510
Director of Technology	(631) 842-4015, Ext. 513
Director of Strategic Planning & Safety	(631) 842-4015, Ext. 562
Plant Facilities Administrator	(631) 842-4015, Ext. 560
Principal High School	(631) 842-4010, Ext. 400
Asst. Principal High School	(631) 842-4010, Ext. 410
Asst. Principal High School	(631) 842-4010, Ext. 402
Asst. Principal High School	(631) 842-4010, Ext. 474
Asst. Principal High School	(631) 842-4010, Ext. 482
HS Security Supervisor	(631) 842-4010, Ext. 434
School Nurse	(631) 842-4010, Ext. 440
Custodial Office	(631) 842-4010, Ext. 445
Principal Middle School	(631) 842-4011, Ext. 300
Asst. Principal Middle School	(631) 842-4011, Ext. 305
Asst. Principal Middle School	(631) 842-4011, Ext. 310
School Nurse	(631) 842-4011, Ext. 340
Custodial Office	(631) 842-4011, Ext. 345
Principal Deauville Gardens West	(631) 842-4012, Ext. 221
Principal Deauville Gardens East	(631) 842-3320, Ext. 255
School Nurse	(631) 842-4012, Ext. 231
Custodial Office	(631) 842-4012, Ext. 232
Principal Great Neck Road	(631) 842-4013, Ext. 721
Assistant Principal Great Neck Road	(631) 842-4013, Ext. 721
School Nurse	(631) 842-4013, Ext. 728
Custodial Office	(631) 842-4013, Ext. 730
Principal Susan E. Wiley	(631) 842-4014, Ext. 621
Assistant Principal Susan E. Wiley	(631) 842-4014, Ext. 626
Custodial Office	(631) 842-4014, Ext. 632

DIRECTORY-OUTSIDE AGENCIES

Local Fire Department	911 or 226-1212
Fire Alarm (Babylon Central)	911
Suffolk County Police Department	911
Local Police Department	(631) 854-8100
State Police	911 or East Farmingdale Hdqt. (516) 756-1170
F.B.I.	(516) 753-0130

H. SCHOOL DIRECTORY - OUTSIDE AGENCIES (continued)

TOWN OF BABYLON

Director of Emergency Preparedness
999 N. Indiana Ave.
Lindenhurst, NY 11757
Office (631) 957-3009
Emergency (631) 957-3133

SUFFOLK COUNTY

Director of Emergency Preparedness
P.O. Box 127
Yaphank Avenue, Bldg. #C0110
Yaphank, New York 11980-0127
(631) 852-4900 General / 4904 (Direct)

NEW YORK STATE

Emergency Management Agency	518-292-2200
Department of Transportation	518-457-6195
Public Health Department	866-881-2809
NYS Department of Environmental Conservation Police (24/7)	631-444-0250

FEDERAL

Federal On-Scene Coordinator FEMA	212-680-3600
Transportation FAA 24 hr accident + incident response	718-553-3100
U.S. Coast Guard LI command center	203-468-4401
U.S. Environmental Protection Agency Region 2	877-251-4575
U.S. Army Corps of Engineers (Safety and Occupational Health)	202-761-8567
U.S. Dept of Labor Occupational Safety and Health (L.I.)	516-334-3344
Agency for Toxic Substances and Disease Registry	800-232-6348
National Response Center	800-424-8802
Nuclear Regulatory Commission	301-816-5100
U.S. Dept. of Energy Radiological Assistance Program	630-252-1583
Bureau of Alcohol, Tobacco and Firearms: Explosives	888-283-2662

OTHER EMERGENCY ASSISTANCE

CHEMTREC	800-424-9300
CHEMNET	800-424-9300
CHLOREP	800-424-9300
NACA Pesticide Safety Team	800-424-9300

H. SCHOOL DIRECTORY - OUTSIDE AGENCIES (continued)

OTHER EMERGENCY ASSISTANCE (continued)

Association of American Railroads/		
Bureau of Explosives	202-639-2222	
Poison Control Center	516- 542-2323	
Cleanup Contractor Oil	631-434-7805	
Conrail	800-242-5872	
LIPA Gas Emergency	516-755-6500	800-490-0045
Electric Service Problems	516-755-6900	800-490-0075
S.C.W.A.	631-582-2211	631-665-0663 (after 8:00 p.m.)

PAPERS

Newsday	516-454-2710
Amityville Record	516-264-0077
South Bay	631-226-2636

TELEVISION

News Channel 12	516-393-1159
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RADIO

WHLI 1100 AM	631-770-4302
WKJY 98.3/WBZO 103.1/WMJC 94.3	631-770-4301
WBLI 106.1 FM	631-376-9352
WBAB 102.3 FM	631-587-1023 / 631-669-9254
WALK 97.5 FM	631-475-5200
WCBS 880 AM	212-399-9072

BUS COMPANIES

Educational Bus Transportation, Inc.
50 Court Street, Copiague, New York 11726
631-842-7373- Patti Royce

Acme Bus Corporation
3355 Veterans Highway, Ronkonkoma, New York 11779
631-585-6565 Dispatcher
631-471-4600 Office

H. SCHOOL DIRECTORY - OUTSIDE AGENCIES (continued)

BUS COMPANIES

Suffolk Transit Service, Inc.
10 Moffitt Boulevard, Bay Shore, New York 11706
631-737-0695- Dispatcher
631-665-3245- Office

Towne Bus Corporation
303 Sunnyside Boulevard, Plainview, New York 11803
631-242-2796- Dispatcher
516-349-8200- Office

Laidlaw Transportation
295 Duffy Avenue, Hicksville, New York 11801
631-842-7620- Dispatcher
516-433-7600- Office

VMC (Homeless)
1650 Sycamore Avenue, Bohemia, New York 11716
631-737-0695 Dispatcher (Suffolk Transit Service)
631-563-0135 Office

I. PRESS RELEASE

The Copiague School District recognizes the necessity to prepare for any number of emergencies in order to ensure the safety, health and welfare of the school community. Therefore, the District has an Emergency Management Plan which is updated yearly.

While the Plan covers a wide variety of potential emergencies, including natural disasters, there are three basic responses in such situations:

1. **GO HOME PLAN** - meets the need to return students to their homes and family as rapidly as possible.
2. **SHELTER PLAN** - addresses the need to provide shelter on either a short-term or long-term basis.
3. **EVACUATION PLAN** - meets the need to clear all occupants from a building (e.g., fire drill).

As part of this Emergency Management Plan, personnel in each school building in the District periodically conduct drills (e.g., fire drills, bus safety drills) in order to have students and staff prepared to deal with emergencies in the safest possible way. Also, during each school year, the District conducts a “Go-Home” drill. The drill takes place approximately 15 minutes before regular dismissal time. Parents will be notified well in advance of this drill in the event that special arrangements need to be made to deal with the earlier dismissal.

The full **District Emergency Management Plan** detailing responses to specific emergencies is available at each school. If you have any questions regarding the **Emergency Management Plan** or this drill, please contact the Assistant Superintendent for Human Resources, at 631-842- 4015, Ext. 505.

J. INCIDENT MANAGEMENT TEAM LETTER

[insert date]

«Title» «First Name» «Last Name»
«Company Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP Code»

Dear «Title» «Last Name»:

By virtue of your position, you have been assigned to the INCIDENT MANAGEMENT TEAM. Please familiarize yourself with the responsibilities as outlined in the Emergency Management Plan - Section III: INCIDENT MANAGEMENT TEAM that is attached.

If you have any questions or concerns, please speak to your immediate supervisor. I thank you for your cooperation and help in the event we need to call upon the Incident Command Team.

Sincerely,

Kathleen Bannon, Ed.D.
Superintendent of Schools

KCB/kc
Attachment

SECTION II

PREVENTION MITIGATION AND PREPAREDNESS

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

A. DISTRICT PLAN PREVENTION/MITIGATION AND PREPAREDNESS

Copiague School District has systems, equipment and procedures to prevent and prepare us to respond to school safety incident.

Surveillance Cameras: As of the beginning of the 2021-2022 school year, Copiague UFSD has a total of 244 cameras throughout the district. The Command center is also equipped with a Uniden BCT15 trunk racking police scanner which monitors Suffolk County P.D. 1st precinct police activity in the vicinity of our schools.

Proximity Cards: All staff members are required to wear Photo Identification Badges in the form of a proximity card which provides them with access into the buildings at certain designated locations. They are required to wear these badges at all times either on lanyards around their necks or clipped to their clothing. Each employee has their access rights restricted based on the time, location of their work and job responsibilities.

Radios: There are Motorola model CP200 and Kenwood Model NX 340U radios assigned throughout the district which provide immediate communication between school administration, security and teacher's aides. Radio communication is enhanced by a repeater antenna which is in place on the roof of the high school. This repeater system provides another FCC licensed channel which enhances communication capabilities district wide.

Security Hiring Policy: All security guards hired by the district are required to have an extensive law enforcement background. All of our guards are either actively working or retired from the police or corrections department. They must pass several formal interviews and a background check.

Security Force: Copiague UFSD has 17 permanent full-time and 14 permanent part-time school safety officers. There are also 11 per diem substitute school safety officers available when needed. Each school has post orders which describe the location of the post and the assignment. Each security guard carries a CP200 Motorola portable radio and is required to wear an ear surveillance piece (earbud) which frees up their hands and isolates transmissions. All school safety officers wear uniforms and are easily identifiable in a crowd. For special events, all security guards are required to wear yellow caution jackets or shirts with **SECURITY** clearly written on the rear of the jackets.

Closed Campus: Each of the 6 schools in the district has closed campus policies. Access to each building is restricted to the front lobby unless authorized by a school administrator. Visitors are required to see the receptionist in the lobby and sign in and out of a log. They are issued passes which must be returned upon completion of their visit.

Training: Security staff members are trained in verbal judo techniques, first aid, CPR, automated external defibrillator, gang awareness, CPI and receive an annual 8-hour recertification course as required for their Security Guard Licenses. Designated personnel in each building also receives Evacu-trac training annually.

Code of Conduct: Each student is required to abide by the code of conduct which is provided to them and or their parents/guardians. The violations and the consequences for the violations are clearly communicated to them both in written form and verbally. There is a zero-tolerance policy on certain violations which require immediate suspension. The School Board also provides a code of conduct for both staff and community members to adhere to.

Drills: Each building is required to conduct fourteen emergency response drills a year. Eight evacuation drills are conducted before December 1st as required by the New York State Office of School Safety and the remainder are conducted prior to the end of the school year. Of the twelve drills, ten are fire drills, one is a bomb threat drill and the other is a sheltered evacuation drill. In addition to the evacuation drills, each building conducts one modified lockdown drill, and one full lockdown drill.

Visitor Management System: Each school and the Central Office has a visitor management system installed at the computer located in their respective lobbies. All visitors to these schools are required to show valid photo identification to the receptionist who will scan their ID (if possible which will run the name in a national sex offender registry) and record the pedigree information of the visitor into a database. Each visitor will have his/her picture taken and a badge pass (which only has a twelve-hour life span) will be given to the visitor to wear during the visit. The badge contains the visitor's name, picture, location to be visited, time and date of the visit. The visitor is required to return the badge pass to the receptionist upon the conclusion of the visit. All District employees are required to stop at the reception area of each building and

produce their employee identification card upon request. The VMS is also used to provide access control for certain sporting events where there is a higher probability of security issues.

Police Scanners: The school district has purchased two police scanners (one base and one mobile) for monitoring police activity in or around the immediate vicinity of our schools. This will help enable the security team to analyze and assess exterior threats to our schools and implement emergency procedures in a timely fashion. The base scanner is located in the security room at the HS and the mobile scanner is located in the Mobile 1 vehicle patrolling the High School. In addition to those two scanners, Mobile 2 (which patrols the immediate vicinities of the elementary schools) will also be equipped with an additional scanner.

B. CODE OF CONDUCT

COPIAGUE PUBLIC SCHOOLS

CODE OF CONDUCT

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CODE OF CONDUCT

INTRODUCTION

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

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. An orderly and stimulating learning environment is dependent upon a sustained and cooperative effort on the part of students, parents, and staff.

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

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. Distribution of this code will be done annually through the district calendar, general assemblies, student handbooks and other available means.

Adoption date: January 27, 2003

Reviewed: September 27, 2021

CODE OF CONDUCT

DEFINITIONS

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, or fails to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

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

"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 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

"Gender" means actual or perceived sex and shall include a person's gender identity or expression as defined from §11(6).

"Gender expression" is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

"Gender identity" is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

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

"Parent" means parent, guardian or person in parental relation to a student.

"Protective hairstyles" includes, but is not limited to, such hairstyles as braids, locks, and twists.

"Race", as defined by Dictionary.com, is an arbitrary classification of humans based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape. A socially constructed category of identification based on physical characteristics, ancestry, historical affiliation, or shared culture. It also includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles.

"Relationships" are the way in which two or more people regard and behave toward each other.

"Respect" is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to one's self and not violating others' personal space.

"Responsibility" is an obligation to behave in accordance with social norms and being held accountable for one's actions.

"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; or at a school function.

"School Bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities as defined in Vehicle and Traffic Law § 142.

"School function" means any school-sponsored extra-curricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality as defined from §11(5).

"Violent student" means a student under the age of 21 who:

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

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

Ref: §3214(2-a)(b);(3);(4); §2801(1) §11(5);(6)

Adoption date: January 27, 2003

Revision date: April 24, 2006; Dec. 15, 2008; June 18, 2012, September 27, 2021

Reviewed: September 27, 2021

CODE OF CONDUCT**STUDENT RIGHTS AND RESPONSIBILITIES****A. Student Rights**

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

1. Participate in all district activities on an equal basis regardless of their actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (including gender identity and expression).
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 policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive 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 district policies, rules and regulations dealing with student conduct.
3. Attend school everyday 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 manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
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.

Adoption date: January 27, 2003

Revision date: June 18, 2012, September 27, 2021

Reviewed: September 27, 2021

CODE OF CONDUCT

ESSENTIAL PARTNERS

The Board of Education recognizes that it is the responsibility of all stakeholders (essential partners) to promote a safe, orderly and stimulating school environment supporting active teaching and learning. To that end the following expectations have been developed as an essential but not exhaustive listing:

A. Parents

All parents or guardians are expected to:

1. recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. send their children to school ready to participate and learn;
3. ensure their children attend school regularly and on time;
4. ensure absences are excused;
5. insist their children be dressed and groomed in a manner consistent with the student dress code;
6. help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
7. know school rules and help their children understand them so that their children can help create a safe, supportive school environment;
8. convey to their children a supportive attitude toward education and the district;
9. build positive, constructive relationships with teachers, other parents and their children's friends;
10. help their children deal effectively with peer pressure;
11. inform school officials of changes in the home situation that may affect student conduct or performance;
12. provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender, which will strengthen students' self-concept and promote confidence to learn;

2. provide all students with an educational program responsive to and appropriate to meet their individual needs;
3. know school policies and rules, and enforce them in a fair and consistent manner;
4. maintain confidentiality in conformity with federal and state law.
5. 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
6. communicate regularly with students, parents and other teachers concerning growth and achievement.
7. provide students with continuing opportunities for a well rounded education through extra and co-curricular activities such as music, athletics, etc
8. participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law;
9. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function;
10. address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. Student Services Staff

All student services staff are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. assist students in coping with peer pressure and emerging personal, social and emotional problems;
3. initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems;
4. regularly review with students their educational progress and career plans;
5. maintain confidentiality in accordance with federal and state law.
6. provide information to assist students with career planning;
7. encourage students to benefit from the curriculum and extracurricular programs.
8. make known to students and families the resources in the

- community that are available to meet their needs.
9. participate in school-wide efforts to provide adequate supervision in all school spaces.
 10. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 11. address personal biases that may prevent equal treatment of all students.

D. Security Personnel

All security personnel are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. treat students with dignity and respect while maintaining a safe and secure environment;
3. maintain confidentiality in accordance with federal and state law.
4. be supportive of the building administration, faculty and staff in their efforts to promote a safe, orderly and stimulating school environment;
5. promote a welcoming and safe school environment by assisting visitors whenever possible.
6. address personal biases that may prevent equal treatment of all students.

E. Principals and Administrators

All principals and administrators are expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. ensure that students and staff have the opportunity to communicate regularly with the principal or his or her designee and approach the principal or his or her designee for redress of grievances;
3. maintain confidentiality in accordance with federal and state law.
4. evaluate on a regular basis all instructional programs to ensure

infusion of character education in the curriculum.

5. support the development of and student participation in appropriate extracurricular activities;
6. be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
8. participate in school-wide efforts to provide adequate supervision in all school spaces.
9. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. address personal biases that may prevent equal treatment of all students and staff.

F. All Other School Personnel

All other school personnel are expected to:

1. maintain a climate of mutual respect and dignity_for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. maintain confidentiality in accordance with federal and state law.
3. be familiar with the code of conduct.
4. help children understand the district's expectations for maintaining a safe, orderly environment.
5. participate in school-wide efforts to provide adequate supervision in all school spaces.
6. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. address personal biases that may prevent equal treatment of all students.

G. The Dignity Act Coordinator

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. oversee and coordinate the work of the building-level committees.
3. identify curricular resources that support infusing character education in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. coordinate training in support of the building-level committee.
5. be responsible for monitoring and reporting on the effectiveness of the district's student harassment and bullying prevention policy.
6. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. address personal biases that may prevent equal treatment of all students and staff.

H. Superintendent

The Superintendent is expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender.
2. review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management;
3. inform the Board of Education 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.
6. maintain confidentiality in accordance with federal and state law.
7. participate in school-wide efforts to provide adequate supervision in all school spaces.
8. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. address personal biases that may prevent equal treatment of all students and staff.

I. Board of Education

The Board of Education is expected to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender.
2. maintain confidentiality in accordance with federal and state law.
3. develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to implement and maintain a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions;
5. review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation;
6. lead by example by conducting Board of Education meetings in a professional, respectful, and courteous manner.
7. address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
8. address personal biases that may prevent equal treatment of all students and staff.

Adoption date: March 17, 2003

Revision dates: April 24, 2006; June 18, 2012, September 27, 2021

Reviewed: February 8, 2021

CODE OF CONDUCT

STUDENT DRESS CODE

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

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

1. Be unlikely to injure people or damage property, appropriate according to this code and not substantially disrupt or materially interfere with the educational process.
2. Recognize that extremely brief garments and see-through garments are not appropriate.
3. Ensure that underwear is covered by outer clothing (visible waistbands and straps are not violations). All shorts or dresses must be at least mid- thigh in length.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not cover the student's face to the extent the student is not identifiable such as, but not limited to:
hoods, stocking caps, scarves, ski goggles, ski masks, sunglasses or any other items which may obscure identification except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous, promote sexual harassment, or discriminate against others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, religion, religious practice, disability, creed, national origin, ethnic group, gender (including gender identity and expression), sex, sexual orientation or disability. Heavy chains, large rings, and other dangerous items are not permitted in school.
7. Not promote and/or endorse the use of alcohol, tobacco or controlled substances or illegal drugs and/or encourage other illegal, violent, or gang activities.

Nothing in this policy will be construed to limit the ability of students to express their gender identity through clothing, jewelry, makeup, or nail color or styles, or discipline students for doing so. Likewise, nothing in this policy will be construed to restrict students from wearing hairstyles as a trait historically associated with race (such as hair texture and protective hairstyles like braids, locks and twists) or to discipline them for doing so.

Each Building Principal or his/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.

Enforcement of these dress codes must be approached with careful consideration and sensitivity, with the goal of supporting students in reaching their full potential, not shaming or criminalizing them, and to minimize loss of instructional time. Staff, preferably those who have a positive relationship with the student, are expected to address dress code violations with students privately, determine if there are factors impacting the student's ability to meet the dress code and help address these issues. Students whose appearance 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, up to and including in-school suspension for the day. 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.

Adoption date: January 27, 2003

Revision date: October 3, 2011, September 27, 2021

Reviewed: February 8, 2021

CODE OF CONDUCT**PROHIBITED STUDENT CONDUCT**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The following discipline code applies to the behavior of all district students while attending school, and/or on school grounds, in school buildings, and/or participating in school sponsored activities, whether on, or off school property.

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 educating students so that they may grow in self-discipline.

The Board of Education 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 consequences for their conduct. Serious or flagrant violations of the district's code of conduct can result in a hearing with the Superintendent or his/her designee or Board of Education. All violations apply to student behavior in school, on school property, on school buses and at school- sponsored functions.

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

- A. Engage in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance or alarm, or recklessly creating a risk thereof. 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. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

7. Computer/electronic communications misuse, including any unauthorized use of personal electronic devices, computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees, or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 2. Inappropriate public sexual contact.
 3. Display or use of personal electronic devices in a manner that is in violation of district policy.
- 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 threatening or attempting or threatening 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 or threatening to do so.
 3. Possessing a weapon (as defined in Policy 5300.5). 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. Possession of fireworks or other explosive devices or items meant to resemble fireworks or other explosive devices.
 4. Displaying what appears to be a weapon, or threatening to use any weapon, fireworks or other explosive devices, or items meant to resemble fireworks or other explosive devices.
 5. 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.
 6. Intentionally damaging or destroying school district property.

- E. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of themselves or others. Examples of such conduct include but are not limited to:
1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity and expression) to deny rights, equitable treatment or access to facilities available to others.
 5. Harassment, as defined in the “Definitions” section of this Policy but which also includes a sufficiently severe action or 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. (Refer to Board of Education Policy, 0115.1, Student Harassment and Bullying Prevention and Intervention.)
 6. Sexual harassment is prohibited by law. Unwelcome sexual advances, request for sexual favors, or other written, oral or physical conduct of a sexual nature may constitute sexual harassment. Complaints regarding sexual harassment may be made directly to the Title IX Compliance Officer. (Refer to Board of Education Policy 5020.1 Sexual Harassment and Students and Board of Education Policy 9110.2 Sexual Harassment and Staff.)
 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 8. Bullying, which may be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror (Refer to Board of Education Policy 0115.1, Student Harassment and Bullying Prevention and Intervention for a more complete definition.).
 9. Hazing, which includes an induction, initiation or membership process involving harassment. (Refer to Board of Education Policy 0115.1, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 10. Selling, using, distributing or possessing obscene material.
 11. Using vulgar or abusive language, cursing or swearing.
 12. Smoking a cigarette, cigar, pipe, using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except lawful medical cannabis use in compliance with state law and regulation), electronic cigarettes (i.e., vape) or other tobacco alternatives delivering nicotine or other tobacco alternatives via inhalation or other means. Medically indicated “patches” are not intended to be banned by this policy.

13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, drug paraphernalia or illegal substances, 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."
 14. Inappropriately using or sharing prescription and over-the-counter drugs.
 15. Gambling.
 16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 18. Bomb threats, intruder or other false reports that would require the building to be cleared or locked down.
 19. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
- F. Engage in misconduct while on a school bus, contracted charter bus or other vehicles used in district approved and sponsored activities. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated. Students should be seated while bus is in motion. Students are expected to follow the directions of the bus driver and/or other supervising adults.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:
1. Plagiarism.
 2. Cheating, including any conduct which compromises the integrity of the examination.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:
1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
 2. Threatening or harassing students or school personnel by any means off campus.

3. Using message boards and/or social media to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

Ref: Gun Free Schools Act 18USC §921

Adoption date: January 27, 2003

Revision dates: April 24, 2006; June 18, 2007; Dec. 15, 2008; Oct. 3, 2011

June 18, 2012; Oct. 1, 2012; Sept. 15, 2014, September 27, 2021

Reviewed: February 8, 2021

**CODE OF CONDUCT
DRUG AND ALCOHOL ABUSE**

Alcohol and other substance use/abuse by youth is a total community problem. The Board of Education is committed to the prevention of alcohol and other substance use/abuse. Prevention and control of the use of drugs for non-medical purposes will be possible only through the coordinated efforts of family, clergy, and the schools, as well as the medical and legal professional communities, governmental and community agencies, and law enforcement authorities. This policy describes the philosophy of the district and the program elements the district will use to promote healthy life styles for its students and to inhibit the use/abuse of alcohol and other substances.

