



East Syracuse Minoa School District District-Wide School Safety Plan 2023-2024

- Reviewed by District Project SAVE Committee March 23, 2023
- **BOE Discussion on** March 27, 2023
- Public Hearing March 27, 2023
- Utica National School Safety Excellence Award - Titanium Level - April 17, 2023 Board of Education Meeting

**Approved by the Board of Education
on May 8, 2023**

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**SAFETY & EMERGENCY RESPONSE PLAN
EAST SYRACUSE MINOA SCHOOL DISTRICT**

I. PURPOSE:

The purpose of this plan is to provide a coordinated interagency response to critical incidents occurring in the East Syracuse Minoa School District.

II. CONCEPT OF OPERATIONS:

If a critical incident occurs at the East Syracuse Minoa School District, the emergency response will be controlled using the Incident Command System (ICS). Members of the police, fire and emergency medical service (EMS), together with school officials will implement plans that have been jointly developed prior to the event. These plans are broad and flexible, and can be altered by the Incident Commander as needed in order to control the situation and minimize casualties and property damage. Typically, these plans would be employed for accidental and natural disasters, civil disorders or terrorist actions.

III. PROCEDURE:

A. District-Wide School Safety Team:

1. The Superintendent of Schools will designate a District-wide School Safety Team comprised of school district staff, local law enforcement officials and representatives from other emergency response agencies with responsibility within the school district (e.g., local, regional and/or state). These designated members of the team are listed in Addendum E to the plan of the East Syracuse Minoa Central School District and in each school-specific appendix of this plan.
2. The District-wide School Safety Team will assist the District in developing and updating its District-wide School Safety plans and assist in conducting drills and other exercises to test components of the plans.

Chain of command for the school district shall be as follows:

Dr. Donna J. DeSiato, Superintendent.....315-434-3012
Grenardo L. Avellino, Deputy Supt. – **Chief Emergency Officer**..315-434-3006
Katherine Skahen, Executive Dir. of School Bus. Administration.....315-434-3004
John Young, Director of Facilities.....315-434-3001

AA. Post Incident Response Team:

1. The East Syracuse Minoa School District has established procedures that provides for a post-incident response team that includes appropriate school personnel, medical counselors, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident to ensure continuity of operations with the district.
2. Activation of the Post Incident Response Team shall be in accordance with the appropriate building-level emergency response plans.
3. Additional post incident response assistance is available, if necessary, through the Onondaga County Department of Emergency Management.
4. Specific plans for continuity of operations are included in the building level emergency response plans.

BB. Duties, training, screening and hiring of Safety Monitors and others working in a school safety capacity.

The duties of all personnel including Safety Monitors who serve in a school safety capacity are described in the school-specific building level emergency response plans.

The district will provide annual training as noted below:

1. Any person or agency who has been assigned a position or area of responsibility in this plan will have appropriate training.
2. Training for all District staff, **including transportation personnel**, will be conducted annually to ensure school staff and students understand emergency procedures, and include any changes to school plans and will include training on violence prevention and mental health services.
3. Personnel newly hired by the district will receive training as indicated in items 1 and 2 above.
4. Other agencies participating in this plan (e.g., police, fire, EMS) will conduct appropriate training on this plan.
5. Emergency services agencies and the District will cooperatively conduct emergency simulations to test the district-wide and school-specific emergency response plan. Periodic exercises will ensure the ability of participants in this plan to respond to emergencies and reveal shortcomings in the plan. Such training may include “tabletop exercises” where participants do a verbal walk through of an emergency response

situation. The Emergency Response Team is available to assist in coordinating these simulations. This training is also referenced in Sections BB and CC.

6. Parents will be provided training on building and District Safety and Security, including monitoring of social media and cell phone use by students at home.

All individuals who serve in a school safety capacity will be screened in accordance with the Project S.A.V.E. legislation and local Board of Education Policies. This includes background checks and fingerprinting as required by such laws, regulations and Board policies.

CC. Conduct of Drills:

1. The Superintendent of Schools shall be responsible for determining the nature and frequency of drills to be conducted with respect to this plan. At a minimum, exercise and drills must be:
 - a. Conducted at least once every school year.
 - b. Inclusive of transportation and communication procedures.
 - c. Held with at least one week's notice to parents or guardians.
 - d. Include multi-hazard training for staff and students which will be conducted under each building-level emergency response plan.
 - e. Utilize tabletop exercise in addition to coordinated exercises with local and county emergency responders and preparedness officials.
2. If requested, the Emergency Response Team will assist the District in conducting drills and evaluate the response in order to improve the overall level of school emergency plans.
3. A minimum of twelve (12) drills must be conducted each school year. Four (4) of the drills must be lock-down drills. A minimum of eight (8) drills must be conducted by December 31st of each school year. The eight can be any combination of fire and lock-down drills.

DD. Improving Communications with Staff, Students and Families:

The district has developed several strategies to deal with improved communication among staff, students and families. These are described in detail in the building-level emergency response plans. In addition, each school has protocols in place for reporting incidents of school violence.

EE. Commitment of Resources:

The district will commit whatever resources are needed to deal with emerging emerging situations affecting the health and welfare of students and staff.

For example, a weapons detection system is being piloted at the Central High School. Based on the pilot test results planning will proceed for this equipment to be installed in other District schools. In addition, Vape detectors are being installed in bathrooms at the Central High School and Pine Grove Middle School. The District has also hired Special Patrol Officers (SPOs) for Pine Grove Middle School and the Central High School to enhance safety and security measures currently in place.

APPENDIX A

District Resources Staff Certified in First Aid CPR / AED

2023-2024 CPR/AED & First Aid Certifications – Athletic Dept.				
NAME	Teach	Season	First Aid	AED/CPR
Ajsic, Sifet	NO	Fall	11/19/2023	6/23/2024
Almonte, Daniel	YES	Spring	03/21/2025	03/10/2024
Bachta, Todd	YES	Fall	6/22/2024	6/17/2023
Bright, Kendall	YES	Fall	12/9/2023	12/9/2022
Brzostek II, David	NO	Fall	06/30/2025	06/23/2024
Carr, Mark	YES	F/Wntr/Sprg	11/19/2023	6/17/2023
Casaletta, Cody	YES	Spring	2/29/2023	3/10/2024
Cayea, Lindsey	YES	Spring	3/5/2023	3/10/2024
Ciciarelli, David	NO	Fall	06/30/2025	06/23/2024
Cline, Jake	YES	Wntr & Spring	10/28/2023	9/14/2022
Coleman, Maureen	YES	Spring	03/14/2025	03/10/2024
Commisso, Nicholas	NO	Fall	6/30/2025	6/14/2023
Dadey, Matthew	YES	Winter	6/22/2024	6/14/2023
deBerjeois, Michael P.	YES	F/Wntr/Sprg	11/19/2023	6/14/2023
Dunham-Jones, Jerome	YES	Spring	6/22/2024	6/15/2023
Eschbacher, Michael J.	YES	F/Wntr/Sprg	9/24/2023	6/14/2023
Fekos, Dimitrios	NO	Fall	6/22/2024	6/17/2023
Felicia, Denise L.	YES	F/Wntr/Sprg	6/22/2024	6/14/2023
Ferris, Michael N.	YES	F/Wntr/Sprg	11/19/2023	6/14/2023
Galuski, Gregory	YES	Spring	6/30/2025	6/17/2023
Germain, Todd	YES	Spring	03/15/2025	06/21/2023
Gigliotti, Joseph	YES	Fall & Spring	6/30/2025	6/15/2023
Gorney, James F.	YES	Spring	11/19/2023	6/14/2023
Graham, Stephen R.	YES	Fall & Winter	6/22/2024	6/15/2023
Halligan, Kimberly E.	YES	Fall	11/19/2023	6/14/2023
Harris, Kathryn A.	YES	Fall & Spring	11/19/2023	6/15/2023
Hayes, Jeffrey	YES	Fall & Spring	03/10/2024	03/14/2025
Herrington, John R.	YES	Fall & Spring	11/19/2023	6/14/2023
Herrington, Pamela J.	YES	Fall & Spring	11/19/2023	6/14/2023
Herrington, Robert M.	YES	Winter	11/19/2023	6/15/2023
Houck, Paul A.	YES	Trainer	5/19/2023	5/19/2023
Keough, Timothy	YES	Winter	6/30/2025	6/14/2023
Kershner, Jennifer	YES	Spring	08/20/2024	08/20/2023
Keysor, Brad	NO	Fall	06/30/2025	06/23/2024
Kilpatrick, James V.	YES	Winter	11/19/2023	6/15/2023
Leo, James E.	NO	Winter	11/19/2023	6/14/2023
Linton, David M.	NO	Spring	11/19/2023	6/15/2023
Manfredo, Paul A.	YES	Trainer	4/27/2023	4/27/2023
Maring, Bridget	YES	Spring	03/14/2025	03/10/2024
Markis, Katie	NO	Fall	6/30/2025	6/15/2023
McCoy, Jonathan R.	YES	Spring	11/19/2023	6/17/2023
McInerney, Michelle	NO	Spring	11/19/2023	6/14/2023