No student may use, possess, sell, manufacture or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. The term "alcohol and/or other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, any intoxicating liquor, inhalants, and any drugs which are illegal such as marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, drugs which have a legitimate purpose but are highly addictive, and any of those substances commonly referred to as "designer drugs." The inappropriate use or sharing of prescription and over-the-counter drugs shall also be prohibited. All searches for drugs or illegal substances shall be documented, regardless of whether such search discloses any drugs or illegal substances. A request to a student to open his or her hand shall not be considered a search.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol and/or other substances, or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other substances.

In order to educate students on the dangers associated with substance abuse, the health education curriculum shall include instruction concerning alcohol and substance abuse for grades K-12.

Any staff member observing narcotics or alcohol possession or usage by students shall report the incident immediately to the Building Principal or his/her designee. Any narcotics or alcohol found shall be confiscated immediately, followed by notification of the parent(s) or guardian(s) of the student(s) involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

The district will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- Alcohol and other substance use/abuse is preventable and treatable.
- Alcohol and other substance use/abuse inhibits the district from carrying out its central mission of educating students.
- The behavior of the Board, the administration, and all school staff should model the behavior asked of students.
- While the district can and must assume a leadership role in alcohol and other substance use/abuse prevention, this goal will be accomplished only through collaborative, coordinated efforts with parents/guardians, students, staff, and the community as a whole.

The Superintendent of Schools or his/her designee will prepare and submit a statement to the State Education Department certifying to federal agencies to which the district applies for direct grant assistance that the district has taken steps and will continue to take steps to maintain a drug-free school environment.

The district will conduct a biennial review of its program to determine its effectiveness and recommend changes to the Policy as needed. The district will ensure that the applicable sanctions are enforced if there is a violation of the drug-free school environment policy and/or “Standards of Conduct.”

Ref: Drug-Free Schools and Communities Act, 20 USC §§3171 et seq.
 Drug-Free Schools and Campuses, 34 CFR Part 86
 Public Law 101-226
 Education Law §§804; 912-a; 3214
 General Municipal Law §239-u
 Mental Hygiene Law §19.07©
 Penal Law §§220.00 et seq.
 Public Health Law, Article 33
 8 NYCRR §§100.2©); 135.3
New Jersey v. T.L.O., 105 S.Ct. 733 (1985)
Odenheim v. Carlstadt-East Rutherford Region School District,
 211 N.J.Super. 54, 510 AD2d 709 (1985)
People v. Scott D., 34 NY2d 483 (1974)
Matter of Wilson, 28 EDR 254 (1988)
Matter of Pollnow, 22 EDR 547 (1983)
Matter of Vetter, 20 EDR 547 (1981)
Matter of Rodriguez, 8 EDR 214 (1969)

Adoption date: May 12, 2003
 Revision date: Jan. 14, 2009
 Reviewed: September 27, 2021

CODE OF CONDUCT

DRUG AND ALCOHOL ABUSE EXHIBIT

Standards of Conduct for Students in a Drug and Alcohol-Free School Environment

The district is committed to make every effort to have a drug and alcohol-free school environment. In furtherance of this commitment, the district has adopted, in conjunction with its drug-free school environment policy, "Standards of Conduct" for students as follows:

1. The manufacture, distribution, dispensation, possession and/or illegal use of alcohol and/or other substances by students on the school premises or at school-sponsored events, is prohibited. The term "alcohol and/or other substances" shall be construed throughout this statement to refer to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs."
2. The use of alcohol and/or other substances by students prior to attending school which results in the intoxication of the student while on the school premises or at a school-sponsored events, is also prohibited.
3. Students requesting aid and guidance in alcohol and other substance use/abuse will be dealt with on a confidential basis. Help for students will be provided through school support systems and referral to appropriate alcohol and other substance rehabilitation programs.
4. Compliance with the district's Drug and Alcohol Abuse policy, regulation and "Standards of Conduct" is mandatory.

Ref: Drug-Free Schools and Communities Act, 20 USC §§3171 et seq.
Drug-Free Schools and Campuses, 34 CFR Part 86

Adoption date: June 6, 1994
Revision date: January 27, 2003
Reviewed: September 27, 2021

**CODE OF CONDUCT
DRUG AND ALCOHOL ABUSE REGULATION**

Primary Prevention

The intent of primary prevention programming is to prevent or delay the onset of alcohol and other substance use by students. The components of this programming shall include:

1. A sequential K-12 prevention curriculum that provides for:
 - Accurate and age-appropriate information about alcohol and other substances, including the physical, psychological and social consequences for their use/abuse.
 - Information about the relationship of alcohol and other substance use/abuse to other health-compromising behaviors such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.
 - Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.
 - Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed for risk reduction.
 - Helping students develop a positive self-concept.
 - Helping students identify when they are under stress and how to manage or reduce such stress through non-chemical means.
2. Training school staff, parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home, school and community.
3. Community education about the issues of alcohol and other substance use/abuse as a basis for providing a consistent message to district youth.
4. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extracurricular activities. Such activities will be planned collaboratively with students, school staff, parent(s) or guardian(s), community members, and agencies.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances, and to identify and provide supportive services to kindergarten through 12th grade students at high risk for such use/abuse. The components of such programming shall include:

1. providing alcohol and other substance use/abuse assessment and counseling services for students;

2. developing a referral process between district schools and community providers;
3. identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substance requires counseling and/or treatment;
4. providing services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program;
5. providing individual, group, and family counseling targeted at students at high risk for alcohol and/or other substances use/abuse;
6. educating parent(s) or guardian(s) on when and how to access the district's intervention services; and
7. ensuring confidentiality as required by federal and state law.

Reporting Procedures

1. Suspicion of Use/Abuse
 - a. Staff members will report their suspicions of use/abuse in writing to the Building Principal or his/her designee, setting forth the reason(s) for their suspicion.
 - b. The Principal or his/her designee will make a written referral to the Assistant Superintendent for Student Services.
 - c. The Assistant Superintendent for Student Services will consult with the Guidance Counselor and the School Nurse regarding referral. As a result of this consultation, if further action is deemed warranted, the Principal or his/her designee will arrange a meeting to include the Counselor, appropriate professional personnel, and parents. The Assistant Superintendent for Student Services where deemed advisable, will initiate referral to treatment facilities or other appropriate psychological services and offer counseling to parents as well as to students.
 - d. Following a review of the referral and a meeting with parents, if the suspicion is warranted, the Principal or his/her designee will advise the Suffolk County Police Department Narcotics Squad of the reported suspicion.
 - e. In every case of referral, the Principal or his/her designee will make known the disposition of the case to the staff member making the original referral.
2. Student Appearing Under the Influence of Drugs
 - a. The student will be escorted to the School Nurse's office, whenever practical, or the School Nurse will be summoned. Before the close of the school day, the teacher will submit a brief written statement to the Principal on the Student Referral Form indicating the reason for their suspicion of drug use.

- b. If required, the School Nurse will administer first aid. If, in his/her professional opinion, the School Nurse feels that there is no justifiable evidence of drug use, he/she will administer to the student whatever aid his/her true condition warrants as any other ill student would receive in his/her office. Since the Principal will receive the Teacher Referral Form by the close of the school day, he/she will consult with the School Nurse. If the Principal learns that the suspicion was not justified, he/she will so notify the teacher and prevent any referral from being filed in the student's folder. If, in the professional opinion of the School Nurse, the suspicion of drug use is warranted, he/she will notify the Principal or his/her designee immediately.
- c. The Principal or his/her designee will summon the parent(s)/guardian(s) to school immediately.
- d. While awaiting the parent's arrival, the principal or his/her designee may conduct a search of the student's possessions (e.g. bookbag, backpack, jacket.etc) if there is a reasonable suspicion (pursuant to policy 5300.55 and regulation 5300.55-R that the student has contraband in his/her possession. No personally intrusive searches may be conducted by school personnel. The student's locker may also be searched by an administrator accompanied by a security guard. All searches for drugs or illegal contraband shall be documented regardless of whether such search discloses any drugs or illegal substances. If contraband is found it will be turned over to the Suffolk County Police Department.
- e. The Principal may suspend the student involved. The reporting teacher will be notified.
- f. After all attempts to reach the parent or guardian have been exhausted, and after the School Nurse has consulted with the Principal, the Rescue Squad may be summoned, if warranted by the condition of the student's health.
- g. The School Nurse will submit a written report to the Principal, with a copy to the Assistant Superintendent for Student Services of each case in which a suspicion of drug use is deemed warranted, on the day of such suspicion.
- h. The Principal or his/her designee will notify the Narcotics Bureau of Suffolk County Police those students who appear to have been under the influence of drugs. Where feasible, notification will be made the same day that the student appeared under the influence of drugs.
- i. The Assistant Superintendent for Student Services or his/her designee will schedule a meeting with each student involved in drug abuse, together with his/her parents(s)/guardian(s), counselor, and other professional personnel who may be deemed appropriate.
- j. After an investigation of an incident, if a student appears to have been under the influence of drugs, a letter will be sent to the parent(s)/guardian(s). This letter will only state the symptoms

shown by the student, and will be prepared by the School Nurse.

3. Procedures to be Followed When Suspicion of Possession Occurs

- a. A student must be immediately taken to the Principal.
- b. A staff member who apprehends a student will retain the drugs and/or implements seized from a student. A search will be conducted only by a Principal or his/her designee with reasonable suspicion of the possession of contraband, pursuant to policy 5330 and regulation 5330-R. The material retained will be placed by the staff member in a secured location.
- c. Staff will not leave a student alone.
- d. The Principal or his/her designee will notify the parent(s)/guardian(s) and the Assistant Superintendent for Student Services (and submit a written referral to the Assistant Superintendent for Student Services before the close of school).
- e. The administrator will request the Suffolk County Police Narcotics Squad to pick up the merchandise for analysis.
- f. A report of the analysis will be shared between the Principal and Assistant Superintendent for Student Services.
- g. The Principal may suspend the student.
- h. The Assistant Superintendent for Student Services or his/her designee will meet with the parent(s)/guardian(s) to initiate referral to a treatment facility or other appropriate psychological service and to offer counseling to the parent(s)/guardian(s) as well as students.
- i. A search of the individual and his/her locker will be made.

4. Sale or Distribution of Drugs

In the event that a student can be proven to have been involved in the sale of drugs, the Principal will immediately suspend the student, notify police, notify parents/guardians and the Assistant Superintendent for Student Services. A verbal report will be made to the Superintendent before the close of the day. Within twenty-four (24) hours, a written report will be submitted.

Disciplinary Measures

Disciplinary measures for students found to have used or to be using, in possession of, or distributing alcohol and/or other substances, and for students possessing drug paraphernalia are outlined in the district's policies on Penalties and Student Rights and Responsibilities. Similar disciplinary measures for district staff are addressed in, among other statutes, Education Law Sections 1711(5)(e), 2508(5), 3020-a, 3031 and 913.

Records

Records pertaining to student involvement with narcotics or dangerous drugs will be kept by the Assistant Superintendent for Student Services so that periodic re-evaluation of the student can be made.

Staff Development

The Board recognizes that if the administrative, instructional, and non-instructional staffs are to be responsible for understanding, implementing and modeling the district's policy and regulation on student Drug and Alcohol Abuse, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an ongoing process including the following:

1. For all staff: (a) an understanding of why individuals use and abuse alcohol and other substances, (b) their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol and other substances, and how to refer these students to the appropriate services established by this policy, (c) awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance, and (d) awareness of the special needs of students returning from treatment.
2. Additionally for teachers: the knowledge and skills necessary to implement the district's K-12 alcohol and other substance prevention curricula.
3. For intervention staff: appropriate staff training for those identified to carry out the intervention function to ensure that their assessment of individual, group, and family counseling and referral skills support the needs of high risk, using and abusing youth.

Implementation, Dissemination, and Monitoring

The Board directs the Superintendent of Schools to collaborate with district staff, parent(s) or guardian(s), students, community members, organizations and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement Board policy.

This policy and regulation will be reviewed with all district staff, students, and parent(s) or guardian(s) annually and will be disseminated to the community through its organizations.

Adoption date: June 6, 1994

Revision dates: Oct. 20, 1997; April 5, 2000; May 12, 2003; April 24, 2006;
Jan. 14, 2009; Oct. 1, 2012

Reviewed: September 27, 2021

**CODE OF CONDUCT
SEXUAL HARASSMENT AND STUDENTS**

The Board of Education recognizes that sexual harassment of students is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying sexual harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn productively.

The Board is committed to providing an educational environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass anyone.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state/federal law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to implement and maintain regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment.

This policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student handbooks, and other appropriate school publications.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Davis v. Monroe County Board of Education, ___ U.S. __; 119 S.Ct.1661 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S., 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwent County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adoption date: June 6, 1994 (prior policy 9010.2)

Revision dates: May 22, 2000, March 17, 2003, May 8, 2006

Reviewed: September 27, 2021

CODE OF CONDUCT

REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, Dignity Act Coordinators, the Building Principal or his or her designee. Dignity Act Coordinators are assigned in each building as follows: High School – Joseph Agosta, Alison Stritzl; Middle School – Andrew Lagnado, Francesca Walker; Deauville Gardens West – Kristina Biamonte, Jessica Lai; Deauville Gardens East – Joseph Buccello, Lysa Mullady; Susan E. Wiley – Cynthia Florio, Chelsea Trotta; Great Neck Road – Tamika Eason, Adrienne Mahoney. Any student observing a student possessing a weapon, alcohol or illegal substance on school property, at a school function, or on a school bus shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools or his/her designee. All other stakeholders are encouraged to report any violations of the code of conduct to the appropriate authorities.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code 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 found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

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

Adoption date: March 17, 2003

Revision dates: May 8, 2006; August 6, 2012; October 21, 2013; Sept. 21, 2015;
February 10, 2020, September 27, 2021

Reviewed: February 8, 2021

CODE OF CONDUCT

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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

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

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

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

A. Penalties

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

1. Oral warning – any district staff member or bus driver.
2. Written warning – bus drivers, hall and lunch monitors, teaching assistants/aides, security aides/security guards, coaches, guidance counselors, teachers, administrators, or any other staff member.
3. Written notification to parent – coaches, guidance counselors, teachers, administrators.
4. Detention – teachers, Principal, or his/her designee, Superintendent, or his/her designee.

5. Suspension from transportation – Assistant Superintendent for Finance & Operations, or his/her designee, Principal, or his/her designee, Superintendent, or his/her designee.
 6. Suspension from athletic participation – coaches, Director of Athletics Principal, or his/her designee, Superintendent, or his/her designee.
 7. Suspension from social or extracurricular activities – activity director, Principal, or his/her designee, Superintendent, or his/her designee.
 8. Suspension of other privileges – Principal, or his/her designee, Superintendent, or their respective designee.
 9. In-school suspension – Principal, or his/her designee, Superintendent, or their respective designee.
 10. Removal from classroom by teacher – teachers, Principal, or his/her designee, Superintendent, or their respective designee.
 11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education.
 12. Long-term (more than five days) suspension from school – Principal, Superintendent, Board of Education.
 13. Permanent suspension from school – Superintendent, Board of Education.
- B. Procedures

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

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

1. Detention

Teachers, Principals, or his/her designee, the Superintendent, or his/her designee may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal or his/her designee's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their

respective designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

3. Suspension from athletic participation, extra-curricular activities and other privileges

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

4. In-school Suspension

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 Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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 will be provided with a reasonable opportunity for an informal meeting with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his 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; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code 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.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. At the elementary level this removal for each of the two days would not exceed 90 minutes for each removal which is equivalent to the longest secondary level period.

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 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 complete a district-established disciplinary removal form 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 present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, 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 and the teacher responsible for the removal to discuss the reasons for the removal.

The written notice must be provided by whatever means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by the removing teacher by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parent(s) and/or guardian(s).

The Principal may require the teacher who ordered the removal to attend the informal meeting within the work day and not to extend the work day.

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 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal. All parties should make written note of the extension of time agreements.

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

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

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal meeting, if a meeting 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 completed copy of the teacher removal form for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his 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.

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 self and/or others.

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent 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 Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

When the 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 whatever 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 the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the 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 ten (10) 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 of Education 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 to.

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 five days) Suspension from School

When the Superintendent or 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 fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in 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 verbatim transcript of the hearing shall be maintained. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) 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. 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 substantial danger to the safety and well-being of self and/or other students, school personnel or any other person lawfully on school property or attending a school function. Due process procedures as utilized for a long term suspension will be employed for permanent suspension.

d. Procedure After Suspension

The Superintendent may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Superintendent retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school or to a school function (as that term is defined in The Gun Free School Act).

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing a weapon to school or to a school function.

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

student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for [at least] up to 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.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student up to the maximum age over which the Court has jurisdiction, who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law. disobedient and beyond the lawful control of the school.

- b. Being ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Engaging in prostitution in violation of Penal Law §230.00 (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee).
- d. Appearing to be a sexually exploited child under Social Services Law §447-a(1)(a), (c), or (d), but the student must consent to filing the PINS petition.

For items 'a' and 'b' above, when filing the petition, the district must describe the diversion efforts it has undertaken or services provided to the student, and the grounds for concluding the allegations cannot be resolved without the petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Adoption date: January 27, 2003

Revision dates: May 8, 2006; June 18, 2007; Jan. 14, 2009; March 16, 2009

Oct. 19, 2009; Oct. 1, 2012, September 27, 2021

Reviewed: February 8, 2021

CODE OF CONDUCT

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parent/guardians to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Cross-ref: 4327, Homebound Instruction

Adoption date: March 17, 2003

Revision date: September 15, 2014

Reviewed: September 27, 2021

CODE OF CONDUCT
DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's code of conduct, to address disruptive or problem behavior. The Board also recognizes that students with disabilities deemed eligible for special education services under IDEA and Article 89 of New York Education Law enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes. 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.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A "school day" means any day, including a partial day, that students are in attendance at school for instructional purposes.

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

A "removal" means a removal of a student with a disability 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/herself or others.

An "IAES" means a temporary educational placement determined by the CSE other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and notifications that are designed to address the behavior violation so that it does not reoccur.

A "behavior intervention plan" (BIP) means a plan that is based on the results of a functional behavior assessment and that, at a minimum, includes a

description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

A “manifestation determination review” means a review of the relationship between the student’s disability and the behavior subject to disciplinary action required when the disciplinary action results in the disciplinary change of placement, and conducted in accordance with requirements set forth in this policy.

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, Superintendent of Schools or a 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, and the CSE has determined that this behavior is not a manifestation of the student’s disability.
 - c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or inflicts serious bodily injury upon another person while at school or at a school function.

- (1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length."
- (2) "Controlled substance" means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the federal Controlled Substances Act (21 USC §812(c) 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.
- (4) "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals and because of such factors as the length of each suspension or removal, the total amount of time the student

is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

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

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his 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, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances, infliction of serious bodily injury or because maintaining the student in his current educational setting poses a risk of

harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The 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, 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, infliction of serious bodily injury 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 bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his 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 weapons, illegal drugs or controlled substances, infliction of serious bodily injury 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 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. 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.

Cross-ref: 5500, Student Records

Ref: Individuals with Disabilities Act, 20 USC §1415(k);
34 CFR §300.530 *et seq.*

Adoption date: March 17, 2003

Revision dates: May 8, 2006; Jan. 14, 2009

Reviewed: September 27, 2021

CODE OF CONDUCT

CORPORAL PUNISHMENT

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

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

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

Investigation of Complaints

Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent of Schools. This written complaint will be forwarded to the School Attorney within 7 (seven) days. The Superintendent or his/her designee shall investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the punishment, the identity of the student or students punished, reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the School Attorney upon completion of the investigation.

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

Adoption date: March 3, 2003

Revision dates: Jan. 14, 2009; Sept. 15, 2014

Reviewed: September 27, 2021

CODE OF CONDUCT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe, supportive and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student, including District Campus Patrol Security officers, may question a student about an alleged violation of law or the District Code of Conduct. School officials questioning students shall advise each student why he or she is being questioned. However, parents and students should be aware that school officials are under no obligation to contact a student's parent prior to questioning the student nor are the students entitled to be advised of their legal rights, i.e. "Miranda"-type warning, before being questioned by school officials as such rights only apply to situations where an individual is being questioned while in the custody of police.

In addition, in recognition of certain societal problems which present themselves from time to time in our schools, the Board of Education authorizes the Superintendent of Schools or his/her designee (Building Principal, Assistant Principals, school nurse and security staff) to conduct searches of students and their possessions 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. The results of all searches for drugs, illegal substances or dangerous objects shall be documented, regardless of whether the search discloses any drugs or illegal substances.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions (i.e., pocket contents, bookbags, handbags, etc.). Such searches shall not be conducted unless founded upon reasonable suspicion. Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, the search shall be conducted in the privacy of administrative offices, with two staff members present, one of each gender. The student should be present when his/her possessions are being searched.

Students Lockers, Desks and other School Storage Places

Students have no reasonable expectation of privacy with respect to student lockers, desks and other school storage places and school officials retain complete control over them. This means that student lockers, desks 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.

Clothing Searches

A strip search is a search that requires a student to remove any or all of his/her clothing other than an outer coat or jacket.

Strip searches are intrusive in nature and are not permissible. If school authorities believe there is an emergency situation that could threaten the health or safety of others, the student under reasonable suspicion of having engaged or engaging in unlawful or otherwise proscribed activity shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

Exigent Circumstances

In the event that there is reasonable suspicion that a student is engaging in conduct or is in possession of contraband (eg: a weapon) which creates an imminent threat of death or serious physical injury to the student, other students or staff, and is thereby creating exigent circumstances which require more immediate intervention to avoid such death or serious physical injury, reasonable steps commensurate with the degree of the threat may be taken.

Custody, Control and Disposition

The Building Principal or his/her designee shall be responsible for the prompt recording in writing of each student search. Such writing should include the reasons for the search, information received that established the need for the search and the name of the informant(s) from whom the information was received. The written record of the student's search shall also contain the names of those persons who were present when the search was conducted, any substance or objects discovered, and the disposition of such matter.

The Building Principal or his/her designee shall be responsible for the custody, control and disposition of any illegal or dangerous matter taken from a student. He or she will remain in control of such substance or objects unless the same are delivered to police authorities.

Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

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

When police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. They must be informed of their legal rights, have the right to remain silent if they so desire, have the right to request the presence of an attorney, parent/guardian, and must be protected from coercion and illegal restraint. Within the framework of their legal rights, students have the responsibility to cooperate with the police.

Before police officials are permitted to question 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. If the student's parent cannot be contacted prior to the police questioning, the questioning shall not be conducted. The principal or designee will also be present during any police questioning of a student on school property or at a school function.

Child Protective Services Investigations

The District will provide access to records relevant to the investigation of suspected abuse and maltreatment and/or access to any child named as a victim in a report of suspected abuse and maltreatment or such child's sibling residing in the same home, in accordance with applicable law and regulations. All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. If appropriate, the principal or his or her designee shall set the time and place of the interview.

Ref: Social Services Law §425
18 NYCRR §432.3

Adoption date: June 6, 1994

Revision dates: June 18, 2002; May 12, 2003; May 22, 2006; Sept. 21, 2015; Jan. 9, 2017

Reviewed: September 27, 2021

CODE OF CONDUCT

VISITORS TO THE SCHOOLS

To promote effective communication between the citizens of the community and the school system, the Board encourages parents and other citizens to visit their schools periodically during the course of the school year.

The Board recognizes that many visitations that will occur are regularly scheduled events, e.g. parent-teacher organization meetings, public gatherings, registering of pupils, etc. Open school nights are scheduled annually to provide parents and other visitors the opportunity to visit the schools. There are also occasions when parents or guardians desire to visit their child's classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child's teacher and/or Principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

Persons, who are not students or staff, including temporary workers, shall report to the receptionist, who will request to see a driver's license. If the visitor does not have a driver's license, the receptionist will accept any other form of valid photo identification, defined as any federal, state or local government issued identification that has a photo, or a photo credit card. The receptionist will photograph the visitor, scan his/her photo ID and issue a visitor's pass, which must be displayed at all times during the visit. If a visitor does not possess the required identification, the receptionist will notify a building administrator who will determine whether to issue a visitor's pass. All visitors must return the passes to the receptionist at the conclusion of the visit.

Student visitors from other schools, unless they have a specific reason and prior approval of the Superintendent of Schools or Building Principal, shall not be given permission to enter school buildings. New students accompanied by their parents are always welcome.

All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct. A violation of the visitation policy shall be prosecuted pursuant to New York State law.

Ref: Education Law §§1708; 2801

Cross-ref: 1240, Visitors to the Schools

Adoption date: March 17, 2003

Revision date: Nov. 23, 2009

Reviewed: September 27, 2021

CODE OF CONDUCT

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 students, teachers and district personnel.

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

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to 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, by any means including graffiti or arson;
3. disrupt the orderly conduct of classes, school programs or other school activities;
4. distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
5. intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (including gender identity and expression);
6. enter any portion of the school premises or property 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 the traffic laws, parking regulations or other restrictions on vehicles;
9. smoke or otherwise use of any tobacco products to include such devices as electronic cigarettes (i.e., vape), or other tobacco alternatives delivering nicotine or other tobacco alternatives via inhalation or other means on any school grounds, in any school building or on any form of school transportation. Medically indicated “patches” are not intended to be banned by this policy;
10. possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function;
11. possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers; or as specifically authorized by the Superintendent of Schools;
12. loiter on or about school property;
13. gamble on school property or at school functions;
14. refuse to comply with any reasonable order of identifiable school district officials performing their duties;
15. willfully incite others to commit any of the acts prohibited by this code;
16. violate any federal or state statute, local ordinance or Board of Education 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, 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 legal action, i.e. charges of trespassing. Violations of law while on school premises shall be prosecuted pursuant to New York State Law.
2. students - shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Faculty and staff shall be subject to disciplinary action as the facts may warrant, in accordance with any legal rights they may have.

C. Enforcement

All instructional staff and security personnel, under the direction of the school administration, shall be responsible for enforcing the conduct required by this code.

5300.65

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.

Cross-ref: 1530, Smoking on School Premises
9530, Smoking on School Premises By Staff
0100, Equal Opportunity and Nondiscrimination
0115.1, Student Harassment and Bullying Prevention and Intervention

Adoption date: March 17, 2003

Revision dates: May 22, 2006; Jan. 14, 2009; Nov. 2, 2009; June 18, 2012;
March 24, 2014, September 27, 2021

Reviewed: February 8, 2021

**CODE OF CONDUCT
DISSEMINATION AND REVIEW**

A. Dissemination of Code of Conduct

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

1. providing copies of an age-appropriate, written in plain language, a summary of the code to all students at an assembly to be held at the beginning of each school year;
2. providing a plain language summary to all parents at the beginning of the school year, and thereafter on request;
3. posting the complete code of conduct on the district's website;
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. distributing copies of the code of conduct to applicants for Use of Facilities, including building and field usage

The Board of Education will sponsor continued professional development for all district staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding professional development programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

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

The Board of Education 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.

5300.70

Before adopting any major revisions to the code, the Board of Education 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 of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

Adoption date: March 17, 2003

Revision dates: May 22, 2006; Jan. 14, 2009; Nov. 2, 2009; June 18, 2012

Reviewed: September 27, 2021

SECTION III

EMERGENCY OPERATIONS PLAN

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

Section 1

Introduction

1.1 Purpose, Scope, and Relationship to Other Plans

This emergency operations plan details how the school district will operate during critical incidents affecting students, faculty, staff, or facilities. It is designed to provide guidance for personnel who discover or are notified of any emergency situation. The plan also aids in the resolution of the events by structuring levels of potential responses, each designed to address a corresponding level of threat. The emergency operations plan does not replace existing contingency plans. Rather, it supplements those plans by providing a means for "operationalizing" them quickly and efficiently.

1.2 Incident Command System

The emergency operations plan is based on the nationally recognized Incident Command System(ICS). ICS provides flexibility and adaptability to a wide variety of situations. It does this by establishing common standards in organization, procedures, communications, and terminology. The system calls for the appointment of an Incident Commander (IC), a person responsible for management of the scene. An Incident Management Team (IMT) is also appointed at site level to help manage a response. The IMT serves under the direction of the IC.

Dependent upon the size, scope, and seriousness of the incident an Emergency Operations Center (EOC) may be set up under the direction of an Emergency Manager at District level. The EOC shall coordinate the response between multiple sites and manage the impact of an incident on District wide operations.

The plan is consistent with NIMS regulations and recognizes that outside resources (Public Safety) may be needed to resolve an incident. When such a situation exists, a unified command structure will be set under the joint command of those agencies with jurisdiction. The concept of unified command means that all agencies and organizations having jurisdictional responsibility, major resources and legal authority at an incident will contribute to the process of

- Determining overall response objectives
- Selecting response strategies
- Ensuring joint application of tactical activities
- Maximizing the use of available resources

1.3 How Incidents will be Managed

Generally, emergency incidents will be managed and progress through the following steps:

- A faculty or staff member discovers or is notified of an incident and takes appropriate immediate action. One such action is to notify a person authorized to be an IC.
- The IC determines the Threat Severity Level and sets proper response actions into motion. The IC notifies the members of the Incident Management Team (IMT) and consults with them as the situation and time permit.
- The IC directs faculty and staff on-scene to take additional steps in line with the Threat Severity Level.
- Faculty and staff follow the directives of the IC.
- When other agencies are involved, a Unified Command structure is employed.

1.4 Role and Authority of Incident Commander and Incident Management Team

By adopting this emergency operations plan, the district empowers the site level Incident Commander and Incident Management Team to set up a Command Post and take action as appropriate to protect students, faculty, staff, visitors, facilities and equipment during allcritical incidents. The IC and IMT are authorized representatives of the Superintendent; their directives are to be followed.

1.5 Role and Authority of the Emergency Manager and the Emergency Operations Center (EOC)

During a major incident involving multiple sites or direct District impact, an Emergency Operations Center is established at District level under the direction of an Emergency Manager to oversee incident consequences, ensure continuity of operations, and provide support to the site-based teams and Incident Commanders. The functional sections in the EOC are like the Command Post sections but are represented under distinct titles. The EOC will have an Emergency Manager with similar staff positions as the Incident Commander has in the Command Post. The main sections in the EOC will be Operations Coordination, Planning and Analysis, Resource Coordination, Finance and Administration.

Section 2

Classifying the Level of Threat

2.1 "All hazards" Approach

This emergency operations plan uses an "all hazards" approach, allowing it to be effective in any emergency situation. An "all hazards" approach calls for an initial response based on the threat posed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential levels of threat is often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

2.2 Levels of Threat

The emergency operations plan uses three levels of threat to structure the district's response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

Yellow Alert--Monitor/Standby

The Monitor Level situation is one where a minor event occurs or may occur that could negatively affect one or more district facilities, students, faculty, and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

Examples of a Monitor Level situation include:

- A severe storm watch issued by the National Weather Service
- A fire or hazardous materials incident within the district or within two (2) miles of a district facility
- A minor building system problem
- A local power outage
- A vehicle accident involving students and/or district personnel causing property damage only

Orange Alert--Alert

An Alert Level situation is one where a risk exists or is about to occur that will impact one or more District facilities, students, faculty, or staff. This risk requires that a preparatory status be adopted. An Alert Level situation is characterized by the following:

- The potential danger is real; district personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

Examples of an Alert Level situation include:

- A severe storm warning issued by the National Weather Service
- A major fire or hazardous materials incident within one-half (1/2) mile of a district facility
- A major building system failure
- An incident at a district facility that, although being handled by the appropriate administration, may need additional district resources such as personnel, transportation, supplies, notifications, etc.
- A car vehicle accident involving students and/or district personnel causing minor injuries

Red Alert--Emergency

Emergency Level recognizes that a risk is real and requires a response by the District. It is characterized by the following:

- Students, faculty, or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on district property, or it is off district property but close enough to affect a facility or involves district students or personnel.
- The situation requires the coordination of district resources or coordination with outside agencies.

Examples of an Emergency Level situation include

- A fire or hazardous materials incident occurring at a district facility
- A major storm or weather event that is causing or has caused injury/damage
- A traffic accident involving students and/or district personnel which has caused severe injury.
- Notification by competent authority that action is required due to a fire, hazardous materials incident, or other emergency in or near a district facility is immediately threatening the safety of the students and/or district personnel

2.3 Determining the Threat Severity Level

The process for determining the **Threat Severity Level** for any incident will be as follows:

- The IC, upon being notified of an incident, will determine the level of threat.
- The IC, either personally or through the IMT, will communicate the Threat Severity Level to those who need to know.
- The IC may modify the classification up or down as more information becomes available or as the situation changes.
- Any reclassification of the Threat Severity Level will be communicated by the IC, either personally or through the IMT.

Section 3

General Response Options

3.1 Limited Options Rationale

The nature of any response taken by the school district will be limited. This is because the ones who will be responsible for resolving the most serious incidents are police, fire, emergency medical, emergency management and utilities personnel. The district's primary responsibility is to protect students, faculty, and staff.

3.2 Options

There are six general response options available to the district in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities, and procedures.

Cancel School prior to Start

Cancelling school prior to start means notifying students, faculty, staff, transportation, and facility managers that school will not be open on a specific day. A variation of this option is to notify students and personnel that reporting times for a specific day have been changed. This option is available whenever district buildings are unoccupied, and the time of day allows sufficient time for notifications. Procedures are as follows:

- The District IC will notify the IMT that school is to be canceled or that reporting times have been changed.
- The District IC and/or IMT will contact local media and publish the information on the school district website.
- All staff will be notified by phone message via CONNECT/ED by District IC or his designee.
- All students, parents, faculty, and staff should monitor local radio and television stations for announcements.

Early Dismissal

Early dismissal refers to releasing students, faculty, and staff prior to normal dismissal times. This option assumes there is a need to clear buildings while school is in session. The coordination of transportation needs will be important. Early dismissal should be used only when it is safe to do so.

Students, faculty, and staff should not be released if they will be exposed to more danger by leaving school facilities than they would if they remained under the district's control. Procedures are as follows:

- The District Emergency Manager (EM), either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The District EM and/or IMT will notify local radio and television stations of the early dismissal.
- The District EM and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for notifying parents, students, and staff.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

Shelter-in-Place

Shelter-in-place refers to protecting students, faculty, and staff within the buildings where they currently reside. This option can be used in two types of situations. First, there is no immediate threat to the structure of the facility itself, so all people can remain safe by staying inside. Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger than they would face by staying put. This option would most likely be used during a hazardous materials incident, such as when an escaping gas could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or firefighting activity in the area.

Lockdown

Lockdown is protecting students, faculty, and staff from an internal or external threat, such as a violent person, by executing or isolating that threat. This option requires the ability to quickly secure classrooms, exterior doors, and the physical plant. Movement of students and school personnel should be limited; protective cover should be sought.

Evacuation

Evacuation is the removal of all students, faculty, and staff from district facilities. Designated safe areas for each facility should be pre-established, with primary and secondary sites being identified. Routes to those designated safe areas should also be pre-established.

Relocation

Relocation is very similar to evacuation in that it calls for vacating district facilities. It could occur during an incident that does not directly threaten the school but where public safety authorities wish to use the premises as an emergency center.

Section 4

Faculty/Staff

Initial Actions and Response

4.1 Initial Actions: "What to Do if You Discover an Incident"

Typically, incidents involving schools will come to the attention of a faculty or staff member by observation or telephone notification. The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Call police, fire or EMS if needed. The local emergency number is 911
2. Activate the emergency system--Notify the IC, providing the following information:
 - Your name.
 - Nature of incident
 - Location of incident
 - Severity of injuries or property damage
 - Telephone number (as a call back)
3. Take action to protect students, faculty, staff, and property. This might include
 - Moving people away
 - Isolating and securing the area
 - Providing assistance as needed to students and personnel
 - Directing public safety responders to the scene

The district recognizes that catastrophic events can occur with little or no warning. Events such as earthquakes, tornados and explosions may require taking action to protect lives prior to notifying the IC. Among the actions that might be taken is Duck and Cover.

Procedures for Duck and Cover

- The Site IC will order the modified lockdown.
- The IMT will oversee the modified lockdown and notify the IC when the procedure is complete.
- All faculty and staff should instruct students in the hallway to immediately get to their classrooms. Once inside the classroom, open the blinds and keep the students in their seats and away from the door and windows.
- Continue class instruction, limit all hallway movement to emergencies only. In such a case, student should be accompanied by an adult.
- Cancel all specials and services until the threat is over.
- The IC will notify the IMT that the threat is over. The "all clear" signal should be **announced and normal operations can be resumed.**

4.2 Executing Decisions of IC and/or IMT

The school district has empowered and authorized the incident Commander and Incident Management Team to direct the district's response to emergency situations. The IC will classify the levels of threat for all incidents and determine the appropriate actions based on the level assigned. On-site administrators may be notified of actions to take by either the IC or another member of the IMT, most likely the person serving as Operations. District personnel will follow and execute all directions and orders from the IC and/or the IMT.

Section 5

Incident Commander/Emergency Manager

5.1 Authorized Personnel and Responsibilities

The role of the Incident Commander (IC) is to manage and coordinate the school district's response to incidents affecting students, faculty, staff, and facilities. In that capacity, the IC may direct personnel, take actions, and implement procedures as necessary to resolve issues related to the incident. At District level in a large incident an EOC may be set up under the direction of an Emergency Manager to coordinate CP activities. The following individuals are authorized to assume the position of IC:

- Primary IC: Kathleen Bannon
 - (631) 842-4015-514-O

- Backup IC Karen Sheridan
 - (631) 842-4015-523-O

Once a person has assumed command of an incident, that person will remain the IC until relieved by choice or by the Superintendent. The responsibilities of the IC are as follows:

- Assume Command.
- Classify level of threat by matching situation facts to threat criteria.
- Take proactive action to stabilize the scene.
- Select and establish an appropriate command post.
- Activate appropriate ICS functions.
- Establish a unified command structure with responding agencies, if necessary.
- Conduct initial briefing of the IMT.
- Set specific objectives and direct that incident action plans be developed.
- Brief all command post personnel on incident action plans.
- Continually review and update incident action plans with the IMT.
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

5.2 Authorized Personnel and Responsibilities

Upon being notified of an incident, the IC will take the following initial actions:

1. Assume command.
 - State that you will serve as IC.
 - Gather all available information.
 - Ensure that emergency notifications have been made.
 - Ensure that initial protective actions have been taken.
2. Classify level of threat by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

5.3 Build and Maintain a Command Organization

As the incident continues and becomes more complex, the IC will need to delegate duties to others. This is done by activating the ICS functions that comprise the Incident Management Team. Which functions are activated and when that takes place will depend on the nature of the event confronting the district. Specific actions to be taken by the IC are as follows:

- Yellow Alert—Monitor
 1. Identify the command post (CP).
 2. Notify the IMT, directing them to report to the CP.
 3. Monitor the situation, updating the IMT as necessary and others as appropriate.
- Orange Alert—Alert
 1. Identify the command post (CP).
 2. Notify the IMT, directing them to report to the CP.
 3. Activate positions and assign duties as needed.
 4. Direct IMT to notify Copiague Christian School and Our Lady of Assumption Daycare of situation.
 5. Develop incident action plans.
 6. Take action as conditions dictate.
- Red Alert—Emergency
 1. Identify the command post (CP).
 2. Notify the IMT, directing them to report to the CP.
 3. Activate positions and assign duties as needed.
 4. Evaluate initial response options.
 5. Order and execute actions.
 6. Develop and implement action plans for Incident Resolution.

5.4 Change of Command Procedures

As stated earlier, once a person has assumed command of an incident, that person will remain as the IC until he/she requests that another person take that role or until the Superintendent directs that another person will become the IC. Should either of those events occur, the change of command procedures for the Incident Commander will be as follows:

- The IC will remain in command until relieved, either by choice or by the Superintendent.
- The person being relieved will brief the person assuming command (face-to-face if possible) and address at least the following issues:
 - Incident conditions
 - Safety considerations
 - Status of incident action plans
 - Deployment of personnel and equipment
 - Progress toward completion of tactical objectives
 - Need for additional resources

5.5 Unified Command

The district recognizes the need to ensure direction and control for an incident involving more than one site or school district and involving multiple agencies. When such a situation exists, a unified command structure will be used. A unified command structure means that all agencies and organizations that have responsibility and authority at an incident will contribute to its resolution. The process for a unified command structure is as follows:

- All authorized response agencies and organizations will contribute to:
 - Determining overall response objectives
 - Selecting response strategies
 - Ensuing joint planning and application of tactical activities
 - Maximizing use of available resources
- There will only be one IC. When public safety agencies are on-scene, one will assume command. The school district's IC will brief public safety authorities in the same manner as a district change of command.
- The school district will be a valuable resource and will assist public safety authorities wherever possible.
- The school district will retain authority over students, faculty, and staff.

Section 6

6.1 The Role of the Incident Management Team

The Incident Management Team (IMT) will be responsible for carrying out the directives of the IC. The principal IMT functions are listed below, along with the contact numbers for the people designated to fill them. Additional functions can be created and activated as needed.

Operations: Karla Cangelosi
(631) 842-4015-561-O

Logistics: Angelo Lisa
(631) 842-4015-565-O

Plan & Intel: James McCabe
(631) 842-4015-523-O

Finance/Admin: Susan Kanuika
(631) 842-4015-533-O

Public Information: Kelly Mooney
(631) 589-4000-47-O

Safety: Todd Andrews
(631) 842-4015-506-O

Liaison: Michael Ferretti
(631) 842-4015-562-O

Incident Log/Scribe: Debra VanFlorcke
(631) 842-4015-501-O

6.2 Operations Section

Operations manages all tactical operations of the incident, directing the implementation of action plans and strategies developed by the IC and IMT. The Management Team is well trained in effective response techniques.

Reunification Plan-Reunification is the process of ensuring that children return to the care of their parent(s) and family as quickly as possible after an emergency. In the case of emergency our students will be relocated to specific, safe locations only if the circumstances of the emergency call for an evacuation and a relocation. When emergency services declare it safe the school district will communicate with the families of our students through Parent Square messages and robo-calls to complete the reunification.

SECTION IIIA

ADDENDUM TO EOP

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

A. Mobilization Plan

This plan refers to the rapid mobilization of security personnel from any of the five district facilities to any one of the five district facilities in the event of a **Red Alert**. A mobilization will only be used when the circumstances of the event on the ground permits. The district has specific plans for each emergency. The staff's responsibilities include connecting with any/all public safety authorities, depending on the specific emergency.

B. Reunification Plan

Reunification is the process of ensuring that children return to the care of their parent(s) and family as quickly as possible after an emergency. In the case of emergency our students will be relocated to specific, safe locations only if the circumstances of the emergency call for an evacuation and a relocation. When emergency services declare it safe the school district will communicate with the families of our students through Parent Square messages and robo-calls to complete the reunification.

PANDEMIC/FLU RESPONSE PLAN

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

Pandemic Flu Planning and Preparedness Packet

A Pandemic influenza-like illness (ILI) outbreak is a medical crisis which public health officials are tasked with coordinating a public response. The goal of this plan is to reduce transmission of illness in students and staff, provide continuity in the delivery of instruction, and work closely with public health partners. This plan is built upon the components already existing in our Emergency Management Plan, which also incorporates our Building-level Emergency Response Plans. It is a flexible plan developed in collaboration with our school community and public health partners and will be updated regularly to reflect current best practices. Copiague School District's Emergency Management Plan addresses the four phases of emergency management: Prevention/Mitigation, Preparedness, Response and Recovery.

Prevention:

The district will collaborate with the New York State Education Department, the New York State Department of Health, and the Suffolk County Department of Health to determine the need to activate this plan.

1. The administrator responsible for Student Services shall arrange for the instruction of students on methods important to the prevention and spread of influenza-like illness. Emphasis will be placed on simple non-medical ways to reduce the spread of ILI by using "cough and sneeze etiquette," hand hygiene, face coverings and cleaning workspaces, etc.
2. The administrator responsible for Student Services will coordinate with nursing staff and school physicians to focus on ILI prevention and symptom recognition. School nursing staff will conduct in-school training for all staff. Training will take place during faculty meeting and by virtual meetings as needed. School nurses will be trained to maintain and file regional health monitoring reports, as required.
3. The administrator responsible for Student Services will coordinate implementation of standard surveillance/disease recognition procedures in all classrooms, work areas and offices district wide.
4. The administrator responsible for Student Services will coordinate with school nursing staff on identifying students who are most vulnerable to serious illness (immune compromised, chronic illness, etc.) Comprehensive data collection will be coordinated with the administrator responsible for Technology.
5. The Suffolk County Department of Health will monitor countywide case of ILI and inform school districts on appropriate action.

Preparedness:

The district will collaborate with public health partners to assure consistent messages to the community on pandemic related issues.

1. Administrative staff will receive FEMA National Incident Management training on a regular basis.
2. Building staff will keep all contact information updated and readily accessible for students and staff
3. The Superintendent of Schools and her/his designated Incident Management Team members will coordinate activities to ensure faculty and staff are kept current regarding provisions of this response plan. Communication methods may include district website, school postings, ParentSquare, direct mailings and through the public media.
4. The district's Public Information Officer will be designated to coordinate communication efforts with regional officials. She/he will establish and maintain contact with the media.
5. Continuity of operations and business office function could be impacted by the loss of staff to illness/quarantine. The administrator responsible for Human Resources will review the minimum personnel requirements will be reviewed for maintaining essential operations and services. (Central Office, supervisors, instructional staff, buildings and grounds, security, and food services, etc.). The technology department will forward all district phone lines to the district's Google Voice (or similar) numbers to allow phones to be answered even when staff is out of district. These telephone lines will be assigned to essential workers to allow for community access to specific buildings/offices as needed. [Exhibit A]
6. The administrator responsible for Curriculum & Instruction will coordinate collection of alternate assignments to ensure that instruction continues despite possible widespread absence or school closure. (virtual/remote student computer access, E-Board, links to websites with readings, textbook assignments, web-quests, work packets, computer hardware distribution, wireless hotspots, etc.) Assignments for similar classes/sections could be shared should illness preclude staff from providing assignments.
7. The administrator responsible for Curriculum & Instruction will coordinate plans to increase social distance where possible within the school environment with building administrators in concert with the Plant Facilities Administrator.
8. The administrator responsible for Technology will coordinate with building administrators to develop a list of student homes without Internet access and make alternative delivery arrangements for wireless hotspots as needed.