McIntosh, Michael	YES	Fall & Winter	6/22/2024	6/15/2023
Meola, Lucia	YES	Fall	6/30/2025	6/14/2023
Michaud, Kevin	YES	Spring	3/10/2023	3/10/2024
Moss, Dustin	NO	Winter	11/19/2023	6/14/2023
Nabinger, Tina	YES	Fall	08/25/2024	08/25/2023
Neff, Kevin A.	YES	F/Wntr/Sprg	11/19/2023	6/14/2023
Neuhaus Lindner, Lindsey B.	YES	Fall & Winter	11/19/2023	6/15/2023
Para II, Keith	NO	Spring	11/19/2023	9/14/2022
Piraino, Martin W.	YES	Winter & Spring	11/19/2023	6/15/2023
Planty, Nicole	YES	Fall/Winter	6/22/2024	9/14/2022
Poniros, Christopher	NO	Trainer	6/20/2023	6/20/2023
Pounds, Michael	YES	Winter	6/22/2024	6/17/2023
Renk (Landry), Alyssa	NO	Fall	6/30/2025	6/15/2023
Rybczak, Alexander	YES	Fall & Winter	6/30/2025	6/15/2023
Salvador, Patrick	NO	Fall	06/30/2025	06/23/2024
Scott, Carolyn	YES	Spring	6/22/2024	6/17/2023
Sealy, Paul	NO	Fall	6/30/2025	6/14/2023
Smith, James T.	YES	Spring	11/19/2023	6/14/2023
Staub, Christopher J.	YES	Winter & Spring	11/19/2023	6/15/2023
Stuper, Adam E.	YES	Winter	6/22/2024	6/15/2023
Suddaby, Wayne A.	YES	Fall	11/19/2023	6/15/2023
Tousaw, Richard	YES	Fall	08/25/2024	08/25/2023
Trivelpiece, Mark W.	YES	F/Wntr/Sprg	6/22/2024	6/15/2023
Underwood, Eyan	YES	Fall/Wntr/Spring	11/19/2023	6/23/2024
Vinette, Mark	YES	Fall	8/3/2024	8/3/2023
Vollmer, Jaime M.	YES	Fall	11/19/2023	6/15/2023

2023-2024 NURSES First Aide, CPR/AED Certification

NAME	Title	Season	First Aid	AED/CPR
Katie Stark	Nurse	SY	RN	11/2023
Patty Arnold	Nurse	SY	RN	11/2023
Elisabeth Lewis	Nurse	SY	RN	11/2023
Kathy Adams	Nurse	SY	RN	11/2023
Pat Auger	Nurse	SY	RN	11/2023
Marriana Stenta	Nurse	SY	RN	11/2023
Kyleigh Kinney	Nurse	SY	RN	11/2023
Cheryl English	Nurse	SY	RN	11/2023

APPENDIX B

Character Education Initiatives 2023-2024



Project SAVE

2023-2024

**Character Education Initiative
Prevention and Intervention
Multi-Tiered Systems of Support
Social Emotional Learning**

“A classroom environment created by a focus on character allows for more uninterrupted instruction time.”

“Character Education is the umbrella for which we address violence prevention.”

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I. Introduction

From the *Safe Schools against Violence in Education* (“Project SAVE”) public forums, led by the previous Lieutenant Governor Mary O. Donohue, this definition of CHARACTER EDUCATION was disseminated:

“Character Education is the deliberate effort to help people understand, care about, and acts upon core ethical values.” It is based on the following premises:

1. Destructive behaviors have a common core: the absence of good character.
2. People do not automatically develop good character. Intentional and focused efforts must be made to foster the character development of the young.
3. Good character consists of moral knowing, moral feeling, and moral action.
4. The core ethical values are not mere subjective preferences. They are rooted in our human nature and express our common humanity.

Character is defined comprehensively to include thinking, feeling, and behavior. “The two great goals of education: growing academically and becoming the best people we can be!”

Character Education shall instruct students on the principles of:

- Honesty
- Tolerance
- Personal responsibility
- Respect for others
- Awareness and sensitivity to discrimination and/or harassment as defined in the Dignity for All
- Students Act
- Civility in relation to people of different races, gender, national origins, ethnic groups, religions, religious practices, physical or mental abilities, sexual orientation or weight
- Observance of laws and rules
- Courtesy
- Dignity, and other traits which will enhance the quality of students’ experiences in, and contributions to, the community
- Safe and responsible use of the Internet and electronic communications

II. Strategic Plan

At ESM, we recognize the critically important connection of building the internal thinking habits of our students and staff with skill development that empowers all for success today and tomorrow.

Increasing Student Connectedness:

- Adult Support
- Belonging to a positive peer group
- Commitment to Education
- School Environment

Identifying dispositions as critically important for our students comes from our long-term alignment with Stephen Covey's 7 Habits of Highly Effective People. Stephen Covey's dispositions work connects our dispositions with the way we see our world, which then impacts what we do, which in turn shapes our results.

We focus on building the positive dispositions of our students and staff through multiple practices at ESM, including the teaching of 7 Habits of Happy Kids, the 7 Habits of Highly Effective Teens, and the 7 Habits of Highly Effective People. Our curriculum at ESM includes targeted Habits of Mind in our instructional units that are framed with the Thoughtful Classroom instructional framework. Our instructional and leadership staff all use Harvey Silver's Thoughtful Classroom framework and resources. Through the Positivity Project, Responsive Classroom, PBIS and Richard and Becky DuFour's Professional Learning Communities, we prioritize our teaching, reinforcing and celebrating positive dispositions in our students and staff.

A. Dispositions: The internal motivation to:

- Be open minded and flexible in thinking
- Listen with understanding and empathy
- Desire continual learning: Persist and persevere
- Manage choices and impulsivity
- Understand and manage personal relationships
- Think about thinking
- Be brave and take responsible risks

- Think interdependently with clear communication
- Create, innovate, imagine
- Be curious and question; Find humor
- Be grateful and respond with wonderment and appreciation
- Desire integrity and honesty

B. Stephen Covey’s 7 Habits of Highly Effective People: Consistent focus on a number of critical factors build a common vision and sustains trust and commitment with our community, including the deep implementation of Stephen R. Covey’s 7 Habits of Highly Effective People (Cover, 2004) These habits provide structure for putting our beliefs into actions.

1. Be Proactive

Recognize how choices based on personal experiences or beliefs can profoundly impact your effectiveness, both positively and negatively.

- Involving our students, staff and community in the planning, implementation and monitoring of our priorities in the ESM strategic plan
- Staying focused on our “Circle of Influence”, which are those things we can influence
- Modeling and teaching positive behavior

2. Begin with the End in Mind

Develop a clear definition of what is and is not important to you by creating the most important road map you’ll ever have.

- Having an unrelenting focus on what is best for our students; now and in their future
- Consistently communicating, building and maintaining our ESM vision, mission and beliefs
- Continually reflecting on and evaluating existing programs, our team and individual actions, and next steps for improvement based upon our ESM vision, mission, beliefs and priorities within the ESM Strategic Plan

3. Put First Things First

Increase the balance and fulfillment of your professional and personal life by investing a few minutes each day in the same planning process used by many of the world’s most successful people.

- Aligning school and department improvement plans and personal growth plans to the ESM Strategic Plan
- Aligning all of our decisions and actions with our mission, vision and beliefs

- Aligning the budget to the ESM Strategic Plan
- Intentional focus on learning, creative thinking and relationship building

4. Think Win-Win

Build a team that finds faster and better solutions through clear expectations, shared responsibilities, and an understanding of priorities.

- Seeking mutually beneficial relationships by valuing and respecting others' ideas
- Approaching all partnerships with students, parents, families, staff and our community with mutual respect to meet common goals

5. Seek First to Understand, Then Be Understood

Develop the skills of effective communication that lead to greater influence and faster problem solving.

- Communicating with each other to align decisions and actions with vision, mission and beliefs
- Developing and sustaining collaborative partnerships with families and community-based partners
- Expanding and strengthening collaborative partnerships with higher education institutions and employers to extending learning opportunities for our students and build capacity for our employees

6. Synergize

Value and celebrate differences and understand how they contribute to more innovative and intelligent solutions.

- Through combining strengths of our students, staff and community, positive teamwork and collaboration, greater results are achieved than we could have achieved independently.
- Deep and consistent implementation of Professional Learning Communities helps us achieve more than any of us can do individually

7. Sharpen the Saw

Maintain and increase your newfound effectiveness by continually renewing yourself mentally and physically.

- Celebrating our successes, balancing and renewing our resources, and focusing on service