9. The administrator responsible for Student Services will oversee ongoing ILI staff development including, but not limited to:
 - a. Instructing staff on topics identified by local health officials
 - b. Instructing select staff on completion and filing of regional health reports.
 - c. Provide staff training on ILI symptom recognition / active screening procedures.
 - d. Instructing nursing staff on use of personal protective equipment (masks, gloves, etc.)
10. The Plant Facilities Administrator will review guidance for school cleaning and sanitizing which is appropriate for influenza-like illnesses. Staff should regularly clean all areas and items that are more likely to have frequent hand contact. Use of hand-sanitizers will be considered in areas with limited access to water.
11. The administrator responsible for Student Services will determine what personal protective equipment (PPE) would be required for district employees/students. The facilities department will procure and manage a stockpile of district PPE capable of sustaining operations for a three-month period. District Administrators and building Principals must submit a request to the administrator responsible for Student Services for PPE procurement. The requested items will be delivered to the building as soon as practicable. The Superintendent, Assistant Superintendents, and Plant Facilities Administrator will all have key access to the stockpile.
12. The administrator responsible for Student Services and the administrator responsible for Human Resources will jointly develop recommended guidelines regarding stay-at-home procedures for immune compromised and high-risk students and staff. [Exhibit B]
13. The administrator responsible for Human Resources will develop a plan, in conjunction with all bargaining units, for emergency use of personnel in non- traditional functions and changes in normal workday hours. Consideration will be given to cross-training staff to ensure essential functions. During emergency operations, the Cabinet will examine and modify hours of operation and locations to meet the new operational needs of the district. The district will implement new schedules and assignments to comply with new work rules or policies implemented by local and state entities. The facilities department currently operates 12 shifts per day across multiple locations. Employees in such areas as the Business Office can operate either fully remotely or on an as needed basis. Administration will stagger assignments to maintain social distancing. [Exhibit A]
14. During emergency operations, all staff will maintain a record of assignments for their shift/work locations. This record will include work locations, travel between sites, and interaction with outside groups, contractors, or vendors. The district's timekeeping system and GPS vehicle tracking software may also be used to determine the locations for maintenance, grounds and courier staff as they tend to travel in and out of the district as part of their daily assignments. Staff may be sheltered on-site or off-site as dictated by mandated quarantine orders. [Exhibit B]

15. The administrator responsible for Finances and Operation will develop a plan, in conjunction with all bargaining units regarding payroll, should schools have to be closed due to an ILI outbreak.
16. The administrator responsible for Human Resources will monitor staff attendance and absenteeism. The administrator responsible for Student Services will monitor for influenza-like illness through daily communication with the nurses and by reviewing student attendance and absenteeism daily, along with appropriate designated email account. [Exhibit B]
17. The Superintendent of Schools and her/his designees will prepare plans to restart school in the event of closure due to an influenza-like outbreak.

Response:

The Centers for Disease Control will assess the severity of illness and disseminate ongoing assessments to the New York State Department of Health. This phase of the plan will be activated when the New York State Department of Health and / or Suffolk County Department of Health notify the Superintendent of Schools of increased confirmed cases of influenza-like illness. Building level emergency response teams will be informed that the plan has been activated.

1. Building administrators, staff and district nurses will begin Heightened Surveillance to include active screening of students and staff for influenza-like symptoms. Students and staff who appear ill should be separated (Nurse's Office) and sent home. [Exhibit B]
2. Building Administrators will activate plans to increase social distances within the school environment.
3. The administrator responsible for Student Services, or other Superintendent's designee, will coordinate reporting cases of influenza-like illness to Suffolk County Department of Health, or other mandated agencies daily, or as required.
4. The Incident Management Team will coordinate responses to an expanding health crisis with the Director of the Suffolk County Department of Health. The Superintendent of Schools will provide parents/guardians and staff with periodic updated information based on latest information from public health partners (via ParentSquare, website, mailings).
5. The Superintendent of Schools will coordinate with the Public Information Officer to alert the school community of the activation of the district's Emergency Management Plan as it specifically applies to a pandemic outbreak.
6. Students and staff absent with influenza-like symptoms must be medically cleared for return to school. Nursing staff will readmit students and staff in consultation with the administrator responsible for Student Services and the appropriate building principal. Previously identified high risk students/staff may consider staying home following consultation with health care provider while ILI transmissions are high. Students/staff with ill household members should be counseled to remain at home

from onset of illness as directed by the relevant health department in conjunction with the district. [Exhibit B]

7. The administrator responsible for Finance and Operations and the administrator responsible for Human Resources will meet with staff to review ability to maintain essential functions and responsibilities of back-up personnel; monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary. Absenteeism will be monitored to assure maintenance of the Command Structure. [Exhibit A]
8. In the event of school dismissal / closure, based on recommendations/mandates from local and state authorities, parents/guardians shall be informed of this decision via ParentSquare, district website and mailings. Concurrently, the Public Information Officer will communicate this information to the media, if required.
9. The administrator responsible for Curriculum & Instruction will activate plan for continuity of instruction to be implemented as previously described.
10. The Superintendent of Schools and Public Information Officer will prepare briefings for district employees in anticipation of schools being dismissed / closed by public health officials. These briefings will include planned activities to be conducted if schools are dismissed / closed.
11. The administrator responsible for Finance and Operations will coordinate payroll plans for employees who continue to work should schools be dismissed / closed.
12. The Plant Facilities Administrator, if requested by the Department of Health and directed by the Superintendent of Schools, will commence planning of use of facilities by public health officials while schools are closed to students.
13. School dismissal / closure under the direction of the Department of Health will include all school-related activities. Buildings will be secured, and notices of closure will be posted.

Recovery:

Re-establishing the normal school routine and curriculum are essential to the recovery process and should occur as soon as possible. The Superintendent of Schools shall work with health care partners to determine when schools can be reopened.

1. The district will work closely with the New York State Department of Education to revise or amend the school calendar as deemed appropriate.
2. The administrator responsible for Finance and Operations will evaluate building operations for normal function and re-implement appropriate maintenance and cleaning procedures. She/he will ascertain availability of bus drivers, food service workers, custodial staff and report to Superintendent of Schools.
3. The administrator responsible for School Safety and Security will ascertain availability of school safety staff and report to the Superintendent of Schools.

4. Building Principals will ascertain availability of staff and report to the administrator responsible for Curriculum & Instruction. Details will be reported to the Superintendent of Schools.
5. Once schools are reopened, the Superintendent of Schools shall direct administrative staff to resume normal operations and re-establish instructional programs in accordance with directives from the New York State Department of Education.
6. The administrator responsible for Finance and Operations will track costs associated with lost instructional time and faculty / staff sick leave.
7. Upon determining that sufficient personnel and resources are available to resume classes, the Superintendent of Schools shall inform parents/guardians via ParentSquare, district website and mailings of the date and time that schools will reopen. The Board of Education may authorize full or partial reopening on conditions at the time.
8. Each Building-level Incident Management Team will review educational program / lost instruction, assess the emotional impact on students / staff and make recommendations for appropriate interventions(s).
9. Upon the reopening of schools, monitoring reports shall be filed as directed by the Superintendent of Schools. District-wide Incident Management Team and Building-level Management teams will meet to debrief and determine lessons learned. The Emergency Management Plan and Building Level Emergency Response Plan will be revised to reflect their input.

Exhibit A: Essential Staff (Attached)

Exhibit B: Reporting/Contact Tracing (Attached)

Exhibit A: Essential Staff

TITLE: Superintendent of Schools

Chief Executive Officer of the School District and chief advisor to the Board of Education. Provides leadership in developing and maintaining the best possible educational programs and services.

TITLE: Secretary to the Superintendent/District Clerk

Generally responsible for performing confidential clerical work and providing overall assistance to the Superintendent of Schools.

Assists the Board of Education and District Administration by performing clerical duties such as word processing, responding to telephone calls, and maintaining files. Acts as secretary to the Board of Education.

TITLE: Assistant Superintendent for Curriculum and Instruction

Generally responsible for planning, managing, and evaluating the K-12 curriculum. He or she is responsible for the improvement of instruction, and both short and long-range planning for continued student academic success, and articulation of instructional and student service programs throughout the district. Member of the Superintendent's Cabinet.

TITLE: Assistant Superintendent for Finance and Operations

As part of the Central Office administrative team, generally responsible for planning and managing the financial affairs of the district and the area of operations. Member of Superintendent's Cabinet. Works in concert with other Central Office and building administrators to ensure that annual District Goals are met.

TITLE: Assistant Superintendent for Human Resources

As part of the Central Office administrative team, generally responsible for planning, managing and evaluating the district-wide human resource function, all related activities, and other areas as assigned by the Superintendent of Schools. Member of the Superintendent's Cabinet. Works in concert with other Central Office and building administrators to ensure that annual District Goals are met.

TITLE: Assistant Superintendent for Student Services

As part of the Central Office administrative team, generally responsible for planning, managing, and evaluating programs of attendance and registration, guidance, Special Education, health services, psychological services, speech services, homebound instruction and social services. Member of the Superintendent's Cabinet. Works in concert with other Central Office and building administrators to ensure that annual District Goals are met.

TITLE: District Director of Strategic Planning and Safety

Generally responsible for planning, managing, and evaluating the district's character education curriculum, school climate, school safety and security operations. He or she is responsible for the continued improvement of school climate, and both short and long-range planning for continued student character education success, and articulation of instructional and student service programs throughout the district as they relate to school safety.

TITLE: Plant Facilities Administrator

Generally responsible for providing all students and staff with the full educational use of the physical school facilities by maintaining them in a condition of operational excellence, cleanliness, and safety.

TITLE: School Transportation Coordinator

Generally responsible for coordinating and administering the transportation program for the school district having contractual agreements with private bus companies.

TITLE: Director of Cafeteria Services

Generally responsible for all aspects of the School Food Service program including breakfast, lunch, a la carte sales and special functions.

TITLE: Office Assistant/Senior Office Assistant/OA Spanish Speaking – Central Offices Generally responsible for performing clerical and typing/word processing duties.

TITLE: Chief Custodian

Under general supervision has responsibility for planning and directing the cleaning, maintenance and repair of the school facility and surrounding grounds.

TITLE: Head Custodian

Under general supervision has responsibility for planning and directing the cleaning, maintenance and repair of the school facility and surrounding grounds.

TITLE: Custodial Worker (Rotation)

Under direct supervision performs moderately heavy manual work cleaning the school building and surrounding grounds.

TITLE: Courier

Makes school district-related pick-ups and deliveries on a daily basis.

TITLE: Food Service Worker

Under immediate supervision, performs a variety of duties to maintain kitchen work areas and equipment and assists in food preparation and serving. Establish rapport with students and staff.

ESSENTIAL WORKERS AS NEEDED: TITLE/DESCRIPTION

TITLE: Elementary School Principal

Provides instructional leadership to staff including curriculum planning, review and implementation, and professional development. Responsible for building administration and the safety and welfare of students, staff, and visitors to the building.

TITLE: Middle School Principal

Provides instructional leadership to staff including curriculum planning, review and implementation, and professional development. Responsible for building administration and the safety and welfare of students, staff, and visitors to the building.

TITLE: High School Principal

Provides instructional leadership to staff including curriculum planning, review and implementation, and professional development. Responsible for building administration and the safety and welfare of students, staff and visitors to the building.

TITLE: Office Assistant/Senior Office Assistant/OA Spanish Speaking – Principals’ Offices Generally responsible for performing clerical and typing/word processing duties.

TITLE: Director of Technology

Generally responsible for overseeing the planning, management, maintenance, and implementation of computer technology throughout the school district.

TITLE: Technology Support Personnel

Under general supervision, responsible for support and maintenance of district technology needs.

TITLE: Maintenance Mechanic

Under general supervision, responsible for the ongoing maintenance and repair of school district facilities.

TITLE: Groundskeeper

Under general supervision, responsible for maintenance of the grounds and athletic fields surrounding each school building.

TITLE: Senior Account Clerk (Business Office)

Under general supervision, performs specialized clerical work and maintains a complex set of financial and statistical records. Compiles and prepares or assists in the preparation of difficult and complex financial or statistical reports.

TITLE: Security Supervisor

To help provide for and ensure the security and protection of students, staff, visitors, and property.

TITLE: School Security Guard

Under general supervision, responsible for preserving the overall safety and security within and around the school building.

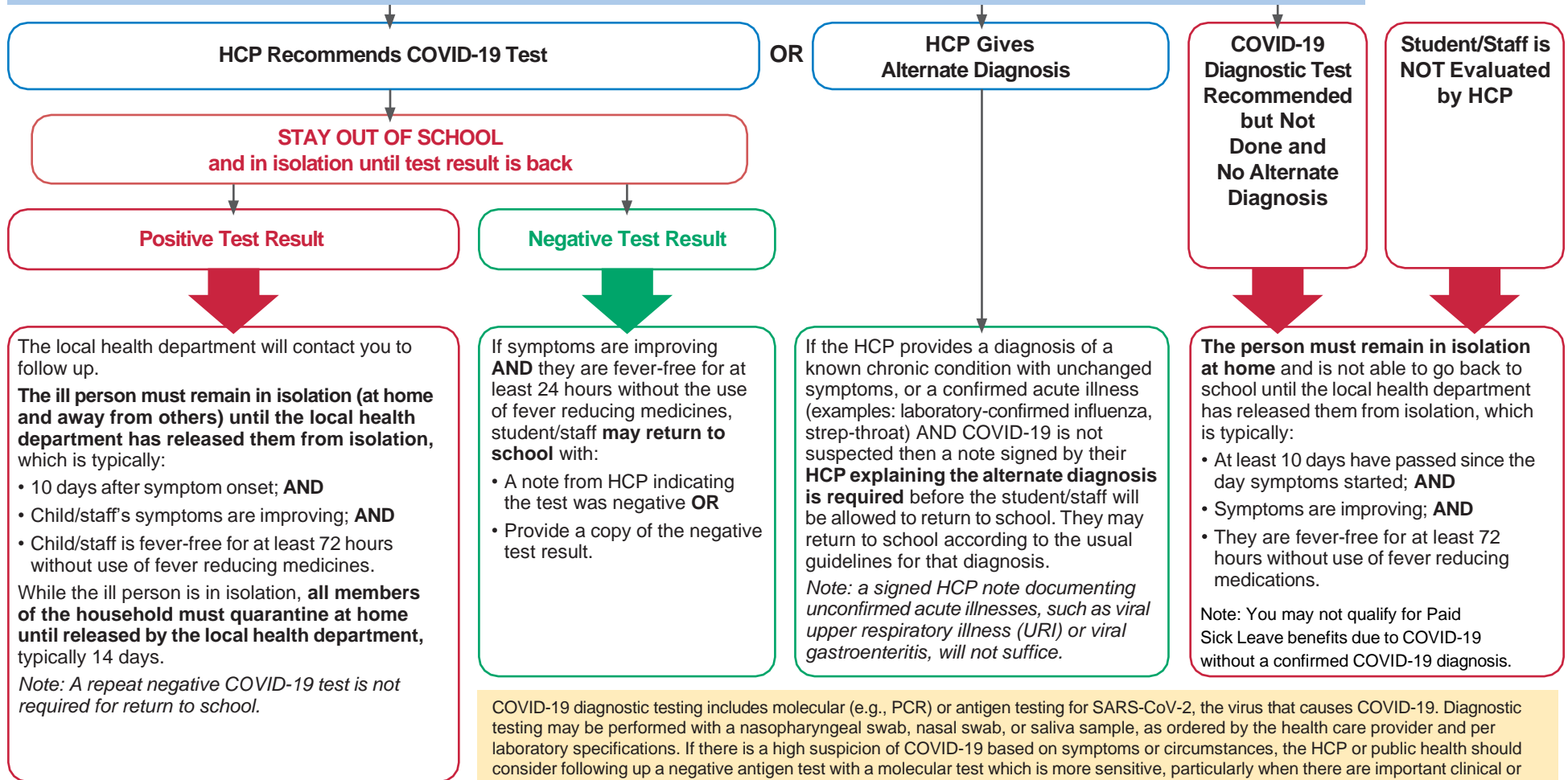
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

EXHIBIT B

NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff

f

In the past 10 days, has the student or staff been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are they still waiting for the result?

The student or staff **cannot** go to school today. They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released the individual from isolation.

In the last 14 days, has the student or staff:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

NO

Students or staff **cannot** go to school today. They must stay at home until the local health department releases the individual from quarantine (at least 14 days from the date of their return from travel or last exposure). A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement. School staff are not essential workers and **must** quarantine.

Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat

- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

The student or staff **cannot** go to school today. They should be assessed by their health care provider (HCP). If they do not have an HCP, they should call their local health department. If they do not receive COVID-19 testing, or are not cleared to return to school by their HCP, then they are required to be isolated at home. See next page for more information.

The student or staff **CAN** go to school today! Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.

Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain

EXHIBIT B

- Lethargy, irritability, or confusion

RESOURCES:

Preparing for the Flu: A Communication Toolkit for Schools

<https://www.cdc.gov/h1n1flu/schools/toolkit/>

Technical Report for State and Local Public Health Officials and School Administrators on CDC Guidance for School (K-12) Responses

<http://www.flu.gov/plan/shcool/k12techreport.html>

Report a Flu-Related School Dismissal

<http://www.cdc.gov/h1n1flu>

Continuity of Learning Recommendations for Schools (K-12) During Extended Student Absences or School Dismissal

<http://www.ed.gov/admins/lead/safety/demergencyplan/pandemic/guidance/continuity-recs.pdf>

Continuity of Learning-Preparing for the Flu: Questions and Answers for Schools

<http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/guidance/continuity-ga.pdf>

Centers for Disease Control and Prevention-School District Pandemic Influenza Planning Checklist

<https://www.cdc.gov/flu/pandemic-resources/pdf/schoolchecklist.pdf>

New York State Department of Health-Pandemic Flu Action Kit

<https://www.health.ny.gov/diseases/communicable/influenza/surveillance/>

Hand Hygiene- www.cdc.gov/cleanhands

Respiratory etiquette –

<http://www.cdc.gov/flu/protect/covercough.htm>

Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide 2nd Edition (2009) –

<https://www.amazon.com/Managing-Infectious-Diseases-Child-Schools/dp/1581102666>

EPA-registered products effective against flu:

<https://www.epa.gov/iaq-schools/what-informationguidance-do-you-have-managing-flu-school>

<https://www.epa.gov/topics-epa-web>

<https://nystateofhealth.ny.gov/>

<https://www.epa.gov/pesticide-registration/antimicrobial-products-registered-disinfection-use-against-avian-influenza>

**Preparing for the Flu
(Including 2009 H1N1 Flu)**

Please use this link to obtain the Center for Disease Control's 24 page toolkit on how to prepare for the flu.

<https://www.cdc.gov/flu/resource-center/toolkit/index.htm>

SECTION IV

SPECIFIC EMERGENCY RESPONSES

**COPIAGUE PUBLIC SCHOOLS
2650 GREAT NECK ROAD
COPIAGUE, NEW YORK 11726**

REPORTING OF HAZARDS

The Board of Education recognizes its responsibility to provide an environment which is reasonably secure from known hazards. The Board therefore directs the Superintendent of Schools and all professional and support staff members to comply with occupational safety and health regulations, including the Hazard Communication Standard and "Right-to-Know" legislation.

The Superintendent will direct appropriate personnel to develop and oversee a written hazard communication and training program. Such program will include the following:

1. the acquisition, maintenance and review of Safety Data Sheets (SDS's) for all chemical materials used and/or stored on district property;
2. the compilation of a hazardous materials inventory;
3. employee training in hazardous materials management and protection; and
4. the recording of all incidents involving exposure to known hazardous materials. Records of employees who have been exposed to substances with enforceable exposure standards shall be kept for forty years.

The district will comply with the requirements for the visual notification of pesticide spraying as set forth in the Environmental Conservation Law.

It is the responsibility of the entire school community to report any unsafe building or equipment conditions to the main office as soon as possible. In addition, designated administrators will provide notice of hazardous materials to current and former employees within 72 hours of a request.

Cross-ref: 1120, School District Records
7365, Construction Safety
8115, Pesticides and Pest Management
8120, Accident Prevention and Safety Procedures

Ref: 29 CFR §1910.1200 and 12 NYCRR Part 800 (Hazard Communication Standard)
40 CFR §763.95
Public Health Law, Article 48 and Labor Law, Article 28
("Right-to-Know" Law)
Labor Law §876
Environmental Conservation Law §33-0101
State v. GTE Valeron Corp, 155 AD2d 166 (1990)

Adoption date: June 6, 1994

Revision dates: Mar. 5, 2007; Dec. 7, 2009, Mar. 7, 2022

Reviewed: Dec. 3, 2018

REPORTING OF HAZARDS REGULATION

The Hazard Communication Program is intended to address the issue of evaluating and communicating hazard information to district employees. The following summarizes the responsibilities of those persons most directly involved with the successful implementation of this program.

Director of Facilities

1. Develops and oversees the implementation of a written hazard communication program in accordance with the Federal Hazards Communication standard.
2. Provides employees with training on hazardous materials and the measures required to maintain optimum protection while working with these agents.
3. Reviews Safety Data Sheets for all products currently in use or being considered for use.
4. Maintains an inventory of Safety Data Sheets for all chemical materials used and/or stored on district property.
5. Requests specific chemical information when such material has been designated as a trade secret by a manufacturer or supplier.
6. Acts as employee contact for obtaining Safety Data Sheets from the manufacturers or suppliers of materials currently in use or being considered for use.
7. Compiles Safety Data Sheets for each material used and obtains updates when necessary. To maintain current safety precautions, all sheets are to be reviewed every three (3) years.
8. Ensures that Safety Data Sheets are readily accessible to employees, and will provide such information within 72 hours of an employee request.

Head/Chief Custodian

1. Implements the Hazard Communication Program.
2. Generates and maintains inventory listings of all hazardous materials present and provides updates where and when necessary.
3. Ensures that each container identified as holding a hazardous material is properly labeled as to the identity of its contents and appropriate hazard warnings, including building materials.

Staff Members

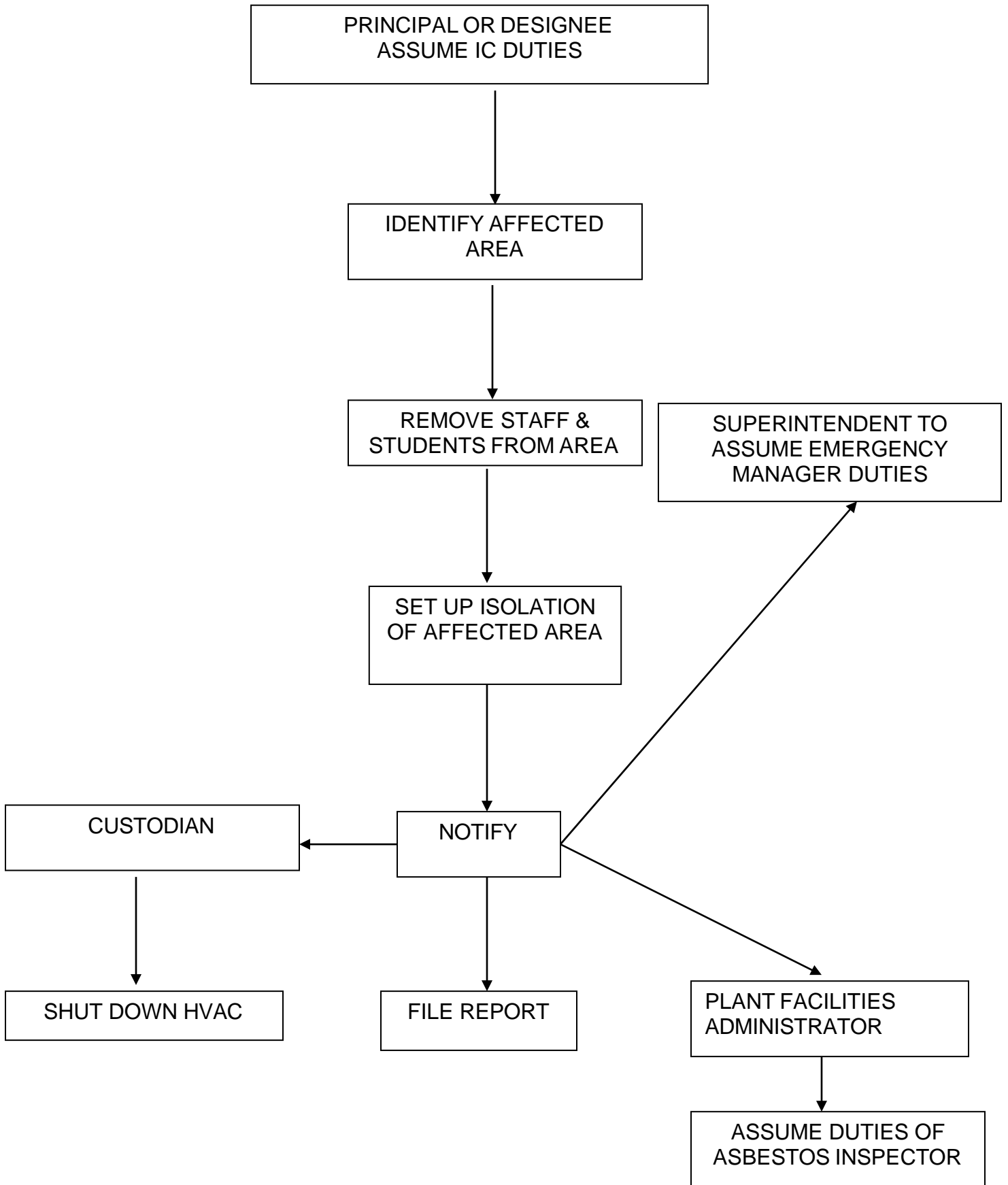
1. Actively participate in mandated training programs and comply with training provisions.
2. Participate in training to familiarize themselves with the Material Safety Data Sheets of those hazardous materials with which they work.
3. Utilize those measures that have been distributed to protect themselves from adverse exposure to hazardous materials.

Adoption date: June 6, 1994

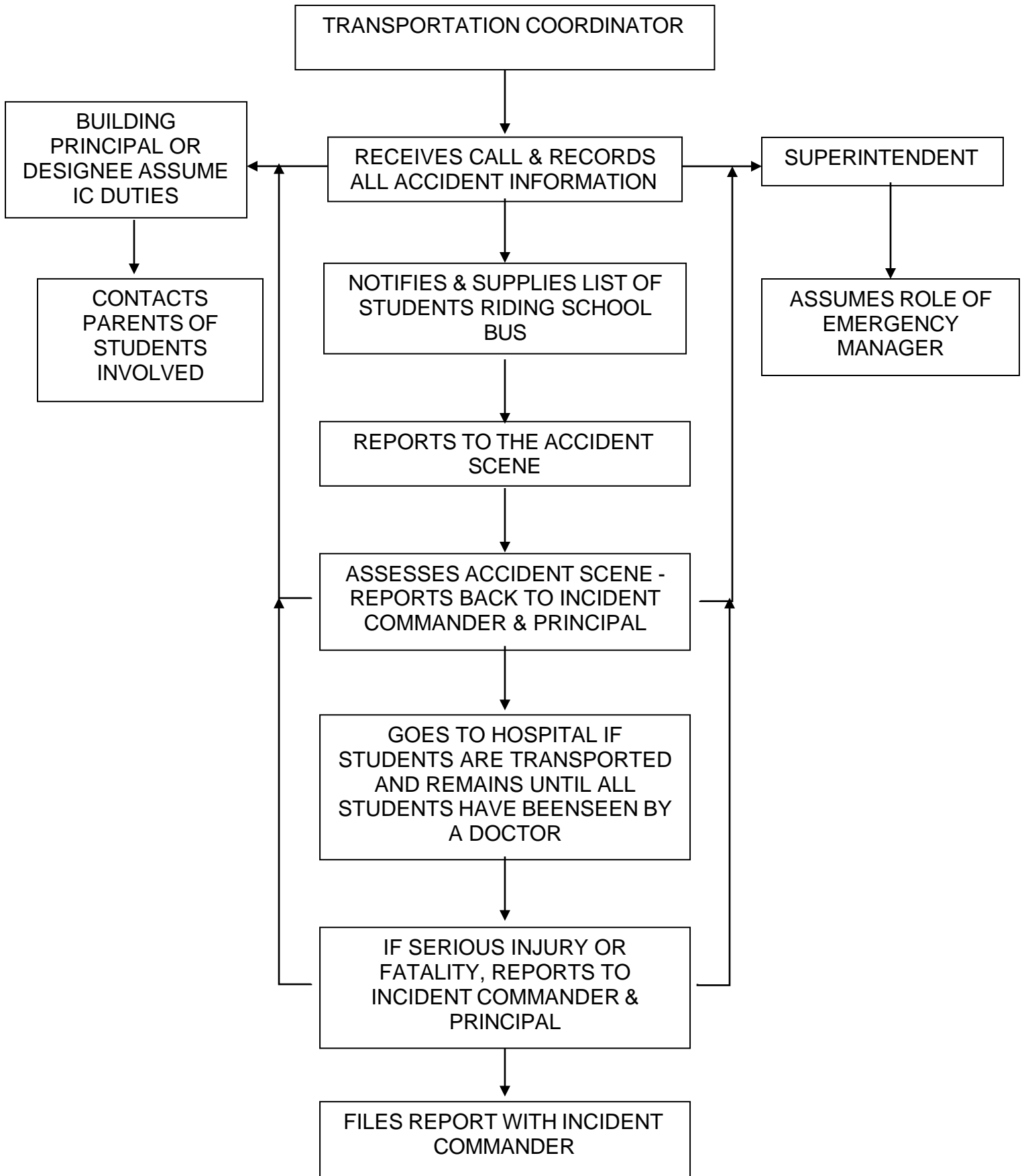
Revision dates: Jan. 29, 2001; Dec. 7, 2009, Mar. 7, 2022

Reviewed: Dec. 3, 2018

ASBESTOS RELEASE



BUS ACCIDENT

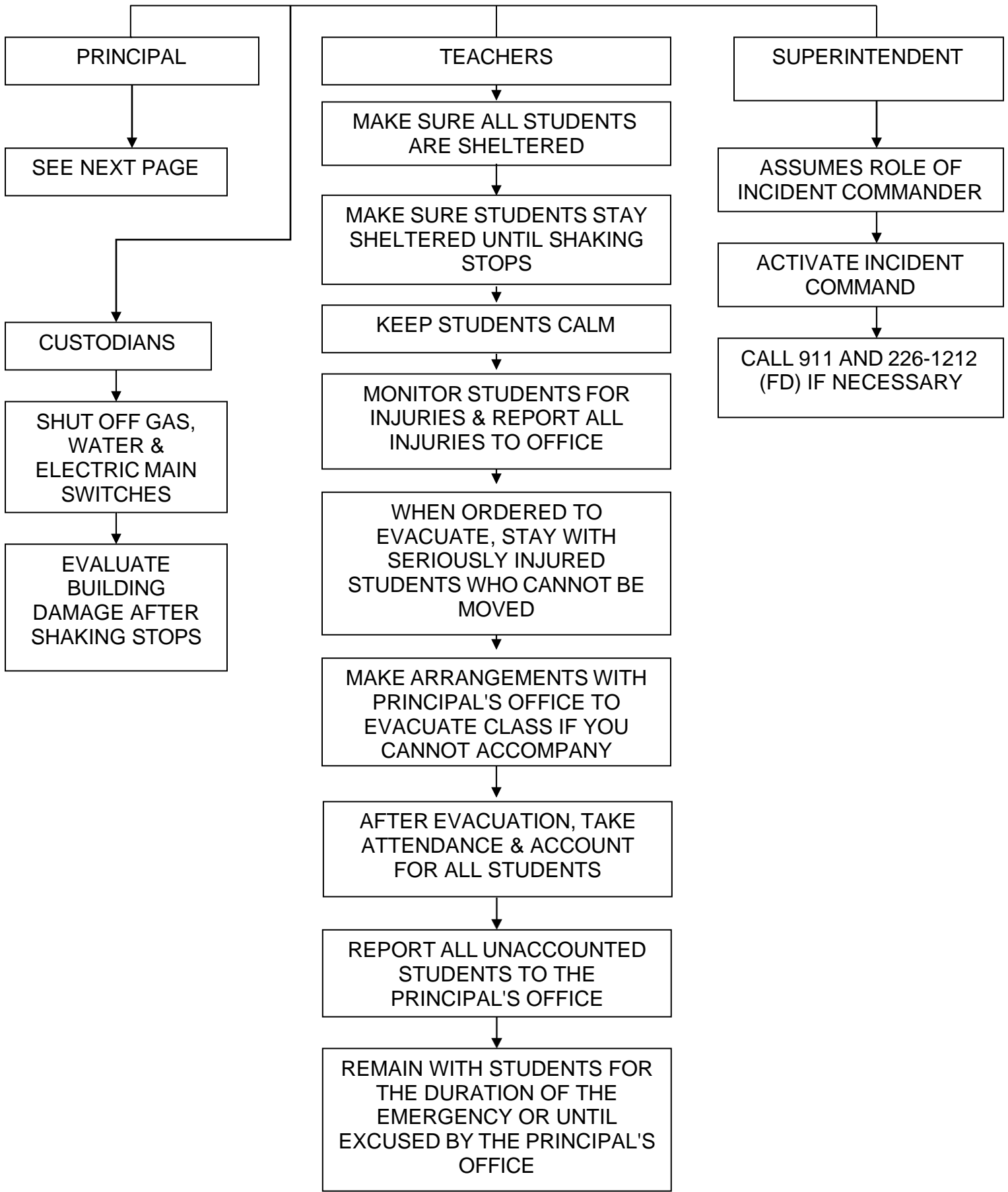


Standard Operating Procedure "Bus Accident"

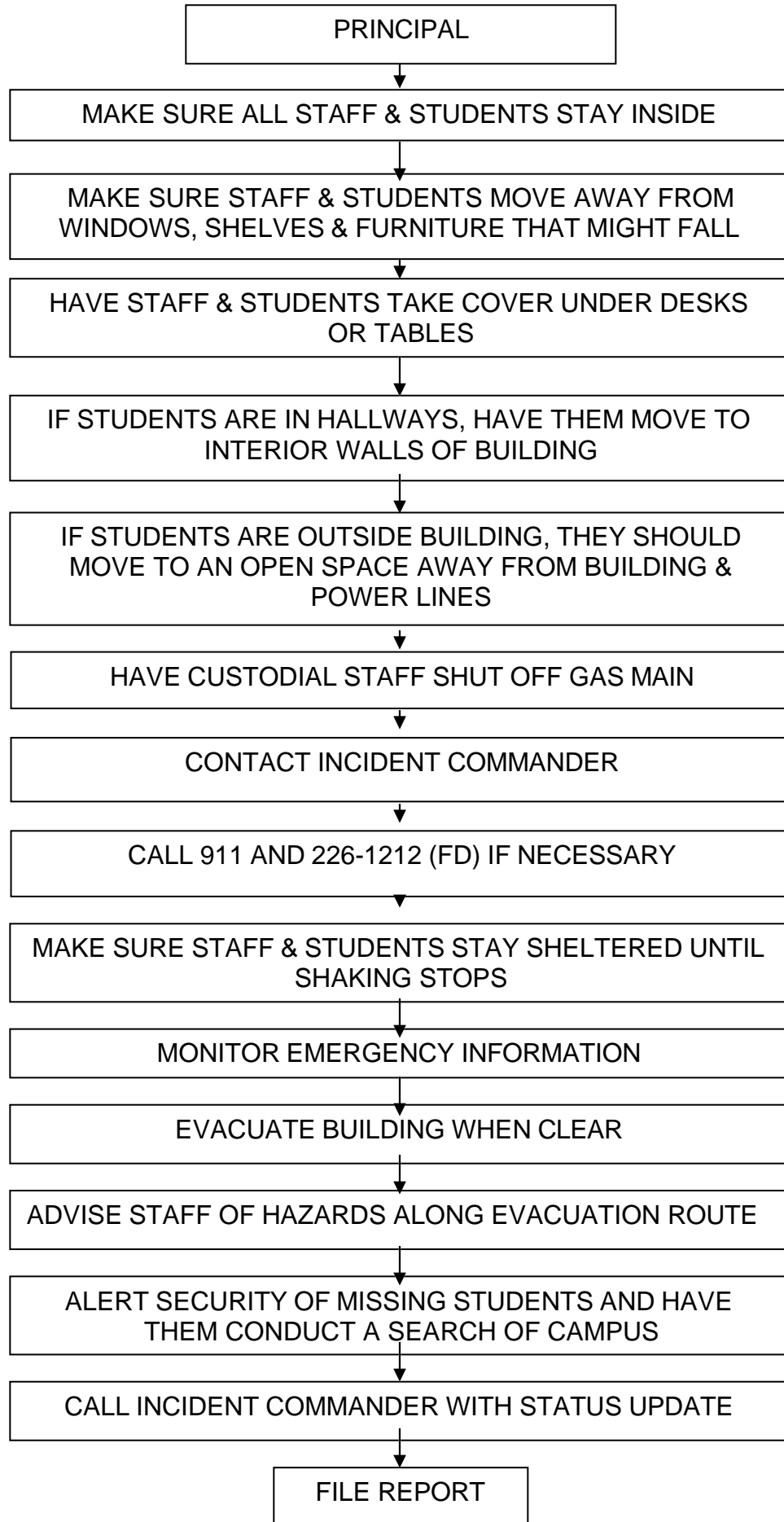
Upon notification that a bus accident has occurred the following procedures should be followed:

1. The Coordinator of Transportation is dispatched to the accident site. If the Coordinator of Transportation is unavailable, the Director of Pupil Personnel Services will assume the responsibility. In the event that neither the Coordinator of Transportation nor the Director of Pupil Personnel Services is available, the Assistant Superintendent for Finance and Operations will assume responsibility.
2. The Transportation Department will notify the Superintendent of Schools with the preliminary information about the accident. The Superintendent of Schools will assume the role of Incident Commander and activate his operations team when necessary.
3. The Coordinator of Transportation, upon his arrival at the accident site, will assess the situation with police, fire department, and school bus personnel.
4. The Coordinator of Transportation will contact the Incident Commander with information as it becomes available i.e.: student names, injuries, etc.
5. In the event that students are being transported to hospitals, the Coordinator of Transportation will obtain this information from the Fire Department and then notify the Incident Commander with this information.
6. The Incident Commander will notify the building principals with the information provided by the Coordinator of Transportation.
7. The Incident Commander will notify the Incident Command Team in those cases where information needs to be disseminated.
8. In cases where students are transported to the hospital(s) the Coordinator of Transportation will report to the hospital and stay with the students until their parents arrive. In cases where students are transported to more than one hospital the Coordinator of Transportation will notify the Incident Commander to assign school personnel to report to these hospitals. School personnel will remain with students until their parents arrive.
9. The Coordinator of Transportation or other school personnel will report to the Incident Commander as to the students medical status as that information becomes available.
10. The Coordinator of Transportation will file a bus accident report with the Incident Commander.
11. The Incident Commander will file a report with the Board of Education.
12. The Coordinator of Transportation, Incident Commander, and the Incident Command Team will meet to review the bus accident procedures and the Emergency Management Plan to evaluate its effectiveness in the emergency.