8. Find your Voice and Inspire Others to Find Theirs

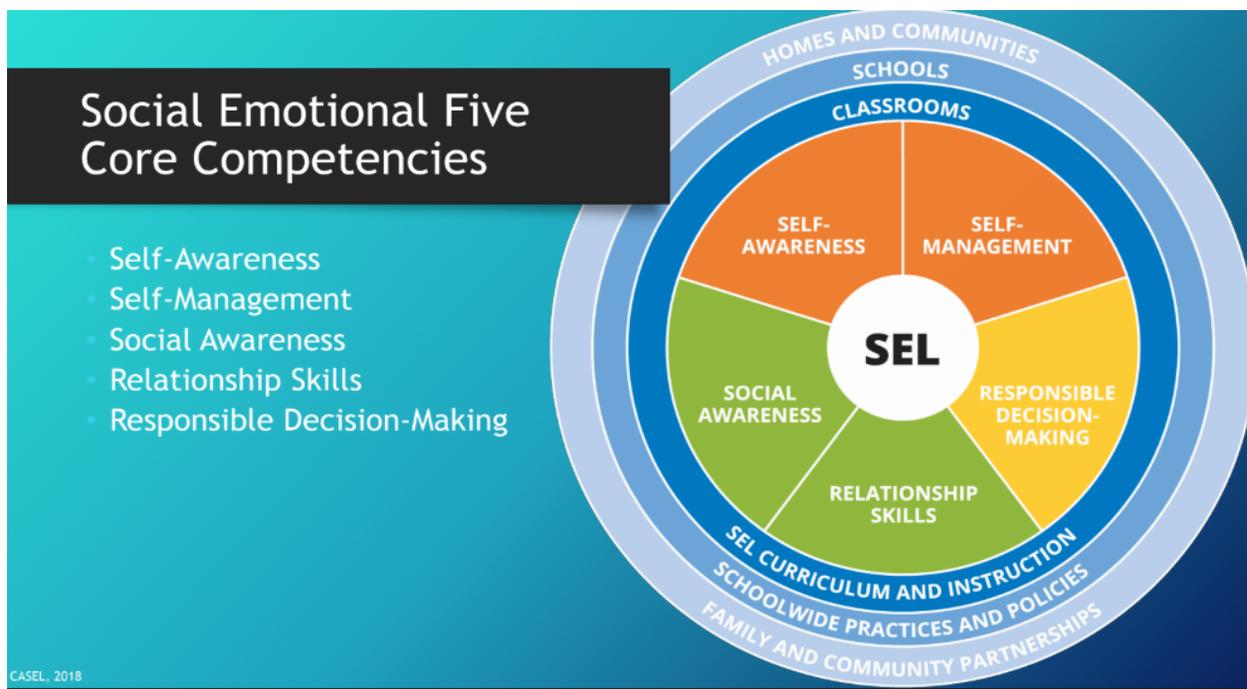
- Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority

C. Social Emotional Core Competencies - Universal Programming - Tier 1

The District will focus on social emotional learning to help students learn the essential skills that affect every area of their lives, including how to manage emotions and how to establish and maintain positive relationships.

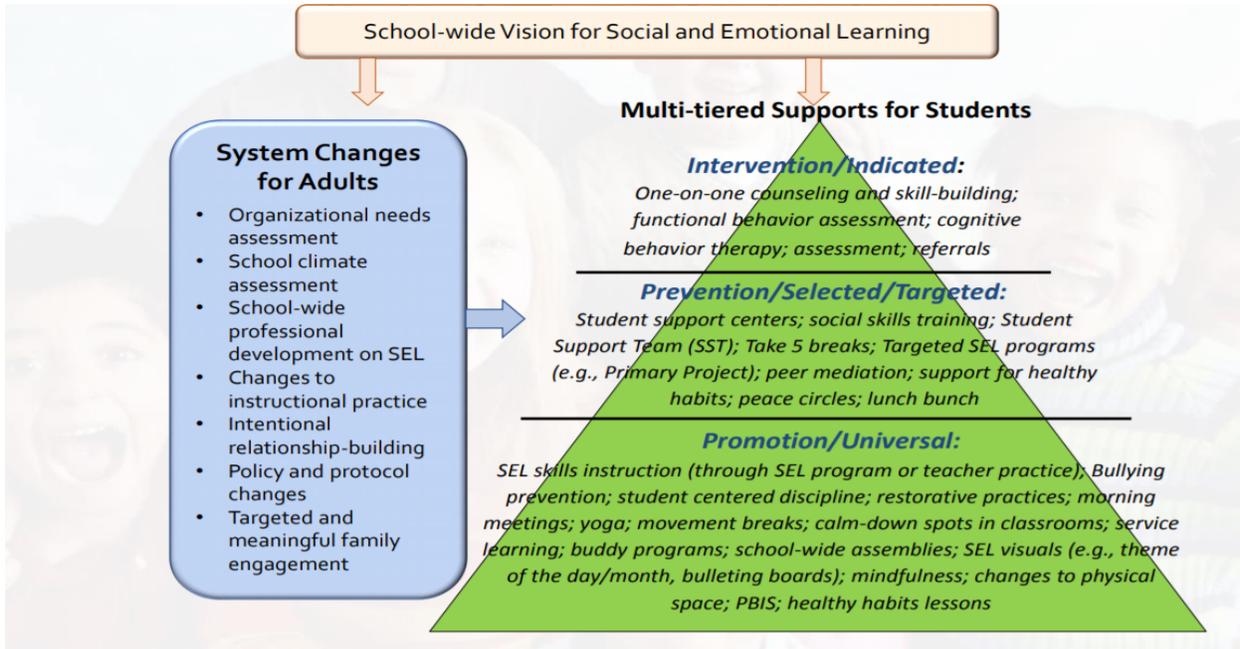
In accordance with New York State’s approved ESSA Plan, the District will “ensure that all students have access and support for their social emotional well being.”

The focus will be on the core competencies:



III. Multi-tiered Systems of Support - Universal Programming

The ESM School District Embraces a Multi-tiered System of Support (MTSS). MTSS is embedded into the “Plan, Do, Study, Act” portion of our strategic plan. We believe that all students benefit from Tier 1 support, some students need Tier 2 support and a few students need Tier 3 support. The district employs various strategies and evidence based practices and programming to address the needs of students.



NYS Board of Regents 11/2017

- A. Positive Behavior Interventions and Support is a systems approach to promoting a positive school climate while preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates safe learning environments where teachers can teach and students can learn.

Core Elements of PBIS:

- School-wide discipline practices
- Active leadership and ongoing participation of the Principal
- Cultivation of staff commitment for consistent implementation
- Team-based planning and problem solving
- Use of building-based discipline and academic data to make decisions
- An instructional approach to behavior and classroom management
- Classroom management and behaviorally based interventions
- Functional assessment-based behavior support planning
- Comprehensive plans for individual students with intensive needs
- Active participation of families, students and teacher faculty and staff.
- Integration with mental health and other community supports

PBIS Addresses:

- High rates of problem behavior that interfere with learning
- Ineffective and inefficient disciplinary practices
- Lack of supports for staff to address problem behavior
- Lack of general and specialized behavior interventions
- Negative school climates
- Reliance on crisis/reactive management

B. Bullying Prevention - Tier 1 and 2

Bullying Prevention is addressed proactively as part of our district wide PBIS initiative and our secondary restorative practices initiative. There is ongoing staff development such as Mental Health First Aid, Dignity Act Training, Trauma Informed Training, and Crisis Response Training and Restorative Practices Training.

At the Elementary Level:

At the request of teachers, support counselors go into classrooms and provide skills, training and bully prevention lessons.

When bullying is identified as a problem for certain children, they are asked to join a social skills group where they work through a bully prevention curriculum. These groups run weekly for six to eight weeks.

Respect for others is a regular part of all school wide assemblies.

There is a support counselor at each elementary school, available for any student who is being bullied.

At Fremont, Minoa and Woodland Elementary Schools, the Manlius Police Department provides presentations on bully prevention.

At the Middle School:

Bullying is discussed at the beginning of the year when school counselors go into each classroom.

School Wide Assemblies on Bully Prevention.

Small group interventions on bullying using the Olweus Bullying Prevention Program (best practice evidence based model).

Our School Resource Officer provides classroom lessons on bullying, particularly around cyber bullying.

There are three school counselors and a support counselor at Pine Grove. They are available to any student who is bullied.

At the High School:

- Parent Advisory Committee - presentations of Social Emotional Learning and Mental Health.
- Sources of Strength - Peer Leadership Program.

– Restorative Practices - promotes the development of positive relationships and staff Presentations, PBIS, ALL staff trained in DASA, Counselors complete DASA forms and submit to administrator for follow up, bully prevention included in the foundations lab by school social worker, and peer mediation available to students.

Small group interventions are also in place, as well as individual intervention when necessary.

We have five school counselors, one school social worker and a Director of Counseling, Youth Development and Leadership. Building Administrators, school social workers and school counselors are available to provide support to any student who is bullied.

At all levels, buildings have implemented Positive Behavioral Interventions and Support. This model builds a positive school climate through teaching expected behaviors for all students. It builds on recognizing and rewarding students who are meeting expectations.

The Dignity Act emphasizes the importance of tolerance, acceptance and respect for others by all members of the school community. The role of teachers and building staff include, but are not limited to the following responsibilities:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which strengthen students' confidence and promote learning.
2. Confront issues of discrimination and 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.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

The district is also involved in the Covey training which provides a foundation for students to practice the Seven Habits of Highly Effective People.

C. Second Step - Skills for Social and Academic Success - Tier 1 Elementary and Middle School

The program directly teaches skills to students that strengthen their ability to learn, manage emotions, have empathy and solve problems. The program also includes a strong home and school connection that provides tools to engage families with fun activities to encourage interaction between students and their family members. These activities provide students with further practice of the lesson skills and concepts and gives parents the language to use to support student success.

The Second Step Program promotes:

- School success
- School connectedness
- Safe and respectful school climate

The Second Step Program prevents:

- Problem behaviors
- Peer rejection
- Impulsivity
- Antisocial behavior
- Low academic achievement

D. Positivity Project - Tier 1- Pine Grove and Minoa Elementary

Both Minoa Elementary and Pine Grove are Positivity Project (P2) Partner Schools. P2 promotes Positive Psychology within the school setting, teaching students that relationships are the cornerstone of health, happiness, and resilience. Teachers provide instruction every week of school on one of 24 character traits and then use time every day to engage students with those concepts. The Positivity Project is about human decency and promotes wellness and community. The goals of the program include making children aware that every student possesses all 24 character strengths, and to boost both self-confidence and self-awareness. Furthermore, P2 helps children better understand and value personal differences in one another.

The program nicely dovetails with PBIS, providing foundational character education within the classroom and through monthly assemblies.

E. Restorative Practices - at Middle School and High School

Restorative Practices includes ways of building and fostering relationships between students and between students and adults. It is a way of creating a community and culture of trust and understanding. Restorative practices provide students and adults with an intentional, inclusive and respectful way to think, talk and respond to one another.

F. Primary Project - Tier 2

Primary Project is a national evidence-based program that helps children in pre-k through third grade adjust to school, gain confidence, social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. Primary Project is a district-wide tier II intervention in all of the elementary schools:

- East Syracuse Elementary
- Fremont Elementary
- Minoa Elementary
- Woodland Elementary

Goals:

- Detect school adjustment difficulties early
- Children develop a school-based, trusting relationship with an adult
- Reduce social, emotional, and school adjustment difficulties

Benefits:

- Reduces negative adjustment behaviors
- Students develop positive coping strategies
- Allows school mental health professionals to focus on children who need more intensive interventions

G. Sources of Strength

A high school best practice youth mental health promotion and suicide prevention program designed to harness the power of peer social networks to create healthy norms and culture, ultimately preventing suicide, violence, bullying and substance misuse. This model strengthens multiple sources of support, or protective factors for young people so when times get hard, they have strengths to rely on.

H. School-Based Mental Health Therapy – Tier 3

Allows school mental health professionals to focus on children who need more intensive interventions

Arise Child and Family Services – Mental Health clinicians in all school buildings K-12.

- Improve emotional, behavioral and social functioning
- Improve student outcomes
- Provide assessments
- Provide therapy (individual, family & group)
- Crisis services to families
- Psychiatric services, including medication evaluation & management

IV. Fostering Diversity, Equity and Inclusion (DEI)

In Partnership with Syracuse University, ESM Administrators are examining literature and district data points around diversity, equity and inclusion.

During the 21-22 school year, ESM administrators participated in a book study with other Onondaga County School Districts through Syracuse University. The book was titled Five Practices for Equity Focused School Leadership.

Continued DEI work will include looking at the feasibility of:

- Use of enhanced arts to teach about diversity;
- Providing TED talks for parents and students on DEI;
- Identifying data points for culturally responsive strategies.

DEI Training

- More staff training on diversity, equity and inclusion;
- Parents University/Parents As Learning Partners used to talk about DEI;
- Provision of training to parents and students on DEI.

V. Current clubs and activities that foster connection to school.

A. Central High School Clubs and Activities

Accounting Club
Air Force Cyber Security Competition
Art Club
Athletic Strength Club
Book Club
Career Builders Club
Chemistry Club
Cosmetology Club
Covey Training
DECA
ESports
Feats of Clay Club
Festival of Nations
Foreign Language Honor Society
French Club
Future Chefs of America (FCA)
Game Design
Key Club
Latin Club
Marching Band
Masterminds
Math League
Mock Trial Team
Model United Nations
National Honor Society
NYS School Music Association (NYSSMA)
Outdoor Adventure Klub (O.A.K.)
Physical Education Adventure Klub (P.E.A.K.)
Prism (People for the Rights of Individuals of Sexual Minorities)
Science Olympiad
Show Choir
Ski Club
Sources of Strength
Spartan Garage Auto Tech Club

Spartan Junior Honor Society
Spartan Pride/PBIS Club
Spartan Sound Machine
Spartan Stage
Sports Management
Stage Band
Stage Crew
Student Council
Student Forum
Unified Sports
Video Club
Winter Guard
Winter Percussion Ensemble
Yearbook
Youth Development & Leadership (YDL)

B. Pine Grove Clubs and Activities

Anime/Manga Club
Art Club
Battle of the Books
Chess Club
Clay Club
Coaching Boys to Men
Culture Club
Drama Club
Fearless Queen's Princess Glow Up Program
Game Club
International Festival
iStaff
Jazz Band
Lego Club
Marching Band
Math Club
Prism Club
Science Olympiad/Lego Robotics League
Ski Club/Snow Boarding Club
Spartan Stage
Student Council
Technology Club
Winter Guard
Yearbook Club
YDL-Youth Development and Leadership

C. East Syracuse Elementary Clubs and Activities

All District Chorus/Band
Art Club
Banking at School
Cornell Cooperative Extension's SNAPPED Program For Healthy Living Strategies
Drama Club
First Lego League
Jump Rope for Heart
Kindergarten Helpers
McMahon Ryan Lessons for Bullying Prevention, Internet Safety and High Five Safety
Musical
NYS Mentoring Program
Rocket Club
Safety Patrol
Science Fair
Senior Citizens Program
St. Matt's Pantry Food Drive
Science Fair
Treblemakers
Video Announcement
Yearbook
Yoga
YDL - Youth Development & Leadership

D. Fremont Elementary Clubs and Activities

5 th Grade Mentors
All District Chorus
American Heart Association
Art Club
Battle of the Books
Book Buddies
Fremont Musical
Learning Fair
Lunch Bunch Cafe
Morning Announcements- Project Wisdom
PTO Dance Program
Robotics Club
Rocket Club
Safety Patrol

St. Matt's Pantry Food Drive
Treblemakers
WFRE TV
YDL - Youth Development & Leadership

E. Minoa Elementary Clubs and Activities

American Heart
Book Cooks
Bus Buddies
Drama Club
Flag Duty
Game Club
Jr. Crew
Learning Fair
Library Helpers
Maker Space
Morning Announcements & Pledge (daily book raffle)
Positivity Project
PTO Dance Program
Robotics
Safety Patrol
School Store
Student Council
Weekly Video Announcements Cast and Crew

F. Woodland Elementary Clubs and Activities

All District Chorus
American Heart
Art Club
Banking Board
Book Club
Drama Club
Learning Fair
Library Helpers
Morning Announcements
PTO Dance Program
School Store
STEAM Club

V. Recommendations

1. Annual review of district wide character education program and strategic plan.
2. The Character Education Plan will continue to align with the District's Strategic Plan.
3. School information officer to highlight character education projects in the ESM Bulletin, newspaper, television, and radio.
4. Continue to provide universal social and emotional lessons via Google Classrooms in the event that distance learning continues in the future.
5. Continue to foster positive relationships - connect students with trusted adults, build community in classrooms. Connect disconnected students, support new students.
6. Continue to provide opportunities for mentoring and role modeling. Provide more support at transition grades 5th to 6th and 8th to 9th.
7. Parent Communication and Involvement: provide more communication regarding resources available, more training for parents on Mental Health (MH), educate parents on Social Emotional Learning (SEL) and MH resources, include parents in district planning meetings.
8. Continue to provide teacher training and modeling on MH/SEL.
9. Explore community partnerships to expand SEL and MH resources including more clinicians.

APPENDIX C

District Code of Conduct 2023-2024



CODE OF CONDUCT

EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT

**Public Hearing
March 27, 2023**

**To be Approved by Board of Education
May 8, 2023**

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CODE OF CONDUCT

I. INTRODUCTION

The East Syracuse Minoa Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other staff, parents, and visitors is essential to achievement of this goal. Accordingly, in collaboration with students, parents, teachers and administrators, the Board has established this Code of conduct. It applies to all students, school personnel, parents, and other visitors when on school property or in attendance at a school function.

The East Syracuse Minoa Central School District (the “District”) has a long-standing set of expectations for conduct on school property and at school functions. These expectations, based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, are described on the following pages.

II. Dignity for All Students Act (DASA)

The Dignity for All Students Act (DASA) effective July 1, 2012, contains similar requirements for maintaining a positive learning environment for all students and will be integrated with the District Code of Conduct. DASA specifically prohibits bullying, discrimination and harassment by school employees and students on school property or at a school function by school employees and students based on, BUT NOT LIMITED TO, actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. Also included are provisions for reporting and intervening in cases of discrimination, harassment or bullying. Any related complaints should be brought to the attention of the building Principal who also serves as the Dignity Act Coordinator (DAC) to assist in implementation of the DASA in each school building. Cheryl West, Director of Counseling, Youth Development and Leadership will provide District coordination of the DASA.

Prevention is the cornerstone of the District’s effort to address bullying and harassment. In order to implement its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the DAC. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex and any other legally protected status.

The DAC’s shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor or Superintendent of schools.

The DAC's will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members;
- The complaint process; and
- Support of the Dignity Act's civility curriculum components.

The DAC's for each building are:

Edward Michalenko – Central High School 434-3300
Ashleigh Wilson – Pine Grove Middle School 434-3050
Thomas Sweeney – East Syracuse Elementary 434-3850
Kelsey DeLany – Fremont Elementary 434-3480
Gary Gerst – Minoa Elementary 434-3420
Vanessa McCloyry – Woodland Elementary 434-3440
Pam Buddendeck – Park Hill School 434-3800

Board of Education Policies which support implementation of the DASA are referenced at the back of this document.

III. DEFINITIONS

For purposes of this Code, the following definitions apply:

“Cyberbullying” means harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes the use of information technology, including, but not limited e-mail, instant message, blogs, chat rooms, cell phones, and gaming systems, to harass, threaten, isolate or intimidate others. (Education Law §11[8])

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

“Disruptive student” means a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“Employee” means any person receiving compensation from a school District or

employee of a contracted service provider or worker placed within the school under public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11[4] and §1125[3]).

“Firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon, any firearm muffler or firearm silencer; or any destructive device including any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. Any “look-alikes” or other instruments wielded as a firearm are considered a firearm for purposes of this definition.

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

“Harassment” and/or “Bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- a. on school property; and/or
- b. at a school function; or
- c. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Such conduct shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex or any other legally protected status.

For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. “Emotional harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through

creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education. (Education Law §11[7]).