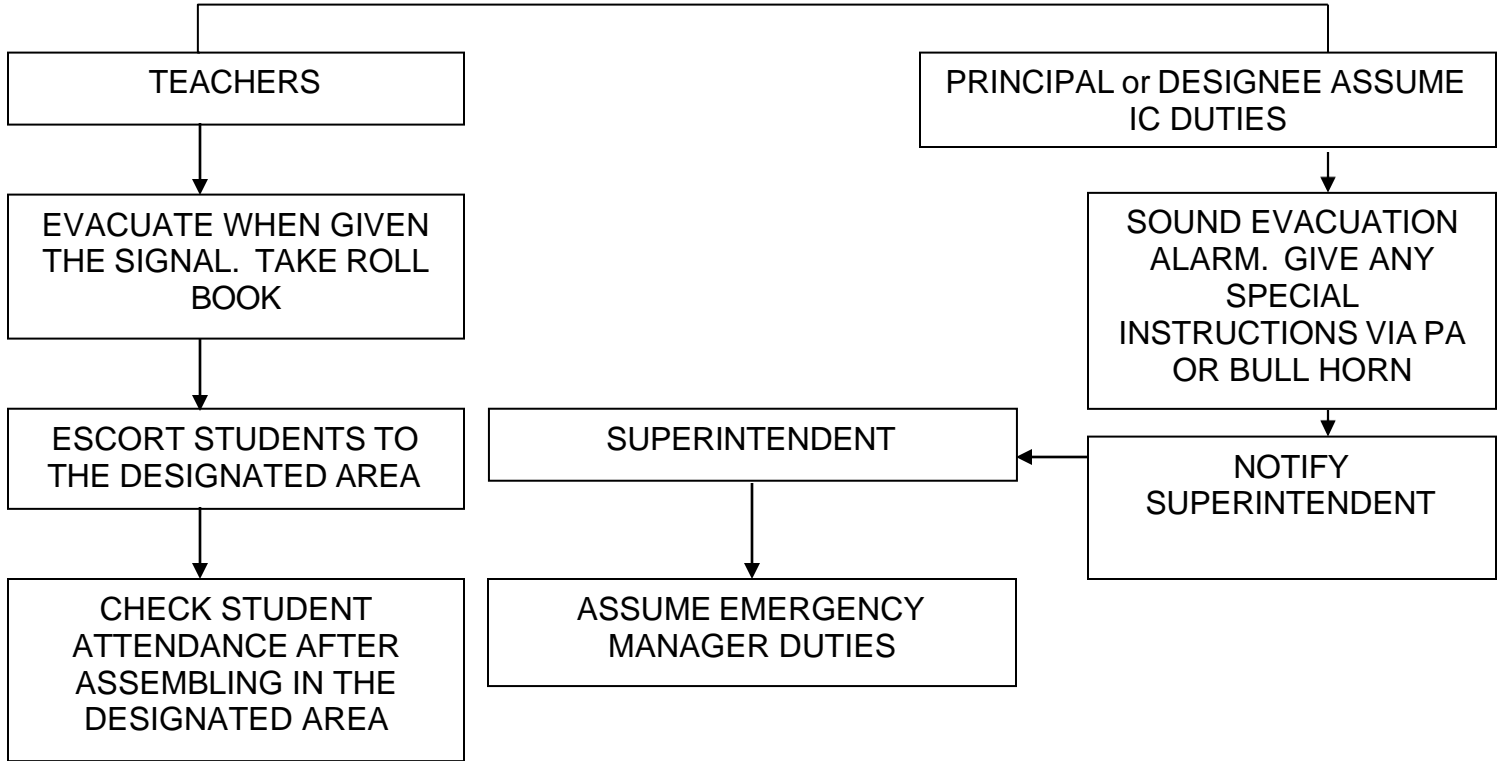
EARTHQUAKE



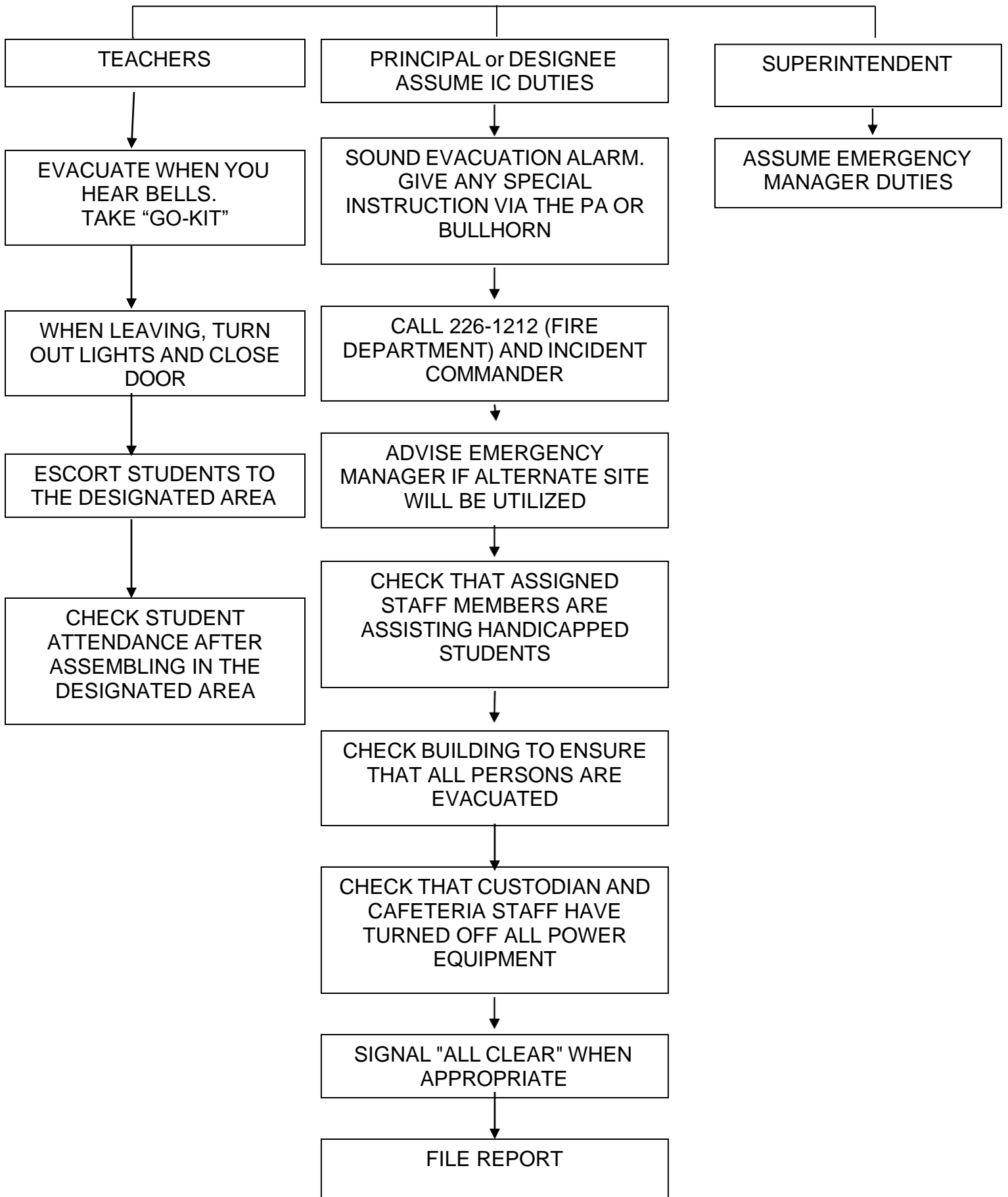
EARTHQUAKE



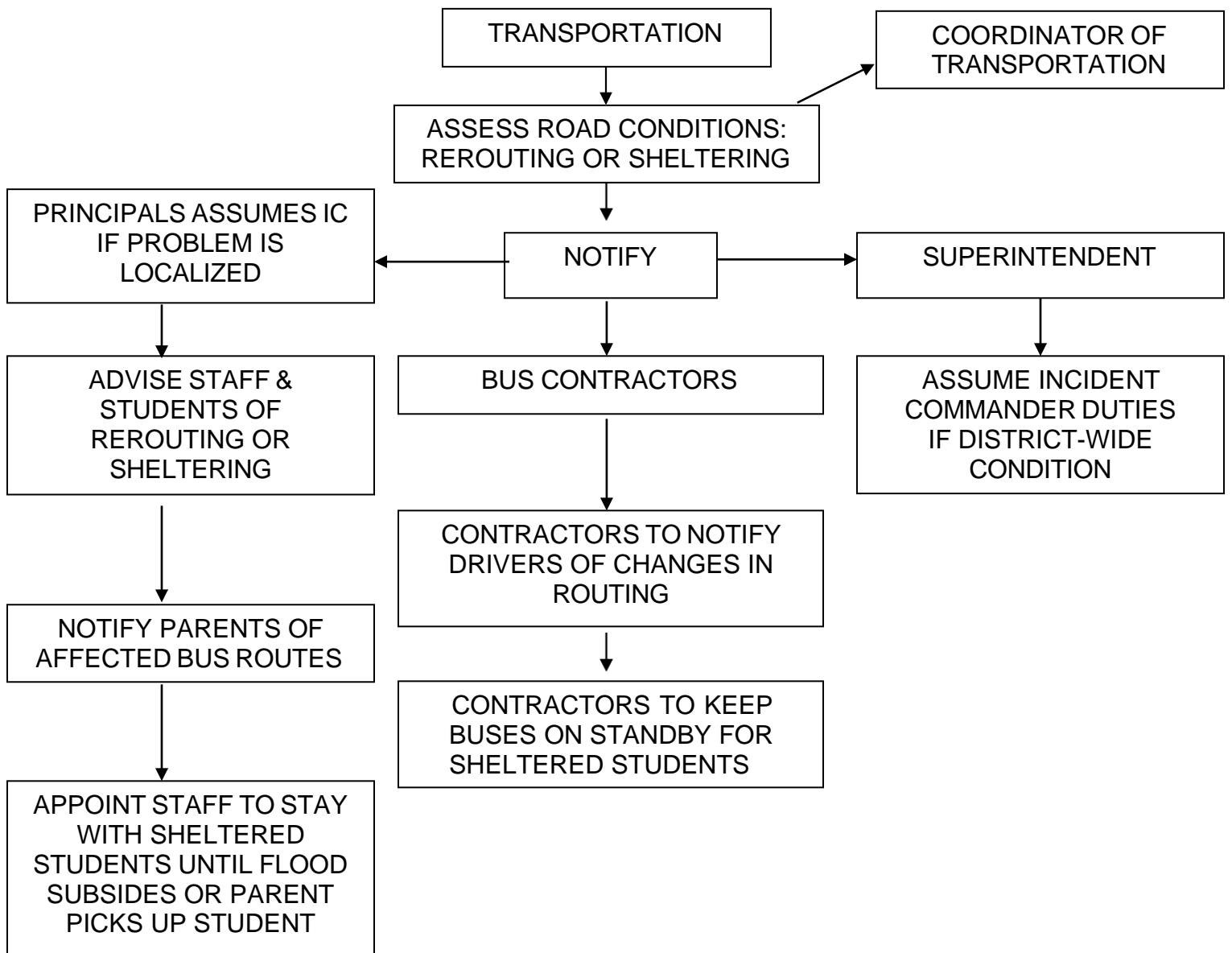
EXPLOSION



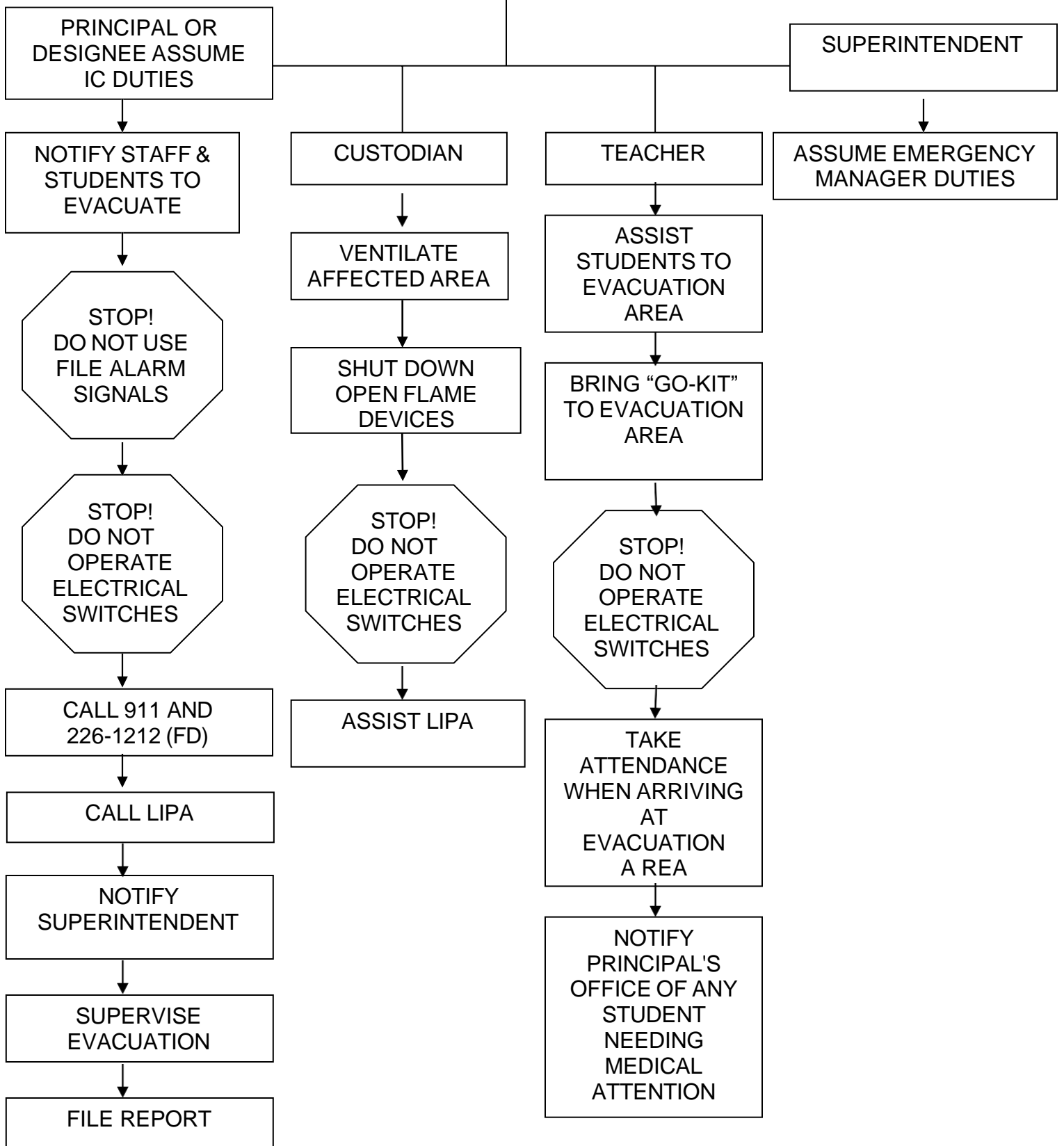
FIRE



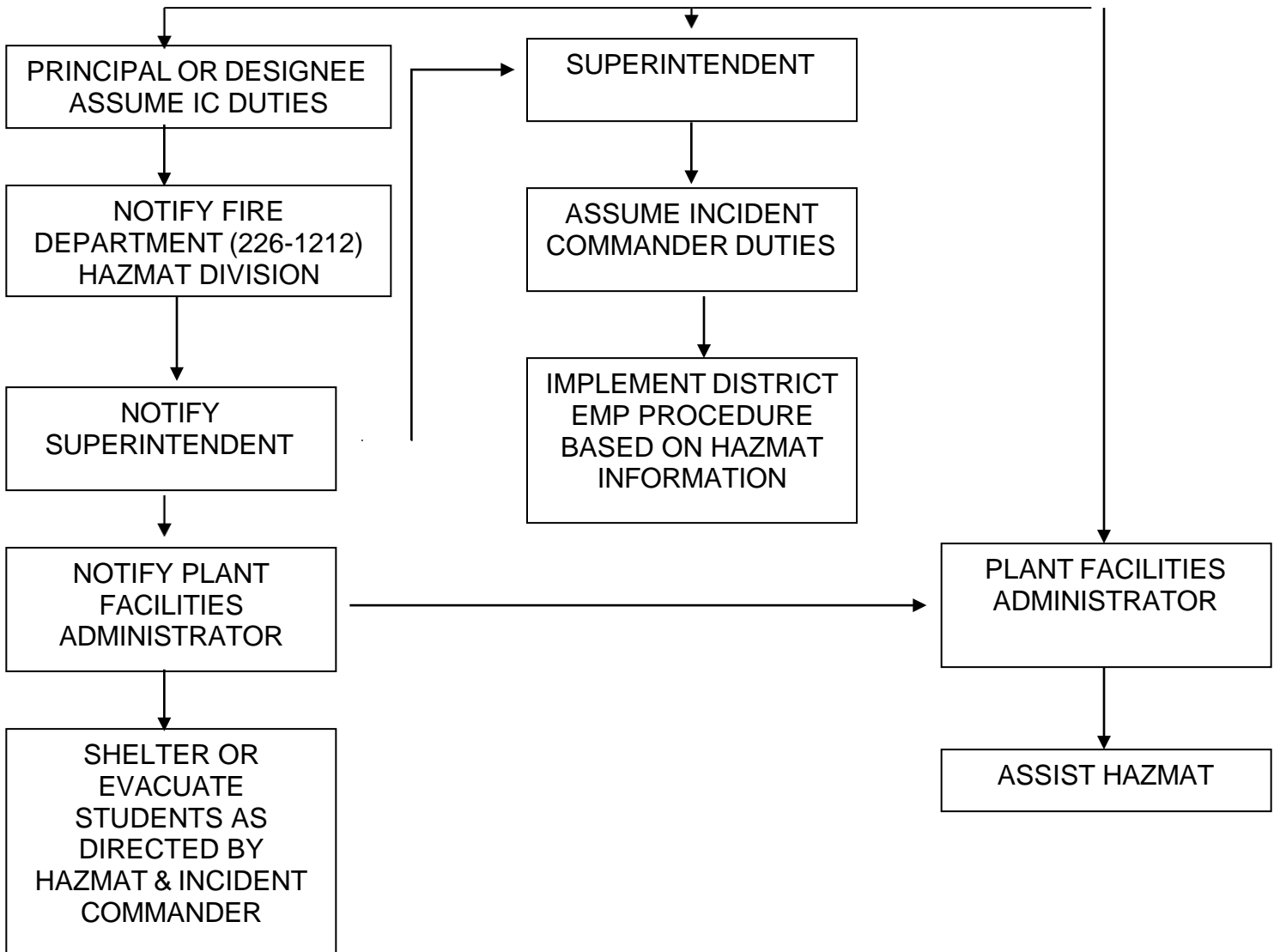
FLOODING



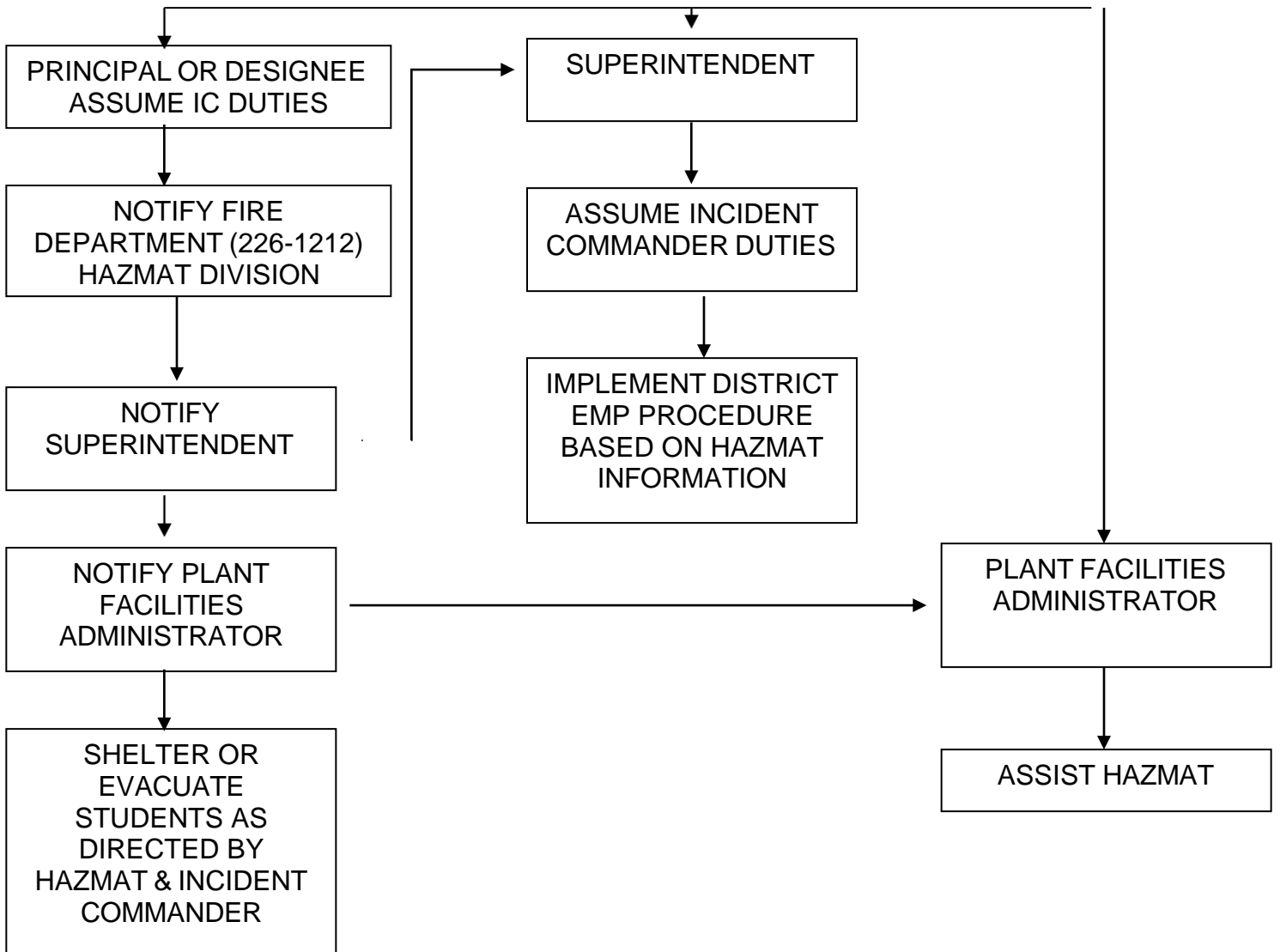
GAS LEAK



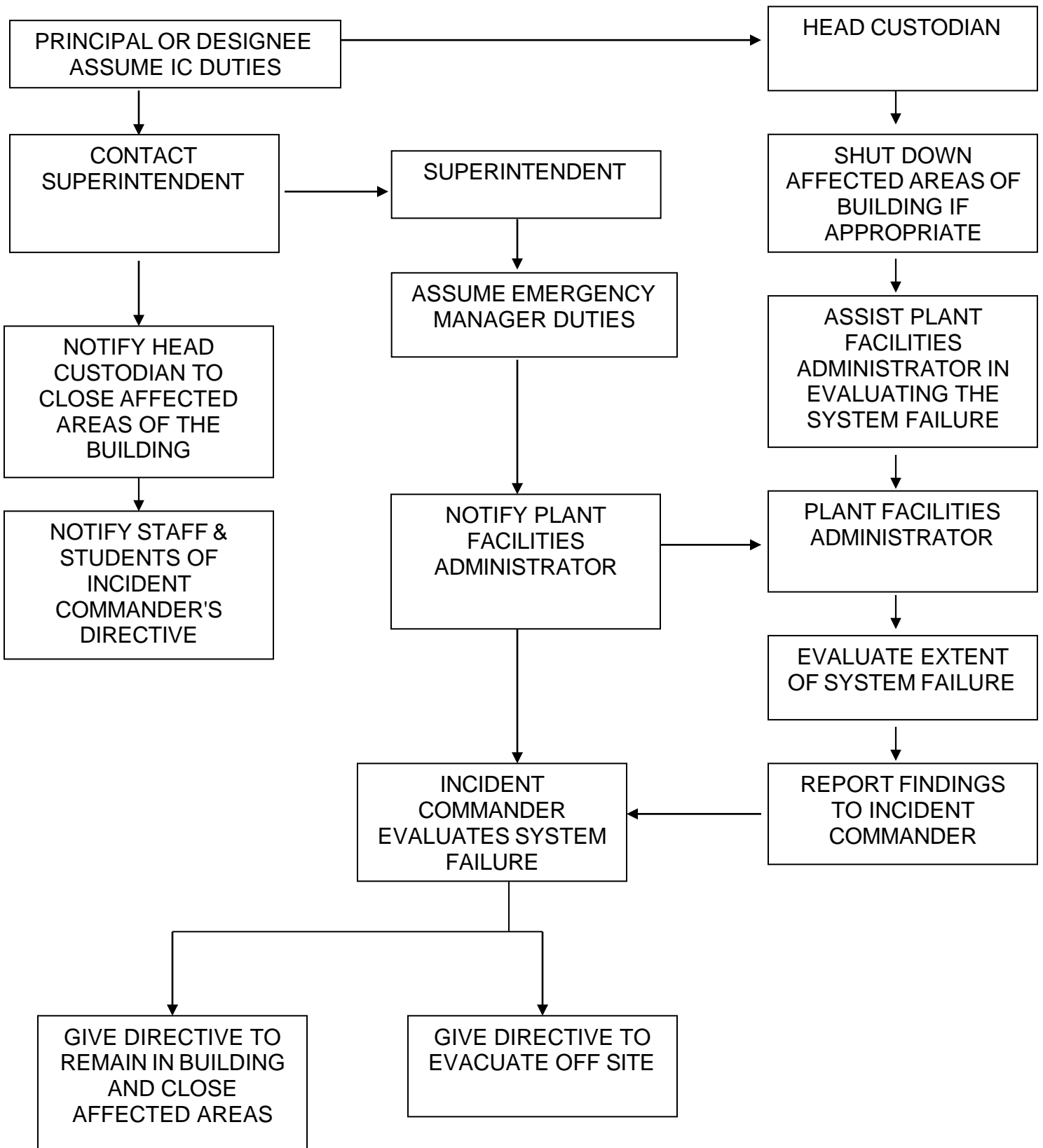
HAZARDOUS MATERIAL RELEASE



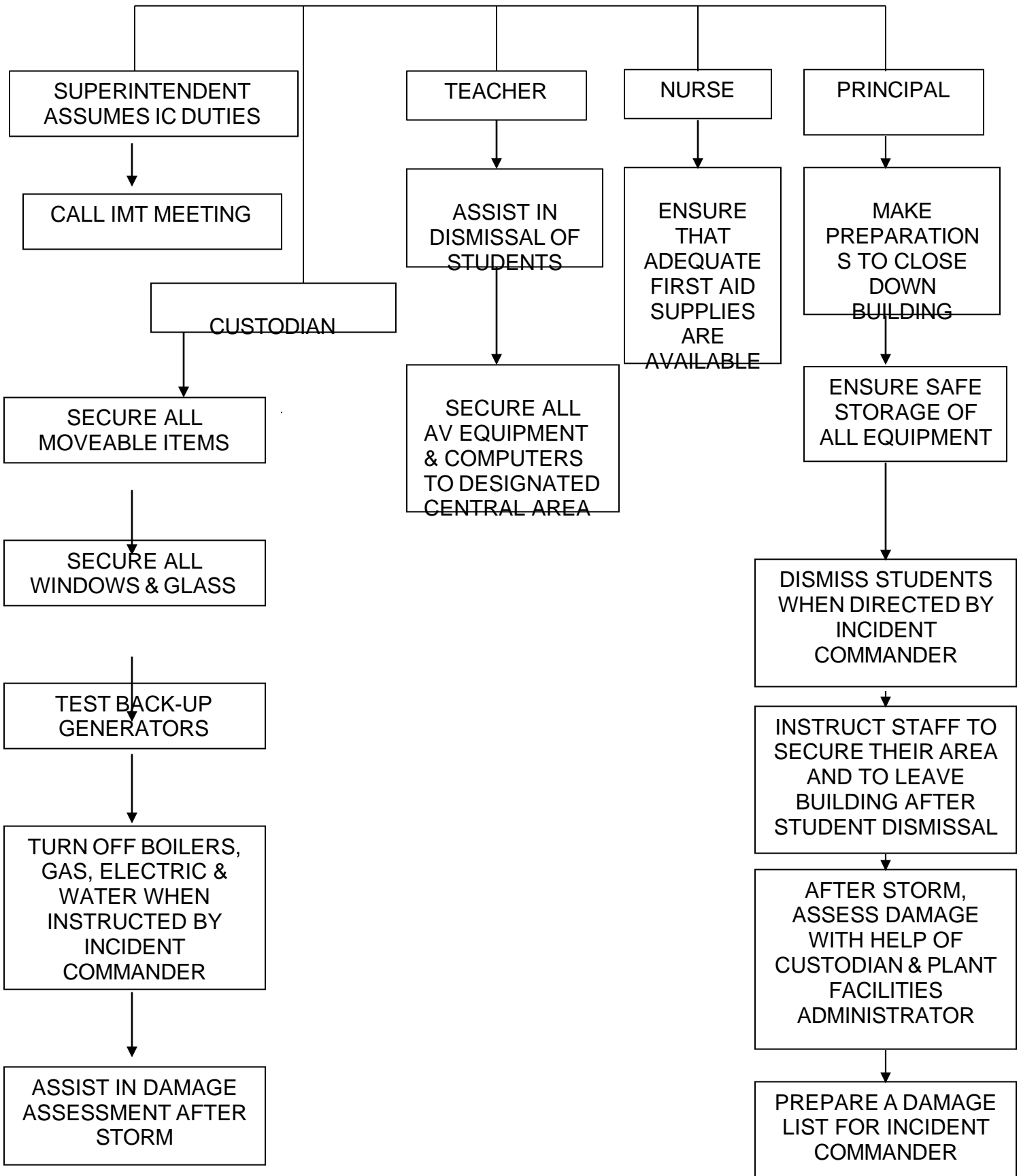
HAZARDOUS MATERIAL RELEASE