Bullying includes, but is not limited to, threatening, stalking, ostracizing or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including, but not limited to, intimidation through the use of epithets or slurs.

“Informal conference” is an open-ended discussion of a disciplinary incident to include the student/teacher/parent/Principal without the requirements of tape recording or transcription and examination of witnesses associated with a Superintendent's hearing.

“Illegal Substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, opioids and look-alikes (including synthetic cannabinoids) and prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others.

“Material incident of Harassment, Bullying and/or Discrimination” means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, 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, sex or any other legally protected status.

“Principal” within the context of teacher removal of a student from class means either the Principal of the building or any other administrator in the District acting in the Principal's absence or at the Principal's direction.

“Parent” means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

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

“School function” means a school-sponsored extracurricular event or activity (Education Law §11[2]).

“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 (Education Law §11[1] and Vehicle and Traffic Law §142).

“Sexting” means sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message, email or other electronic/digital means.

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

“Tobacco Products” means cigarettes, cigars, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, cloves, bidis, juules and kreteks as well as matches and lighters.

“Under the Influence” – A student shall be considered “under the influence” if he or she has used any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

“Violent student” means a student who:

1. Commits an act of violence upon a school District employee.
2. Commits an act of violence upon another student or any other person on school District property or at a school function.
3. Possesses a weapon while on school District property or at a school function.
4. Displays what appears to be a weapon while on school District property or at a school function.
5. Threatens to use a weapon while on school District property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any person on school District property or at a school function
7. Knowingly and intentionally damages or destroys school District property.

“Weapon” means a weapon or firearm as defined in 18 USC§ 930 and 18 USC § 921 respectively of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, air-gun, spring-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 (“Other Item”) that can cause serious physical injury or death when such Other Item is used as a weapon (e.g. pocket knife, folding knife, lockback knife, or pen knife). Any “look-alikes” or other instruments wielded as a weapon are considered a weapon for purposes of this definition.

IV. ESSENTIAL PARTNERS

Providing a safe and orderly school environment involves a partnership of parents and school personnel. The following are expectations of each.

A. PARENTS

Recognize that the education of their child(ren) is a joint responsibility of parents and the school community.

1. Send their children to school ready to participate and learn.
2. Ensure their children attend school regularly and on time.
3. Ensure their children are absent only for legal reasons.
4. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the District.
8. Build positive relationships with school personnel.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.

11. Provide a place for study and support teachers' requirements to complete school assignments.
12. Maintain ongoing and frequent communication with appropriate school personnel.

B. TEACHERS

1. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school rules, and enforce them in a fair and consistent manner.
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, counselors, psychologists, and other teachers concerning student growth and achievement.
7. Initiate parent/student/teacher/counselor/psychologist contact, as necessary, as a way to resolve a problem or in the case of threats or actions by students against themselves, including suicide, immediately contact parents/guardians and school administrators.
8. Confront issues of bullying, discrimination and 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 in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

C. TEACHER AIDES AND OTHER SCHOOL EMPLOYEES

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Assist students in their daily activities as directed by the classroom teacher(s) and administrator(s).
3. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
4. Confront issues of discrimination and 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.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the school employee's attention to the Building Administrator and/or Dignity Act Coordinator in a timely manner.

D. COUNSELORS/PSYCHOLOGISTS

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor/psychologist conferences as necessary and parent/teacher/student/counselor/psychologist conferences, as necessary, as a way to resolve problems or in the case of threats or actions by students against themselves, including suicide, immediately contact parents/guardians and the school administrators.
3. Report information to a school administrator which might impact a safe, orderly school environment.
4. Encourage students to benefit from the curriculum and extracurricular programs.
5. Participate in crisis management.

6. Refer students and/or parents to appropriate human service agencies outside the school.
7. Assess student social and emotional behaviors.
8. Confront issues of bullying, discrimination and 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 in the school or classroom setting.
10. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
11. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.

E. PRINCIPALS

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Facilitate communications among staff, parents and the Principal.
3. Support the development of, and student participation in, appropriate extracurricular activities.
4. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
5. Facilitate communication with law enforcement agencies.
6. Initiate parent/student/teacher/counselor/psychologist contact, as necessary, as a way to resolve a problem or in the case of threats or actions by students against themselves, including suicide, immediately contact parents/guardians.
7. Confront issues of bullying, discrimination and 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 in the school or classroom setting.
9. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to administrator's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
10. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.

F. SUPERINTENDENT

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Review the policies of the Board and state and federal laws relating to school operations and management with District administrators.
3. Ensure that staff and parents have the opportunity to communicate with the Superintendent.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators, when appropriate, in reinforcing the Code of Conduct to ensure that cases are resolved promptly and fairly.
6. Confront issues of bullying, discrimination and 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 in the school or classroom setting.
8. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
9. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.

G. BOARD OF EDUCATION

1. Collaborate with student, teacher, administrator, and parent organizations, East Syracuse Minoa safety personnel and other East Syracuse Minoa personnel to develop a code of conduct that clearly defines expectations for the conduct of students, East Syracuse Minoa personnel, and visitors on East Syracuse Minoa property and at East Syracuse Minoa functions.
2. Adopt, review at least once a year, and modify as appropriate, the District's Code of Conduct.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the board member's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
5. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.

V. STUDENT CONDUCT

A. STUDENT RIGHTS

The District is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all District students have the right to:

1. A safe, healthy, orderly and civil school environment.
2. Take part in all District activities on an equal basis regardless of age, race, religion, color, national origin, sex, sexual orientation or disability.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. Be free from discrimination, bullying and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual

or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or any other legally protected category.

B. STUDENT RESPONSIBILITIES

All students have the responsibility to:

1. Obey all school rules and regulations.
2. Attend school regularly and punctually.
3. Show respect for fellow students, teachers and all school District staff.
4. Accept responsibility for their actions.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. Conduct themselves as representatives of East Syracuse Minoa when participating in or attending East Syracuse Minoa sponsored extracurricular events and to hold themselves to the highest standards of conduct.
7. Respect all property.
8. Be safe, and not disrupt or interfere with the educational process.

C. STUDENT DRESS CODE

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society. All students are expected to give attention to personal grooming 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, thereby helping students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

1. Not endanger the health, safety and welfare of self or others.

2. Not disrupt or interfere with the educational process.
3. Not include any item that is vulgar, obscene, libelous, or that denigrates another's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, or disability.
4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
5. Comply with all rules and regulations as identified in each school building handbook.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, 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.

D. BEHAVIOR-RELATED OFFENSES AND CONSEQUENCES

Students are expected to conduct themselves in an appropriate and civil manner, with regard for the rights, safety and welfare of other students, District personnel, and other members of the school community, and for the care of school facilities and equipment.

The rules of student conduct listed hereafter are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate school rules will be required to accept penalties for their conduct.

Disciplinary action will be firm, fair, and consistent so as to be the most effective in changing student behavior. The staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation which disrupts the learning environment of a school.

When determining the consequences, they will take the following into consideration:

1. The nature of the offense and the circumstances which led to the offense.
2. The age-appropriateness of the consequence.

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. The extent to which the offense interfered with the responsibility/rights/privileges/property of others.
7. The extent to which the offense posed a threat to the health and safety of others.
8. Other extenuating circumstances.

The listed sanctions are advisory and, as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations. However, the District may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue. In the case of students who are habitually disruptive or who frequently violate school rules, administrators have the prerogative of applying more severe penalties at any stage, including removal from class and suspension from school.

Although not all-inclusive, the following list of offenses on school property or at a school function and range of consequences apply in most circumstances.

RANGE OF CONSEQUENCES FOR BEHAVIOR RELATED OFFENSES		
I OPTIONS <ul style="list-style-type: none"> • Warning/verbal reprimand • Time-out or out of classroom • Loss of privilege (ie. cell phones or other electronic devices) • Conference with student • Communication with parent • Detention • Counseling • *Restitution 	II OPTIONS <ul style="list-style-type: none"> • Removal from class • *Suspension <ul style="list-style-type: none"> √ In-school √ Out-of-school • *Saturday detention • *Police notification • *Removal from school property • *Social probation • **Superintendent's hearing 	III OPTIONS <ul style="list-style-type: none"> • **Alternative placement • **Long-term suspension • **Superintendent's hearing
*Administrator action only **Superintendent action only		

OFFENSES AND CONSEQUENCES		
Offense	Definition	Range of Consequences
1. Academic Dishonesty/Cheating	Copying, plagiarizing, altering records, or assisting another in such actions.	I - III
2. Absence (Unlawful)	An absence for a day or any portion of a day for any reason other than those cited as lawful and/or failure to bring a note by a parent/guardian to verify a lawful absence.	I – II
3. Alcohol/Drug Violation	Possession, distribution, consumption, being under the influence, or sale of Illegal Substances, alcoholic beverages or drug paraphernalia on school property, at a school function, on a school bus, or in a school vehicle. Over the counter medications cannot be possessed or distributed. Possession will be presumed if Illegal Substance(s), alcoholic beverage(s) or drug paraphernalia are found in an area of control by the student (i.e. backpack, automobile, personal belongings)	II - III
4. Arson/fire	Attempting to, aiding in, or setting fire to a building or other property.	II - III
5. Bus Misbehavior	Any violation of bus behavior rules.	I - II
6. Computer/ Electronic Communication Misuse	Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an inappropriate website; misuse of a website, including transmission of inappropriate language or images via electronic/digital devices.	I - III
7. Cutting class	Illegal absence from a class or school activity.	I - II
8. Cyberbullying	Harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes the use of information technology, including, but not limited to e-mail, instant message, blogs, chat rooms, cell phones, and gaming systems, to harass, threaten, isolate or intimidate others. (Education Law §11[8]).	I - III

9. Defamation	False or unprivileged statement or representation about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group.	I - II
10. Destruction of Property/ Vandalism	Damage, destruction, or defacement (graffiti) of property belonging to another or the school.	II - III
11. Discrimination	Discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.	I - III
12. Disrespect Toward Others	Inappropriate comment or physical gesture to a student, teacher, staff member, or other adult.	I - II
13. Disorderly Conduct	Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another.	I - II
14. Disruption – Classroom	Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.	I - III
15. Disruption – School	Behavior that interferes with the safe and orderly environment of the school or school activity.	I - III
16. Driving/ Parking Violations	Failure to obey all state, District, and campus traffic and parking signs and rules.	I - II
17. Failure to Serve Assigned Consequences	Failure to serve detention, Saturday detention, suspension or other assigned consequences.	I - II
18. False Alarms/Bomb Threats	Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	II - III
19. Fighting	A hostile confrontation with physical contact involving two or more students.	II - III
20. Fireworks or Explosives	Possession, use, and/or threat to use a firework, smoke bomb, flare, or combustible or explosive substance.	II - III
21. Firearm	Possession of a firearm	II - III
22. Gambling	Wagering money or property.	I - II
23. Harassment and/or Bullying	The creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and	I - III

	<p>substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:</p> <ul style="list-style-type: none">a. on school property; and/orb. at a school function; orc. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. <p>Such conduct shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.</p> <p>For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. “Emotional harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. (Education Law §11[7]).</p> <p>Bullying includes, but is not limited to, threatening, stalking, ostracizing or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of</p>	
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	imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including, but not limited to, intimidation through the use of epithets or slurs.	
24. Hazing	Negative or reckless act required for the purpose of initiating into, affiliating with, or maintaining membership in any activity, organization, club, or team.	I - III
25. Indecent Exposure	Exposing the private parts of the body in a lewd or indecent manner.	I - II
26. Insubordination	Refusing to follow reasonable requests of teachers, staff, or administration, including failure to identify self or knowingly providing false information.	I - III
27. Leaving school grounds without permission	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian, administrator or someone listed on the emergency procedure card.	I - II
28. Loitering	Idle presence in an area without authorization.	I - II
29. Physical Attack on Staff, Students/Others	Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity.	II - III
30. Possession of Disruptive Items	Unauthorized possession of a sound box, laser pointer, squirt gun, water balloon, personal audio device, or any other disruptive item.	I- II
31. Possession of Portable Electronic Communication Devices	Unauthorized possession of cellular phone.	I -II
32. Possession of Skateboards, Roller blades/ Scooters	Unauthorized use or unauthorized possession of a skateboard, scooter, or roller blades on school property.	I - II
33. Sexting	Sending, receiving or forwarding sexually suggestive written text or nude or nearly nude photos through text message, email or other electronic/digital means.	I - III
34. Sexual contact with another student	Any form of sexual contact between students.	II - III
35. Sexual Harassment	Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person.	I - III

36. Tardiness	Lateness to school or class.	I - II
37. Theft	Taking or obtaining property of another without permission of the owner.	II - III
38. Threat to Staff, Student or Other Person	Expression, conveyed by word or action, of intent to abuse, intimidate, coerce, or injure a staff member, student, or other person.	I - III
39. Tobacco Violation	Possession or use of any Tobacco Product; This prohibition extends to on school property, at a school function, on a school bus, or in a school vehicle. (As defined in Section II of the District-Wide School Safety Plan.)	I - II
40. Trespassing	Unauthorized presence on school property, including while on suspension.	I - II
41. Truancy	Unlawful absence without parental knowledge and/or permission.	I - II
42. Unacceptable Language	Using vulgar or abusive language, cursing, or swearing.	I II
43. Weapon Possession	Possession of a weapon. (As defined in Section II of the District-Wide School Safety Plan.)	II - III

E. TEACHER REMOVAL OF DISRUPTIVE STUDENTS

The District has a long-standing set of expectations for school behavior, based upon the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. These expectations apply to all members of the school community. Accordingly, teachers maintain classroom environments reflective of good management techniques, and students behave in accordance with the Code of Conduct. Occasionally, students exhibit disruptive behavior, which warrants removal from class by the teacher. In these cases, the following procedures apply.

A classroom teacher may remove a student from class for up to two days if the teacher determines that the student is disruptive or violent. The removal from class applies to the class of the removing teacher only.

Procedures for Disruptive Students Who Do Not Pose a Danger to Persons or Property:

1. Teacher explains why. Students may respond.
2. Student is sent to the office (the office is notified by the teacher).

- a) High School – the teacher can remove a student for up to two consecutive instructional blocks including the day of removal. In a class of double blocks the teacher removes the student for up to two consecutive school days including the day of removal.
 - b) Pine Grove Middle School & Elementary School – The student is removed from the class for up to two days, not including the day of removal.
 - c) Summer School – The teacher can remove the student for up to two consecutive school days including the day of removal.
3. Teacher completes, Form – A.
 4. Administrator confirms with the teacher date/time and reason for removal.
 5. Administrator confirms that student is receiving educational instruction outside the classroom.
 6. Person in Parental Relationship is notified within 24 hours.
 7. Informal conference is held within 48 hours (if requested by Person in Parental Relationship) with parent/guardian, Principal, teacher.
 8. Administrator makes determination of consequences, Form – B.

Procedures for Disruptive Students Who Pose a Danger to Persons or Property:

1. Student is immediately removed to the office.
 - a) High School – The teacher can remove student for up to two consecutive instructional blocks including the day of removal. In a class of double blocks the teacher removes the student for up to two consecutive school days including the day of removal.
 - b) Pine Grove Middle School & Elementary School – The student is removed from the class for up to two days, not including the day of removal.
 - c) Summer School – The teacher can remove the student for up to two consecutive school days including the day of removal.
2. Teacher notifies administrator.
3. Teacher completes, Form – A.
4. Administrator confirms with the teacher the date/time and reason for removal.

5. Administrator confirms that the student is receiving educational instruction outside the classroom.
6. Teacher notifies the student of the reason for removal within 24 hours.
7. Person in Parental Relationship is notified within 24 hours by the administrator.
8. Conference is held within 48 hours (if requested by Person in Parental Relationship) with student, parent/guardian, administrator and teacher.
9. Administrator makes determination of consequences, Form – B.

The Principal may overturn the removal of the student from the class only if in the Principal's judgment there is a lack of substantial evidence to support a removal, there is violation of law, there is justification for suspending the student from school, or the removal is inconsistent with the Code of Conduct. Accordingly, after discussion with the teacher, the Principal may return the student to class. At the teacher's discretion, he/she may rescind the removal prior to the two-day removal period.

After meeting with an administrator, a student who is removed from class may be placed in a supervised setting until the period of removal is completed. As soon as possible, but no later than the beginning of the next school day, the removing teacher must provide a guide for instruction (on a District prepared form) and appropriate instructional material(s).

Each teacher must keep a log for all cases of removal of students from his/her class. Teachers must ensure that the cumulative days of removal of a special education student do not violate state or federal law or regulation. The Principal must keep a log of all removals of students from class.

F. STUDENTS WHO ARE REPEATEDLY DISRUPTIVE

Any student, who engages in conduct which results in the student being removed from a classroom by any teacher on four or more occasions in a semester, will be suspended from school for three days. Upon the 5th removal from class, other educational options may be considered. In addition, there may be an occasion when it will be appropriate to refer a disruptive student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

G. MINIMUM SUSPENSION FOR VIOLENT STUDENTS/FIREARMS

Any student that engages in conduct described in a “Violent Student” on page 3, will be suspended for a minimum of one (1) day. If a suspension exceeds five (5) days, a Superintendent’s Hearing will be required.

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

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; and/or
6. Other extenuating circumstances.

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

H. REFERRALS

1. PINS Petitions

The District may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

2. 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 or firearm to school or;
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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

I. DISCIPLINE OF STUDENTS WITH DISABILITIES

At times it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them. Procedures followed for suspending, removing, or otherwise disciplining students with disabilities must be consistent with the procedural safeguards required by applicable laws and Part 201 of the Regulations of the Commissioner of Education.

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.

1. CHANGE OF PLACEMENT RULE

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

- b. 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.

2. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

- a. The District's Committee on Special Education shall 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 Interim Alternative Educational Setting for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to as 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 District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

J. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal Punishment

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

Whenever a school employee uses physical force against a student, the school employee shall immediately report the situation to his/her Principal/Supervisor. The

Principal/Supervisor shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the East Syracuse Minoa Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Emergency Interventions

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining/removing a disruptive student.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.

The District will maintain documentation on the use of emergency interventions for each student including:

- a) Name and date of birth of student;
- b) Setting and location of the incident;
- c) Name of staff or other persons involved;

- d) Description of the incident and emergency intervention used, including duration;
- e) A statement as to whether the student has a current behavioral intervention plan; and
- f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.

VI. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

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

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff, including volunteers, who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct and any potential criminal activity 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, stored in a safe, secure area, and promptly turned over to the law enforcement agency after that agency has been notified. This shall be followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building Principal or his or her designee should immediately notify the appropriate local law enforcement agency of those code violations, and any other conduct that occurs on school property or at a school function or in travel to and from school, that is criminal in nature and substantially affects the physical, mental or emotional well-being of a student or the order, security or overall safety of the school, and, in the absence of extenuating circumstances, such notification should occur no later than the close of business the day the Principal or his or designee learns of the conduct. The notification should identify the persons involved in the conduct, the names of any victims and witnesses and an explanation of the conduct that may constitute a crime.