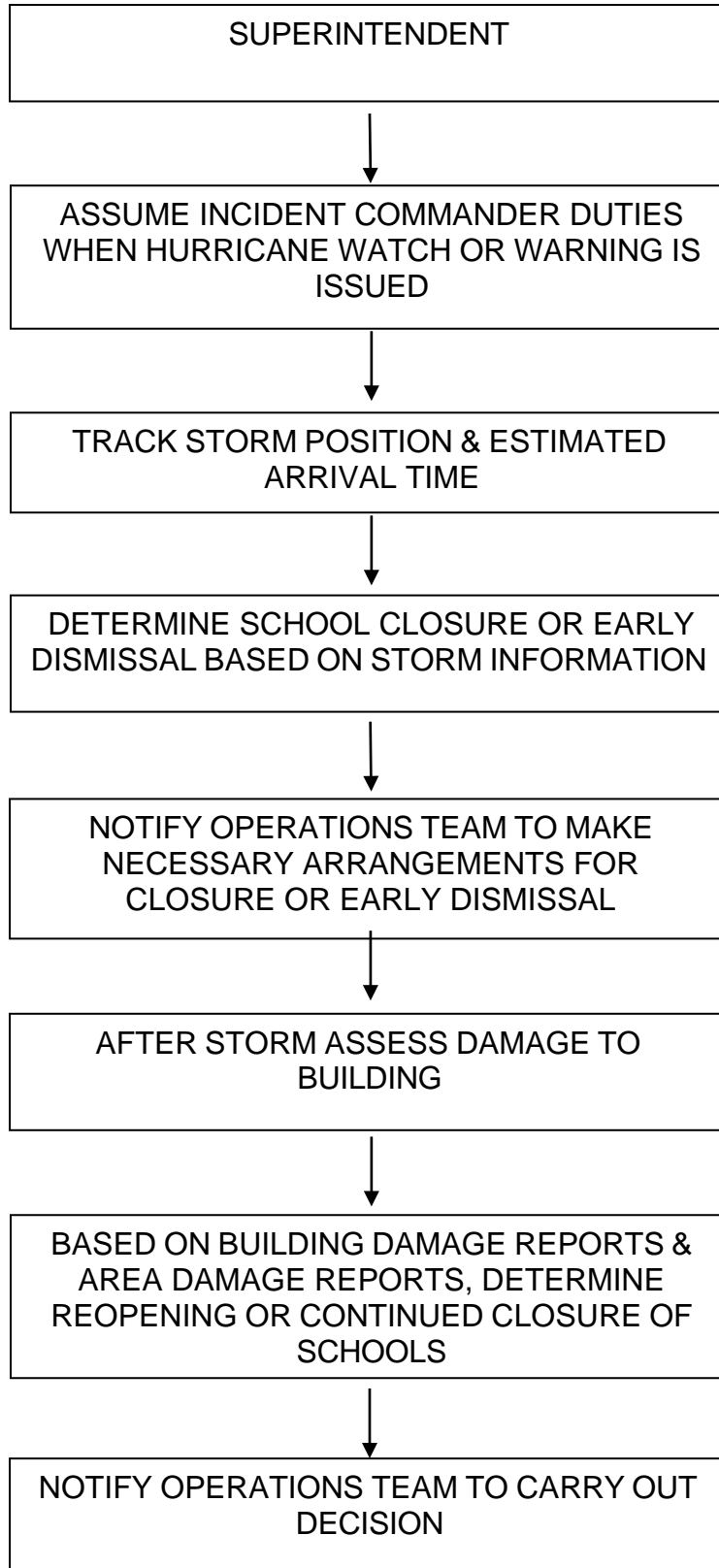
HEATING SYSTEM FAILURE



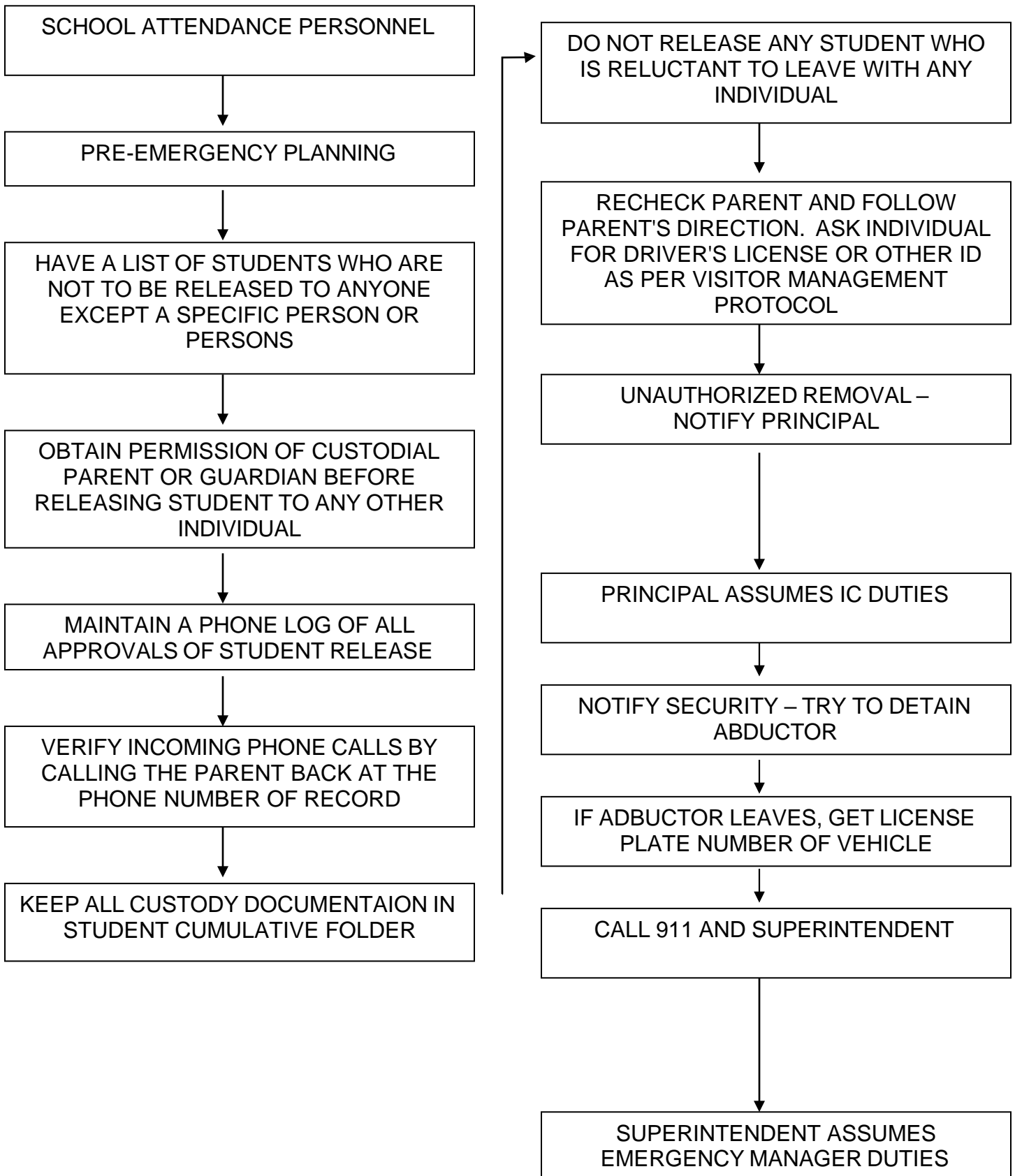
HURRICANE



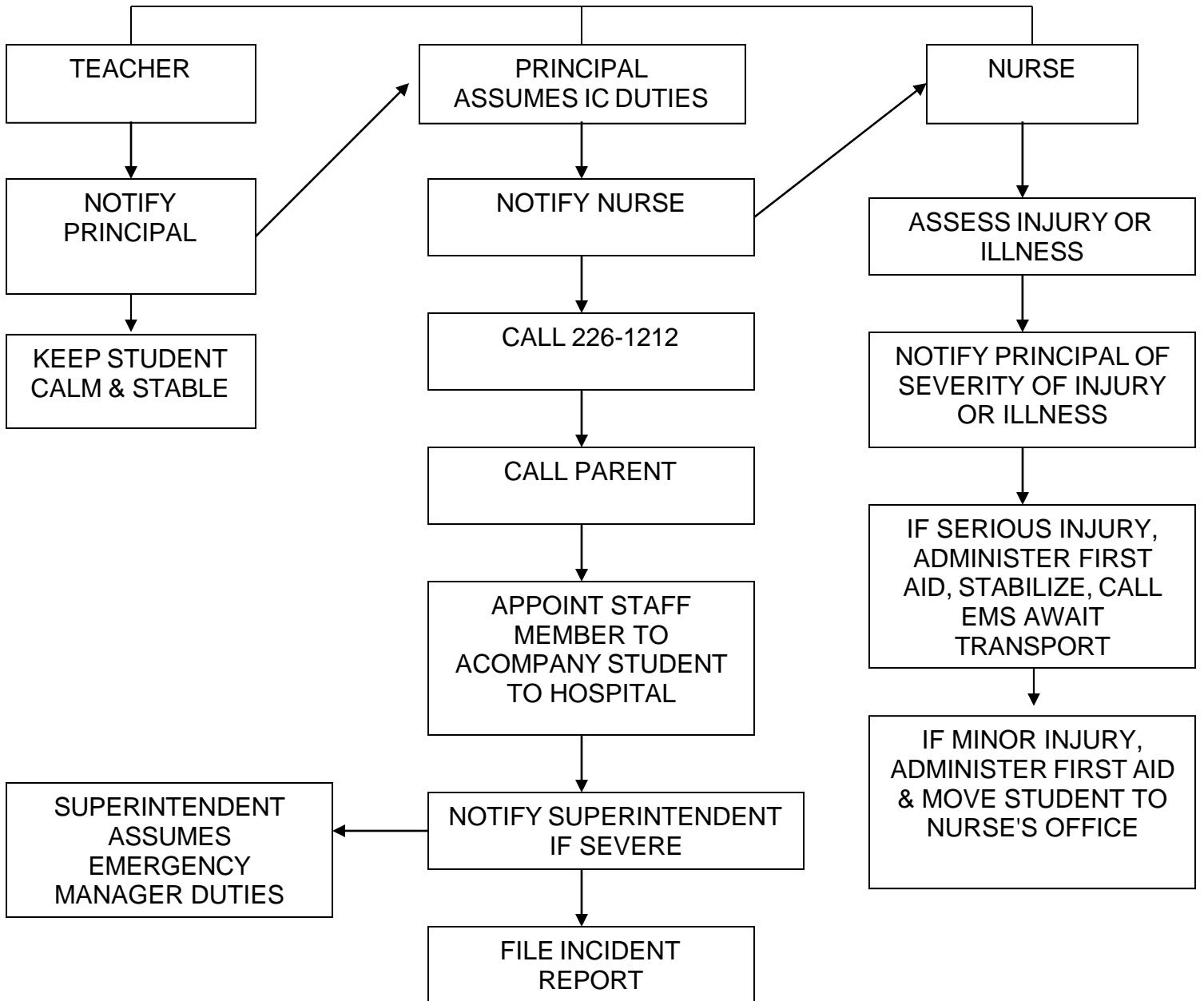
HURRICANE



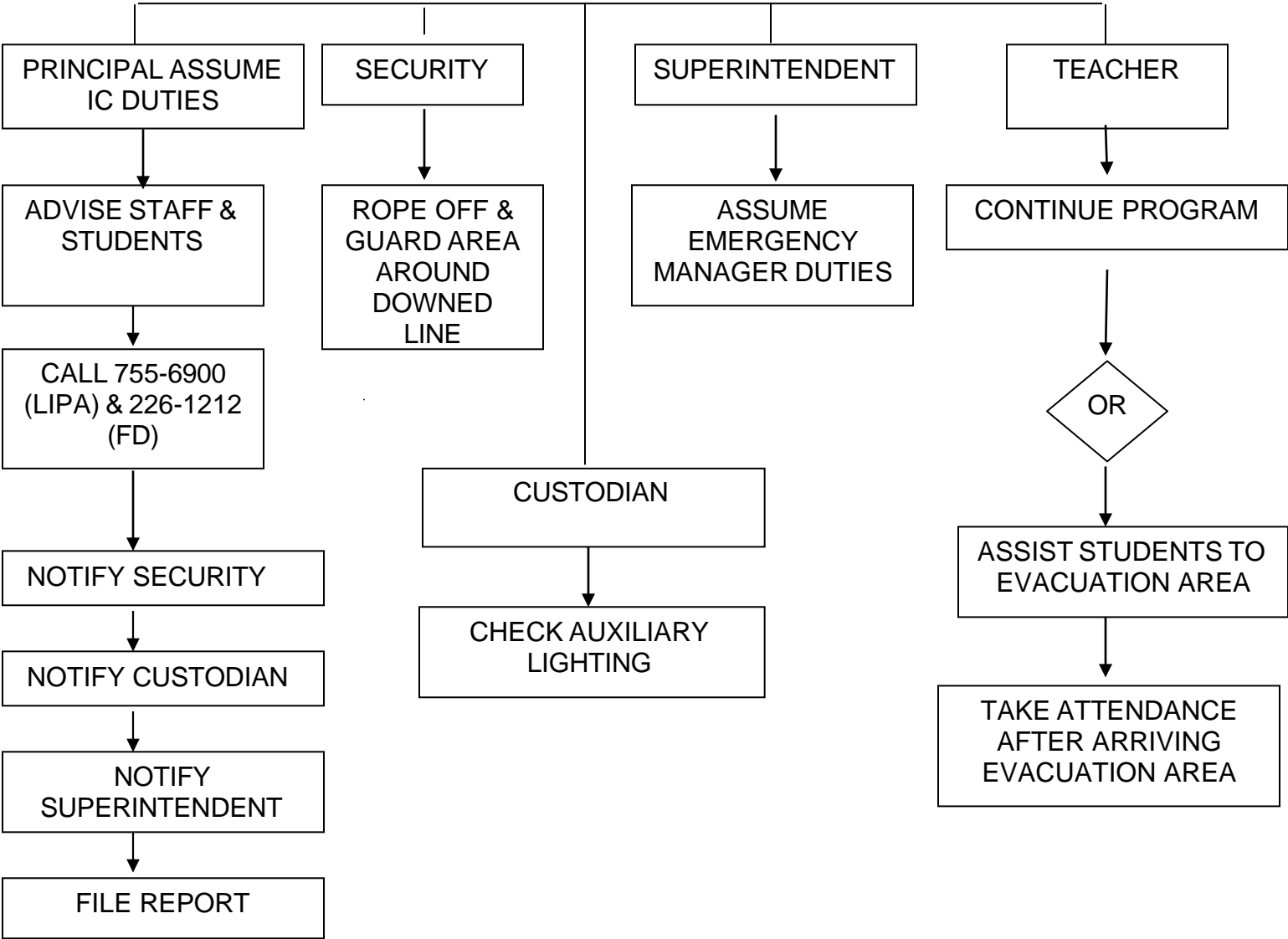
KIDNAPPING - UNAUTHORIZED REMOVAL



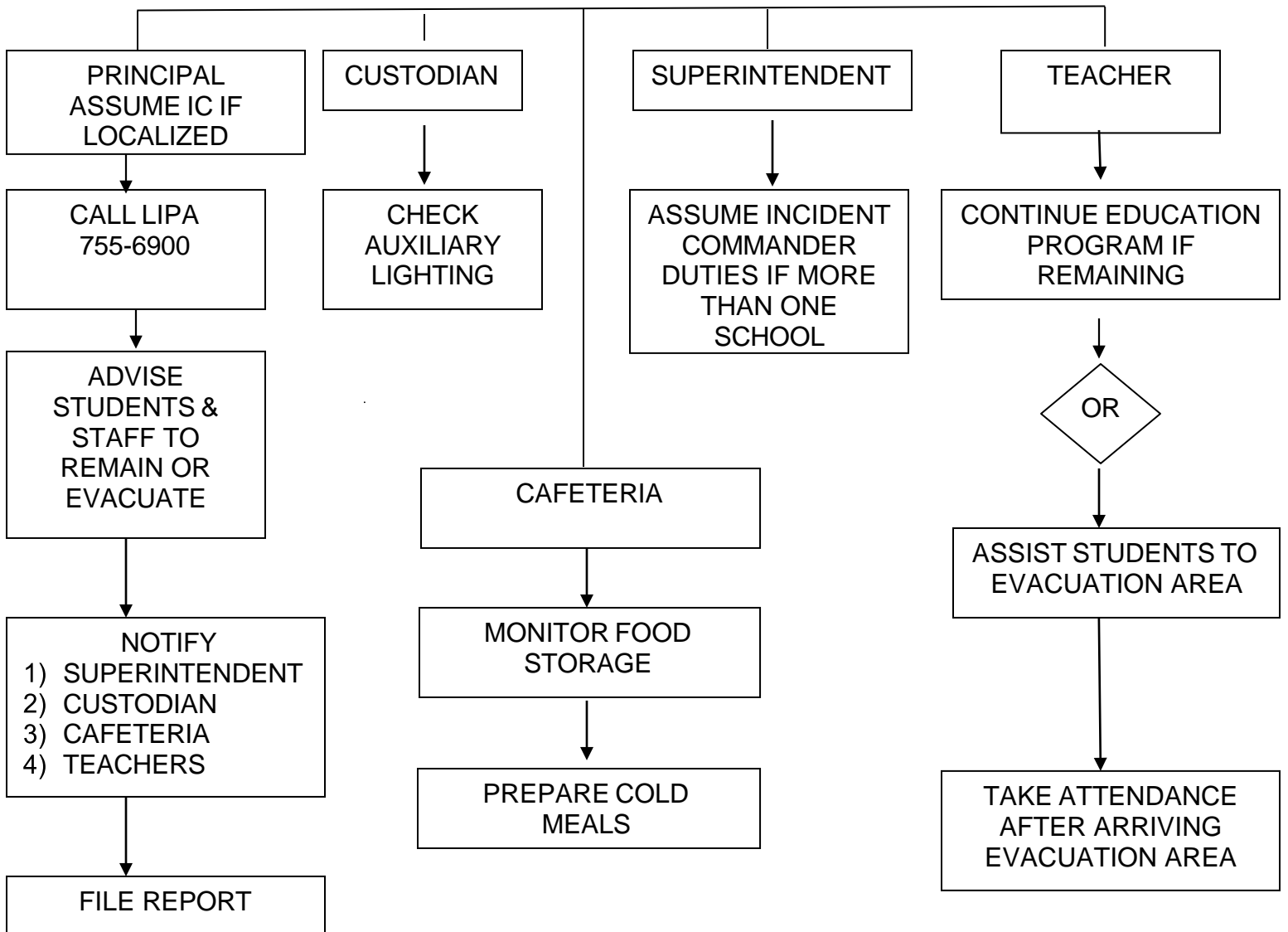
MEDICAL EMERGENCY



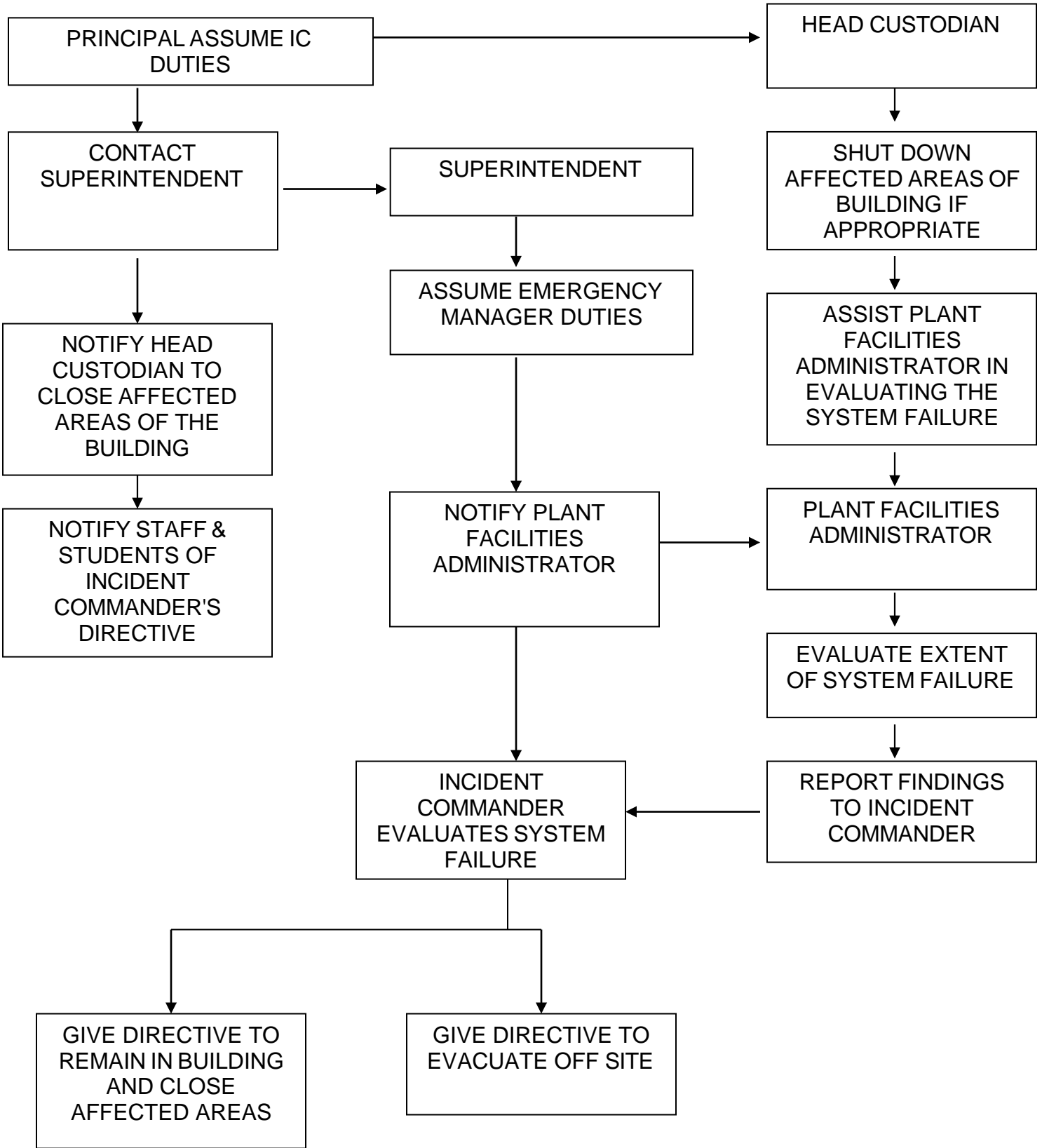
POWER LINE DOWN ON SCHOOL PROPERTY



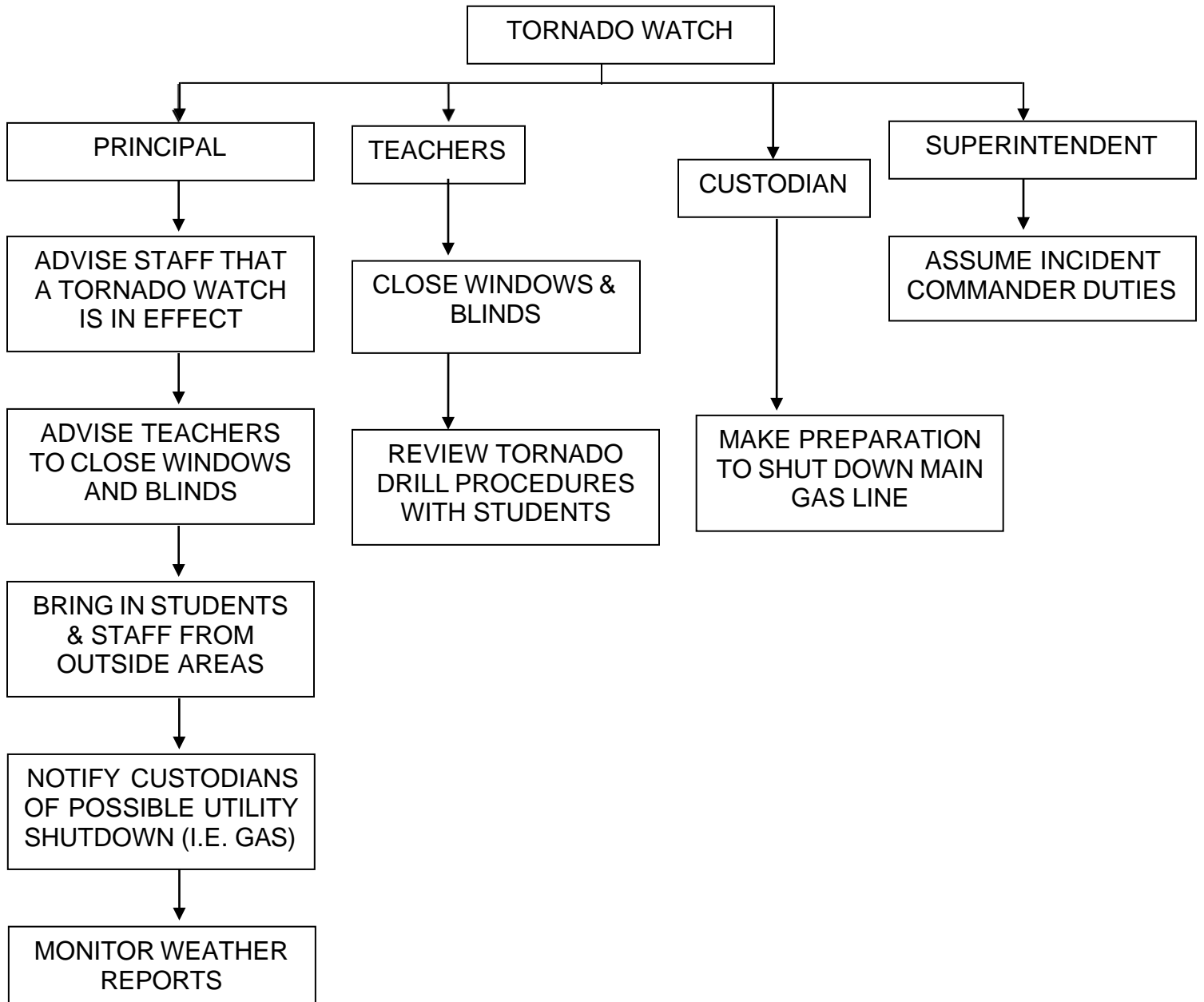
POWER OUTAGE



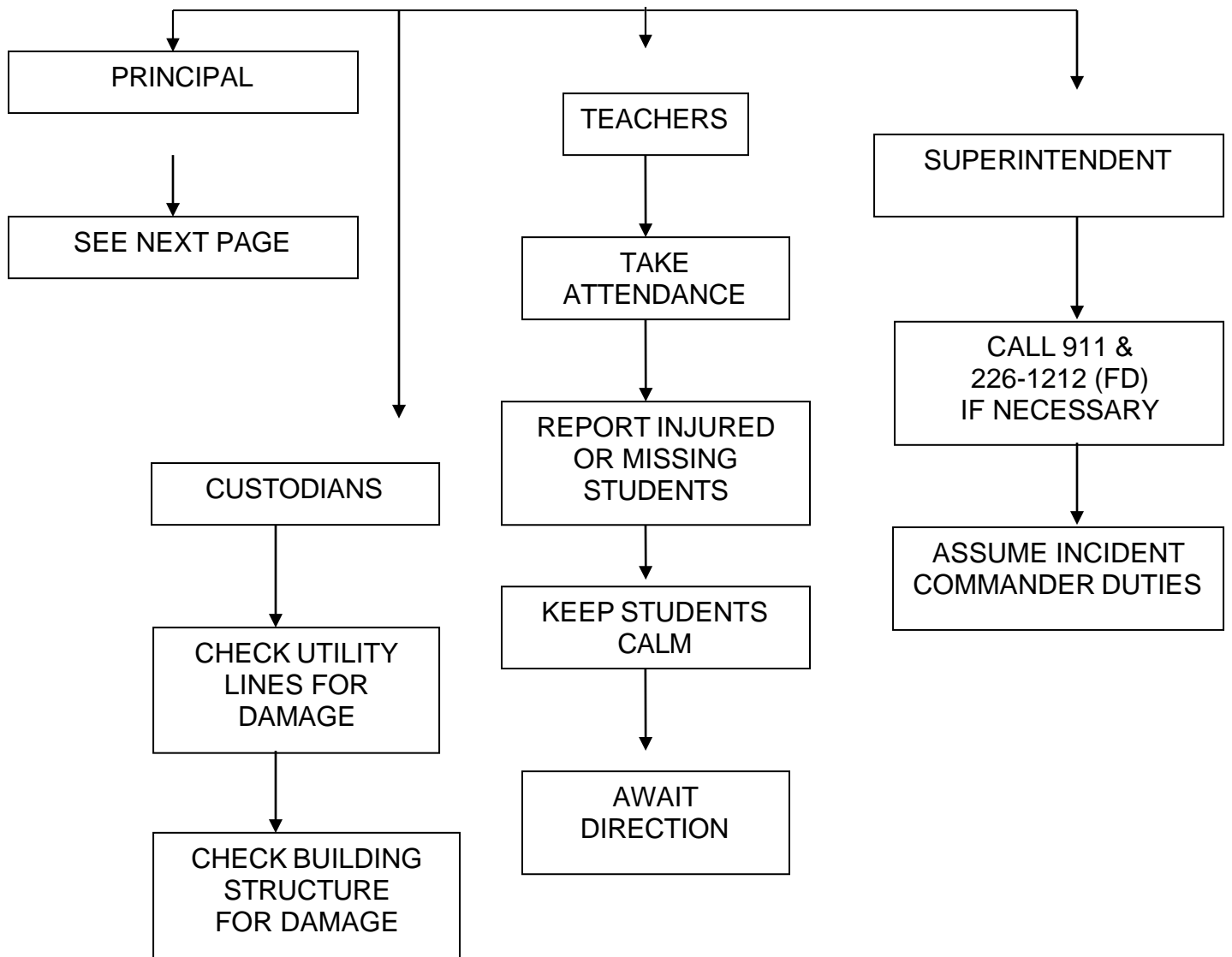
SEWAGE SYSTEM FAILURE



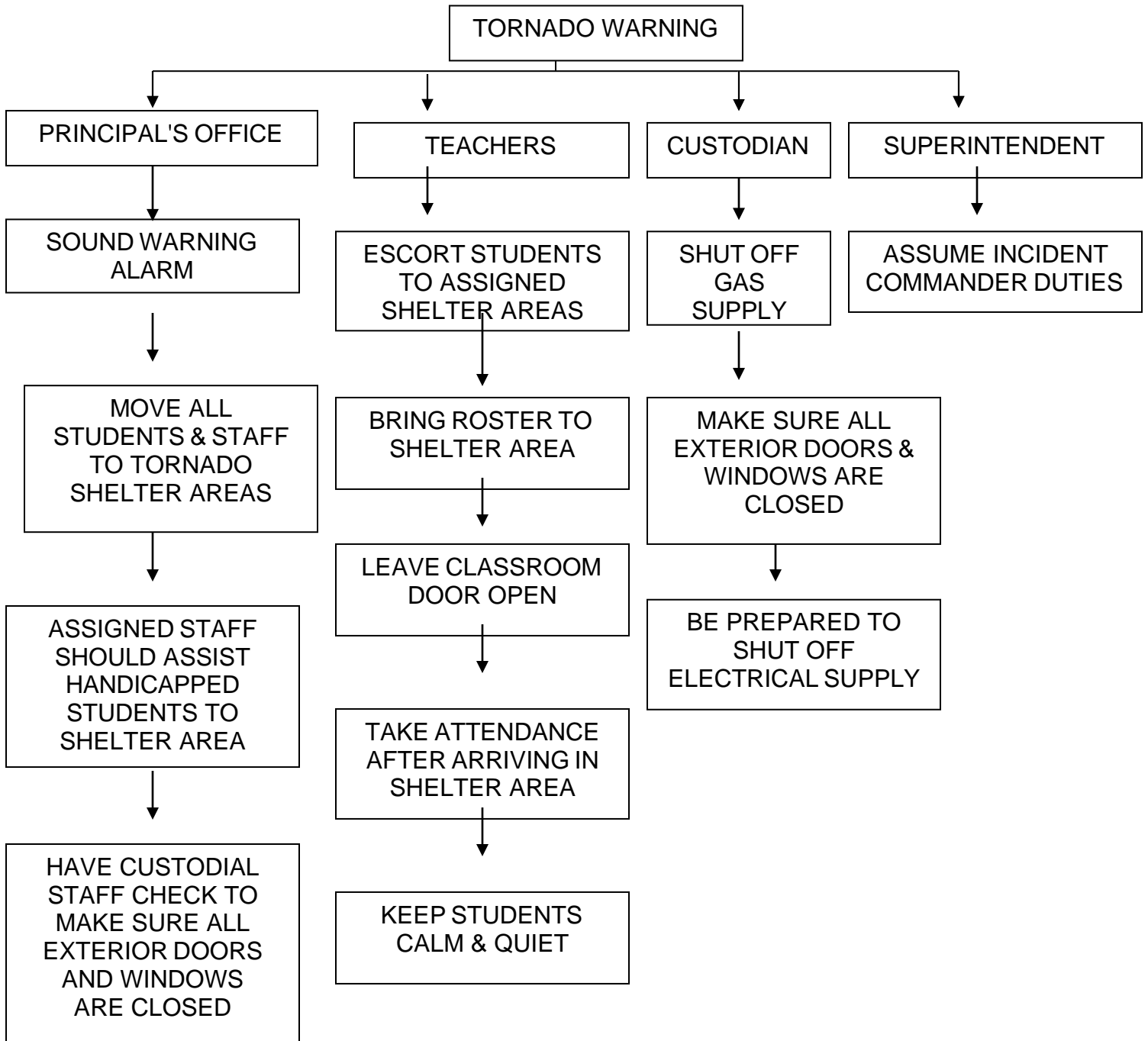
TORNADO OR SEVERE STORM



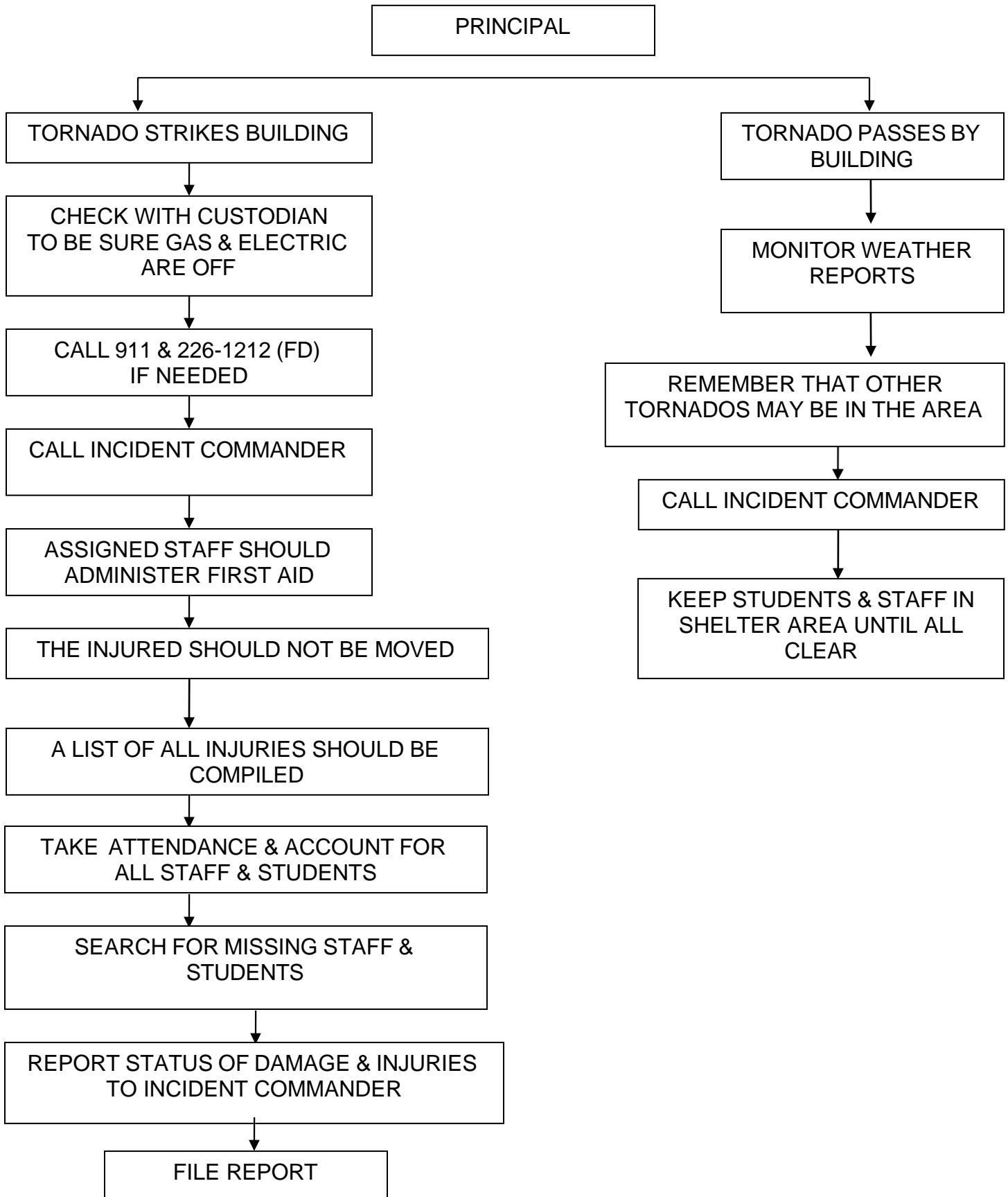
TORNADO OR SEVERE STORM



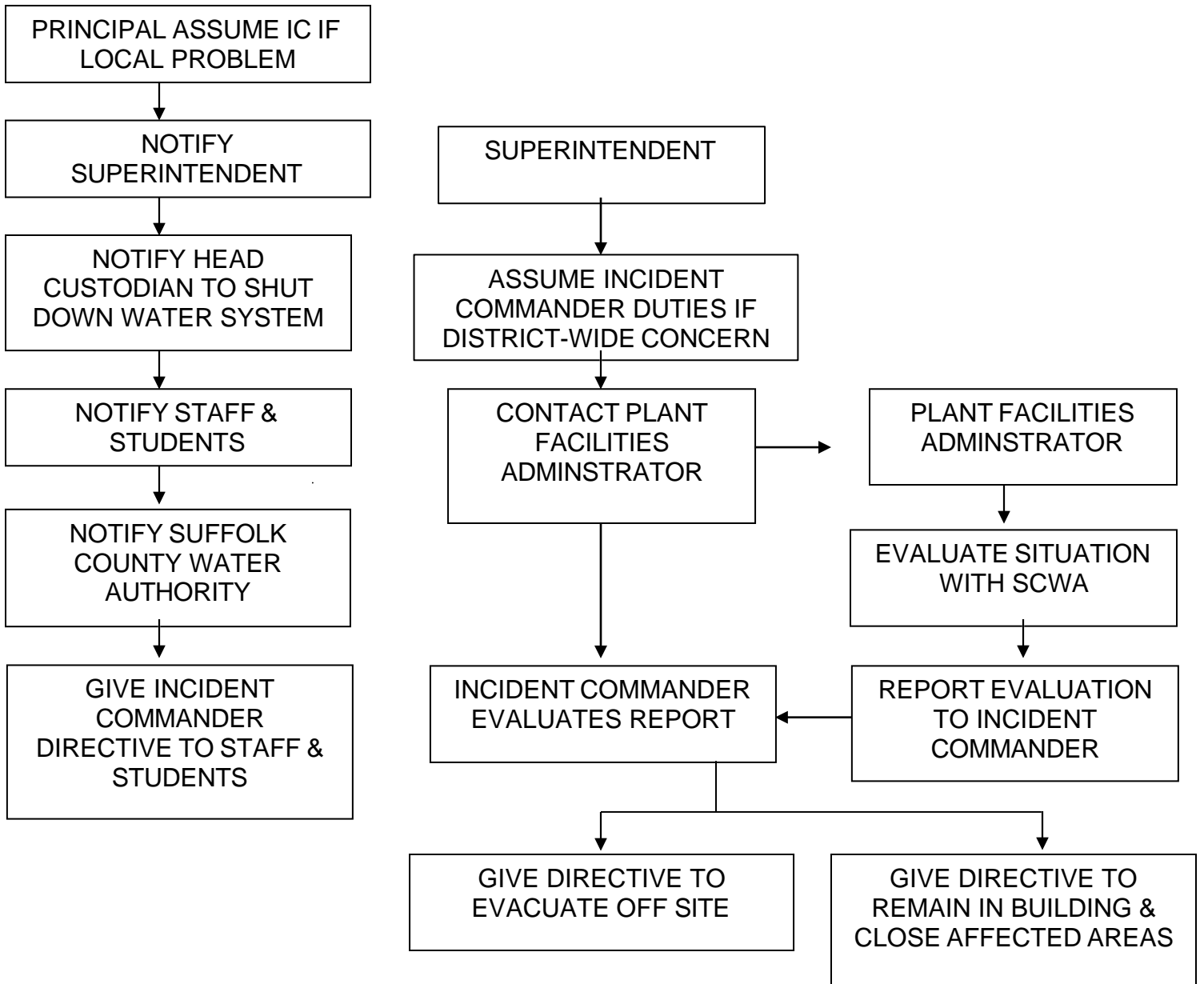
TORNADO OR SEVERE STORM



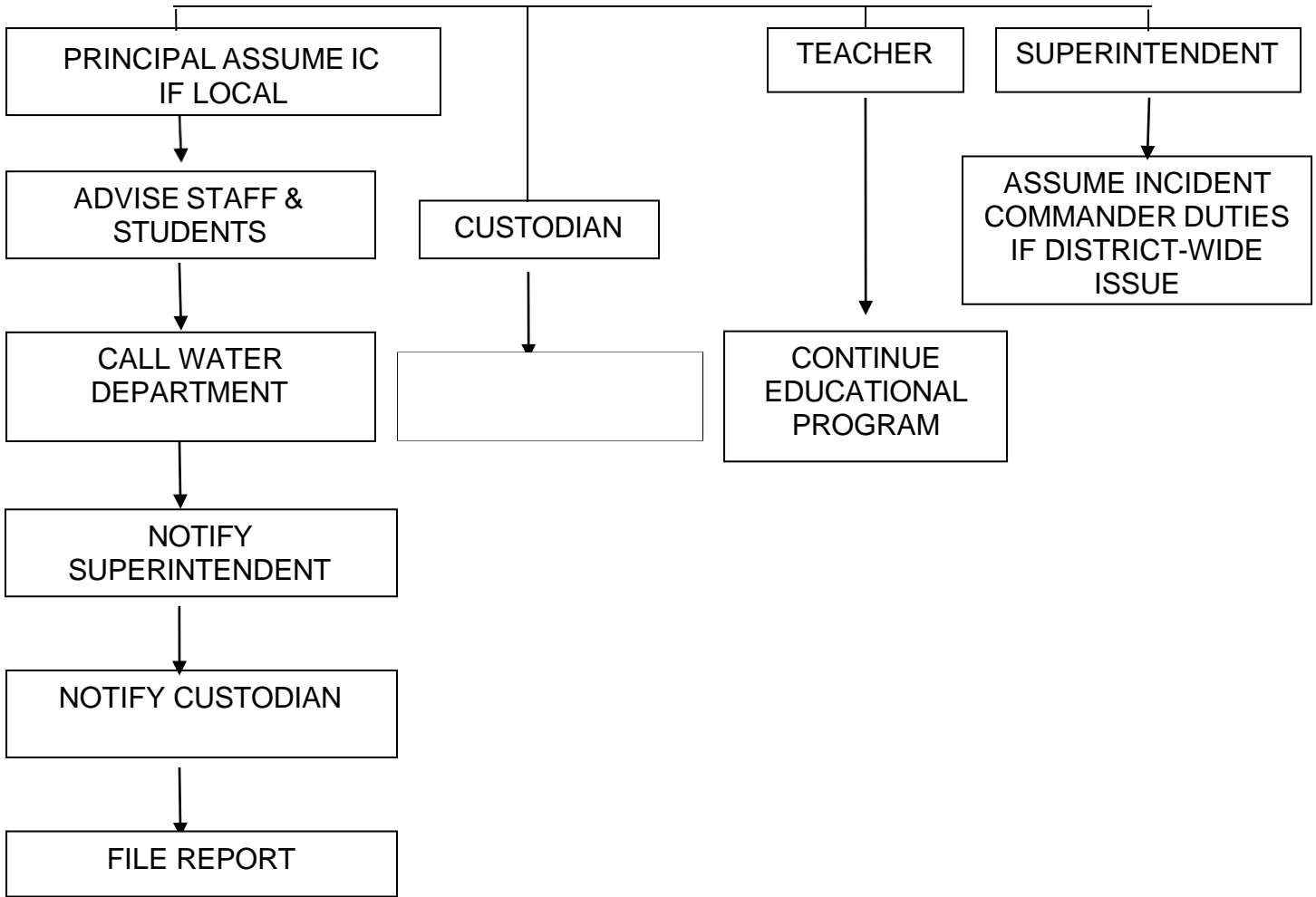
TORNADO OR SEVERE STORM



WATER CONTAMINATION

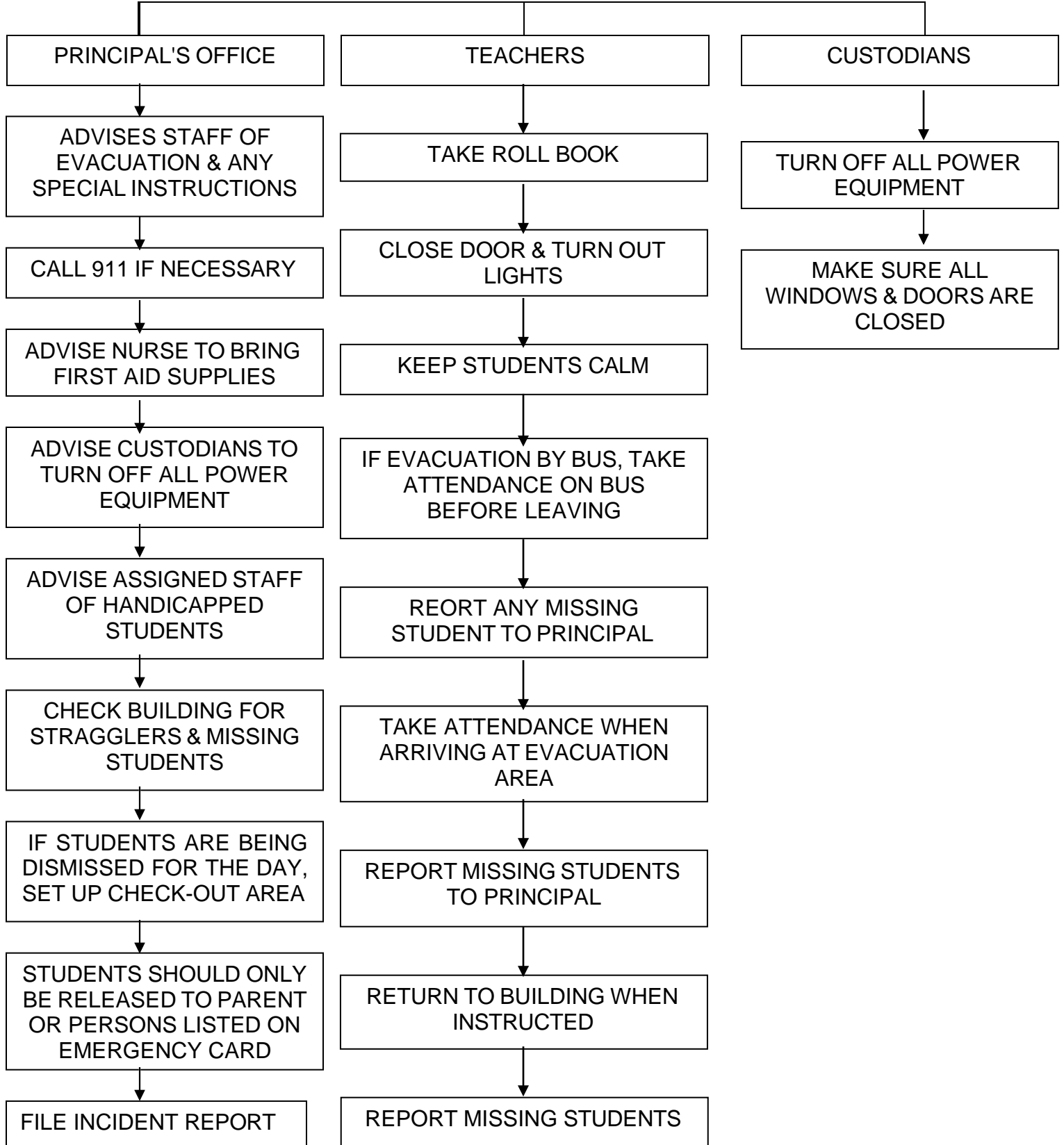


WATER SHORTAGE



EVACUATION

INCIDENT COMMANDER NOTIFIES BUILDING



SHELTER IN BUILDING

INCIDENT COMMANDER NOTIFIES BUILDING