Minor offenses which involve conduct such as stealing, damaging property and physical violence

that do not result in serious injuries are matters that may be handled by the administration without the assistance of law enforcement. Whenever criminal conduct occurs, school staff shall not discourage or prevent crime victims from filing a complaint with local law enforcement.

Whenever conduct involves drugs, assaults where there are serious injuries or inappropriate sexual acts, immediate notification to law enforcement by the building Principal or his or her designee should be made.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by staff in consultation with the Principal or Superintendent in order to determine whether referral to law enforcement officials is appropriate, or whether the matter will be handled solely through the District's Code of Conduct and student discipline system.

A. Reporting Discrimination, Harassment and Bullying

The School Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member / administrator to whom the report is made (or the staff member / administrator who witnesses or suspects bullying / cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a District official otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school Principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school Principal no later than two school days after making such oral report.

After receipt of a complaint, the School Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Principal or the Principal's designee shall verify that such investigation is completed promptly and investigated in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the District's Code of Conduct or a material incident of harassment, bullying and/ discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and verify the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

In the event that the Principal is the alleged offender, the report will be directed to the Superintendent of Schools.

All complaints of alleged harassing, discriminatory, bullying and/or retaliatory conduct shall be:

1. promptly investigated in accordance with the terms of District policy;
2. forwarded to the school building's DAC for monitoring; and
3. treated as confidential and private to the extent possible within legal constraints.

The Principal must notify promptly the Superintendent of Schools and the appropriate local law enforcement agency when he/she believes that any harassment, bullying or discrimination constitutes criminal conduct.

B. Reporting Sex Crimes

If school staff members learn of child abuse in an educational setting, they shall prepare a written report of the allegations and transmit it to the school administrator. The written report from the mandatory reporter must be completed and turned in immediately upon learning of the conduct. Upon receipt of a written report of allegations of child abuse in the educational setting the school administrator must determine if there is reasonable suspicion to believe that the abuse has occurred. Upon making such a positive determination the report must be forwarded to the appropriate law enforcement agency.

When an incident on school property or at school event involves allegations of child sexual abuse or any other sexual conduct, whether that conduct involves only students or an adult and a student - the matter shall be immediately referred to the SIRO. In the absence of the SIRO, such conduct shall be immediately reported to the Abused Persons Unit of the Onondaga County Sheriff's Office. The Superintendent or Deputy Superintendent should also be notified. School staff should not ordinarily conduct an interview beyond the initial intake of the complaint, or take affidavits from the victim, witnesses or the potential suspect. Until further notice from the Superintendent or Deputy Superintendent, this should initially be left in the hands of the law enforcement agency.

VII. Remedial Responses to Violations of Code of Conduct

Students who violate this Code may also be referred for remedial action as the facts may warrant, including but not limited to any of the measures listed below:

- a. peer support groups; corrective instruction or other relevant learning or service experience;
- c. supportive intervention;
- c. behavioral assessment or evaluation;
- d. behavioral management plans, with benchmarks that are closely monitored; and/or
- e. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- b. adoption of research-based prevention programs;
- c. modification of schedules;
- d. adjustment in hallway traffic and other student routes of travel;
- f. targeted use of monitors;
- g. staff professional development;
- h. parent conferences;
- i. involvement of parent-teacher organizations; and/or

- j. peer support groups.

VIII. STAFF-STUDENT RELATIONS

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Any student who believes that he/she has been subjected to inappropriate staff behavior, as well as school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member, the employee's supervisor, the student's Principal or the District's designated Complaint Officer. In all events such reports shall be forwarded to the designated Complaint Officer for further investigation. Investigations of allegations of inappropriate staff-student relations shall follow the procedures utilized for complaints of harassment within the School District. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an educational setting) must *also* follow the District's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to his/her Building Principal or Supervisor.

The District shall promptly investigate all complaints of inappropriate staff-student relations, and take prompt corrective action to stop such conduct if it occurs.

IX. VISITORS TO THE SCHOOLS

All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct as well as Board Policy 3410, "Public Order."

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

2. Except for those who are attending public gatherings or meetings, visitors must sign in and report to the main office upon arrival at the school.
3. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building administrator and classroom teacher(s), so that class disruption is kept to a minimum, and to abide by Board Policy 3210, "School and Classroom Visitation," and its corresponding Administrative Regulation.

The administration has authority to determine whether the visitor has an appropriate reason for being in the building. If the visitor is judged by the administrator not to have an appropriate reason, the visitor will be asked to leave. The police may be notified if the situation warrants.

X. 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 establish rules for public conduct on school property and at school functions. Dress and behavior will be appropriate to the school environment and will not detract from the educational process. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including students, parents/guardians, teachers and District personnel. Such rules, as well as consequences for violation of such rules, are contained in this Code as well as Board Policy 3410, "Code of Conduct on School Property" and related Administrative Regulations.

A. Prohibited Conduct

No Person, either alone or with others shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, overly revealing, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school environment.
5. Threaten, intimidate, harass or discriminate against any school staff member or other person(s) on the basis of a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or other legally protected status.
6. Enter any portion of the school premises, playing field (home or away) or other related school location 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. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use firearms or weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the Board of Education (or its designee).
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Consequences

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

1. Visitors - authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and/or arrest.
2. Students - shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members - shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a, or any other legal rights that they may have.
4. Staff members in the classified service of the civil service who are entitled to the protection of Civil Service Law §75 - shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5 - shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they have.

C. Enforcement

The Building Principal or his or her designee shall be responsible for enforcing the conduct required by this Code.

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

also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XI. TRANSPORTATION OF STUDENTS

The East Syracuse Minoa Central School District furnishes transportation to those students whose disability or distance from the school make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The Board of Education, the Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, the effect of a suspension from transportation on the student's ability to attend school will be considered. If a suspension from transportation effectively results in a suspension from attendance because of the distance between the home and the school and the absence of alternative public or private means of transportation, the District shall make appropriate arrangements to provide for the student's education.

If a student with a disability who receives transportation as a related service as part of his/her Individualized Education Program is being considered for suspension from transportation, and that suspension would effectively result in a change in placement, the student shall be referred to the Committee on Special Education.

XII. INTERROGATION OF STUDENTS BY LAW ENFORCEMENT

Law Enforcement

District officials are committed to cooperating with police and other law enforcement authorities to maintain a safe school environment. When District officials have called the police to investigate a crime on school premises, school officials should yield to police leadership on the

conduct of the investigation. The investigation should be conducted in a manner that minimizes the disruption of the school environment.

If law enforcement seeks to interrogate or remove a student, the District is required to immediately contact the student's parents or legal guardians to arrange for their presence, if possible, or obtain their consent unless law enforcement:

1. Has a warrant for the arrest of the student;
2. Has a court order authorizing the removal or interrogation of the student; or
3. Is investigating a possible crime and law enforcement determines either:
 - a) exigent circumstances exist;
 - b) there is an immediate threat of serious physical harm; or
 - c) there is an emergency and immediate need for assistance.

School officials will defer to the police on these issues and their determinations.

The safety and welfare of the students and school staff takes precedence over any right of an individual to be present during school searches. If there is an allegation regarding a firearm, school staff should, if circumstances permit, immediately notify their School Resource Officer or local law enforcement agency. These officers, with their training and expertise, should be the ones to initiate any interview and conduct the search for the weapon.

XIII. RELATED BOARD OF EDUCATION POLICIES

The following Board of Education policies are directly related to the conduct of students, parents/guardians, staff, or visitors in the school environment. Some of these policies have Administrative Regulations for their implementation:

- 3210 Visitors to the School
- 3290 Operation of Motor-Driven Vehicles on District Property
- 3410 Code of Conduct on School Property
- 5640 Smoking/Tobacco Use
- 5681 School Safety Plans
- 5730 School Bus Safety Program
- 6151 Drug-Free Workplace
- 6180 Staff-Student Relations (Fraternization)
- 7320 Alcohol Tobacco and Other Substances (Students)
- 7330 Searches and Questioning of Students
- 7360 Weapons in School and the Gun-Free Schools Act
- 7410 Extracurricular Activities
- 7420 Sports and the Athletic Program
- 7530 Child Abuse and Neglect/Maltreatment
- 7550 Dignity for All Students Act
- 7551 Sexual Harassment of Students

- 7552 Bullying-In the Schools
- 7553 Hazing
- 8242 Civility, Citizenship, and Character Education/Interpersonal Violence Prevention Education
- 8271 Internet Safety/Internet Content Filtering Policy
- 8460 Field Trips

XIV. In-Service Educational Programs

The Board will provide in-service education programs for all District staff members for the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management. In-service education programs shall also include training on the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The following are suggested programs that may be utilized for in-service education for all staff members for effective implementation of this Code: (1) School-oriented programs developed at the District and building level; (2) Superintendent’s workshop days; and (3) faculty meetings.

XV. Dissemination and Review

The Board will work to inform the community about this Code of Conduct by:

1. Providing copies of an age-appropriate version of the summary of the Code to all students, written in plain language so that students may understand the standards of respect and appropriate behavior that the school community expects from them. This shall take place at a general assembly held at the beginning of each school year and on an on-going basis at registration for those students who enter the District after the beginning year meeting.
2. Making copies of the Code available to all parents, students and community members throughout the school year.
3. Mailing a summary of the Code of conduct written in plain language to all

parents of District students before the beginning of the school year and making this summary available later upon request.

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. Posting the Code of conduct on the District's web site.

This Code shall be reviewed by the Board of Education on an annual basis and shall be amended when appropriate. In conducting the review, the board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently. The board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before making any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. Amendments to the Code will be filed with the Commissioner of Education no later than thirty days after adoption.

XVI. Prohibition of Retaliation

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the District, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

ESM

Disruptive Student

East Syracuse Minoa Central School District

Form A Teacher Report of a Disruptive Pupil

To: _____
(Building Principal)

Date: _____

From: _____
(Name of Teacher)

Building: _____

Grade/Class/: _____

Time: _____

Name of Student: _____

Classified student: ___ Yes ___ No

I am referring to you the above-named pupil who was disruptive on _____ at _____ . I have removed this student from my class because: (Describe in detail the events, specify the particular conduct, what you did, what was said by you, the pupil, others.)

List witnesses to this event:

The student has a history of disruptive behavior: ___ Yes ___ No

 If yes, have you removed this student from your class previously ___ Yes ___ No

The pupil was accompanied by an adult to the Principal's Office ___ Yes ___ No

Number of days/blocks to be removed from class: _____ (Including day of removal)
(circle one)

Dates of removal:

 ___ Yes ___ No Within 24 hours I provided the student with an explanation of the basis for the removal and allowed the pupil to informally present the pupil's version of the relevant events.

Specify what you believe would be the appropriate additional action to be taken:

___ Yes ___ No I have attached to this form the class and homework assignments to be completed by the pupil for the period of the student's exclusion from my class.

Date: _____ Signature: _____

ESM

East Syracuse Minoa Central School District

Disruptive/Violent Student

Law Enforcement Contacted _____ (CIRCLE)
Person Called: _____ Yes No
Date/Time: _____

Form B Building Principal Report

Student Name: _____ Date of Referral: _____ Time: _____

Teacher Name: _____ Grade/Class: _____

Removal Period: From _____ (date) to _____ (date)

Building: _____ Location: _____

The notification of the pupil's removal and reasons for removal were given to the person in parental relationship within 24 hours of the removal by _____ on _____.
(date/time)

The person in parental relationship requested an informal conference to discuss the reasons for removal.

YES NO

Summary of Informal Conference:

Those who attended:

Offense:

Consequence(s):

Building Principal
cc: Student file, Counselor (if appropriate), Removing Teacher, Parent

Date

APPENDIX D

Statement Of Affirmation

AFFIRMATIONS

This is to affirm that:

- the District-Wide School Safety Team appointed by the Board of Education discussed and approved revisions to last year's District-Wide School Safety Plan on **February 6, 2023**;
- a District-wide School Safety Team was appointed by the Board of Education (see attached list). The District-wide Committee developed the District-Wide School Safety Plan, participated in the public hearing and the presentation of the plan to the Board of Education prior to adoption;
- a public hearing on the District-wide School Safety Plan was held on **March 27, 2023**. (see attached materials);
- the plan was available for public inspection 30 days prior to approval by the Board of Education;
- the District-wide School Safety Plan to be (was) approved by the Board of Education on **May 8, 2023**.

APPENDIX E

District-Wide School Safety And Security (Project SAVE) Committee 2023-2024

Project Safe Schools Against Violence in Education (S.A.V.E.) Committee
2023-2024

Dr. Thomas B. Neveldine, Deputy Superintendent, Chief Emergency Officer

D. Paul Waltz, Board of Education

Doug Mohorter, Executive Director of Employee Engagement and Accountability

John Young, Director of Facilities

Greg Avellino, Executive Principal Central High School

Kate Colucci, Director of Special Education

Cheryl West, Director of Counseling, Youth Development and Leadership

Mike Clonan, Director of Physical Education and Health – Central High School

TBD, SIRO – Town of Manlius Police

Rebecca Kammar, SIRO – Town of Manlius Police

Percy Clarke, SPO - Town of Manlius Police

Todd Galarneau, SPO - Town of Manlius Police

Jeff Slater, Captain - Town of Manlius Police

Sue Lamphier – ESM School Related Professionals Association

Ken Waldby – Coordinator of Health, Safety & Risk Management OCM BOCES

Bonnie Neubauer - Central High School Parent Representative

Tammy Hughes – ESM Teaching Assistants Association

Todd Henry – Transportation Supervisor

Carolyn Scott - ESMUT

Pam Buddendeck - Principal Park Hill School

APPENDIX F

Public Hearing

March 27, 2023

PUBLIC HEARING
East Syracuse Minoa Central School District

East Syracuse Minoa Central School District conducted a Public Hearing on **Monday, March 27, 2023**, for the purpose of reviewing revisions to the District-Wide School Safety Plan required under the Project Safe Schools Against Violence in Education (SAVE) legislation.

The Public Hearing was held Via a Google Meeting.

APPENDIX G

School Bus Fleet Inventory and Maintenance Vehicle Inventory

2023-2024

VEHICLE LIST 2022-2023

Vehicle Number	Year	Make	Seating Cap
25	2008	Blue Bird	28C16A2WC
30	2009	Blue Bird	65C 43A
36	2010	Blue Bird	65C43A
37	2011	Blue Bird	65C43A
38	2011	Blue Bird	65C 43A
39	2012	Blue Bird	65C 43A
40	2012	Blue Bird	65C 43A
41	2012	Blue Bird	65C 43A
42	2013	Blue Bird	65C 43A
43	2013	Blue Bird	65C 43A
44	2013	Blue Bird	43 A 65C
45	2014	Blue Bird	43 A 65C
46	2014	Blue Bird	43 A 65C
47	2014	Blue Bird	65C 43A
48	2015	Blue Bird	65C 43A
49	2015	Blue Bird	65C 43A
50	2015	Blue Bird	65C 43A
51	2015	Blue Bird	65C 43A
52	2016	Blue Bird	65C 43A
53	2016	Blue Bird	65C 43A
54	2016	Blue Bird	65C 43A
55	2016	Blue Bird	65C 43A
56	2016	Blue Bird	65C 43A
57	2016	Blue Bird	65C 43A
58	2017	Blue Bird	65C 43A
59	2017	Blue Bird	65C 43A
60	2017	Blue Bird	65C 43A
61	2017	Blue Bird	65C 43A
62	2018	Blue Bird	59C 39A 1WC
63	2018	Blue Bird	65C 43A
64	2018	Blue Bird	65C 43A
65	2018	Blue Bird	65C 43A
66	2018	Blue Bird	65C 43A
67	2018	Blue Bird	65C 43A
68	2018	Blue Bird	65C 43A
69	2019	Blue Bird	65C 43 A
70	2019	Blue Bird	65C 43 A
71	2019	Blue Bird	65C 43 A
72	2019	Blue Bird	65C 43 A
73	2019	Blue Bird	65C 43 A

74	2019	Blue Bird	65C 43 A
93	2017	Chevrolet	8
900	2007	Chevrolet	8
75		BLUE BIRD	65C 43A
76		BLUE BIRD	65C 43A
77		BLUE BIRD	65C 43A
78		BLUE BIRD	65C 43A
79		BLUE BIRD	65C 43A
80		BLUE BIRD	28C 49A 2WC
81		THOMAS	66C 44A
82		THOMAS	66C44A
83		THOMAS	66C 44A
84		THOMAS	66C 44A
85		THOMAS	66C 44A
86		THOMAS	66C 44A
87		THOMAS	66C 44A
88		THOMAS	66C 44A
89		THOMAS	66C 44A
90		THOMAS	66C 44A
91		THOMAS	66C 44A
92		THOMAS	66C 44A
93		THOMAS	66C 44A
94		THOMAS	66C 44A
95		THOMAS	66C 44A
96		THOMAS	66C 44A

Information provided by Todd Henry

APPENDIX H

Non-Public Schools And Day Care Centers

2023-2024

NON-PUBLIC SCHOOLS 2023-2024

BUILDING NAME	ADDRESS	PHONE
Bishop Grimes	6653 Kirkville Rd.	315-437-0356
Bishop Ludden	815 Fay Rd.	315-468-1261
Blessed Sacrament	3129 James St.	315-463-1261
Christian Brothers Academy	6245 Randall Rd.	315-446-5960 ext 1229
Cortland BOCES (McEvoy)	1710 State Route 13	607-758-5100
Faith Heritage	3740 Midland Ave	315-469-7777
Holy Cross	4200 E. Genesee St.	315-446-4890
Homer High School	80 South West Rd.	607-749-7246
Homer Jr. High School	80 S. West St.	607-749-1230
Immaculate Conception	400 Salt Springs Rd.	315-637-3961
Jowonio	3049 E. Genesee St.	315-445-4010
LaFayette Jr/Sr High School	3122 Rt. 11 North	315-677-3131
LeMoyne College SE Program	1419 Salt Springs Rd.	315-445-4100
Living Word	6101 Court Street Rd.	315-437-6744
Manlius Pebble Hill	5300 Jamesville Rd.	315-446-2456
Michael's Place	100 Adams St.	315-453-0272
Morgan Rd. BOCES	7795 Morgan Road	315-433-2635
Nate Perry Elementary	7053 Buckley Rd.	315-453-0272
NYS School for the Blind	2A Richmond Ave	585-343-5384 ext 340
Ray MS	7650 Van Buren Rd.	315-638-6106
Roxboro Road Middle School	300 Bernard St.	315-218-3300
Solvay High School	600 Gertrude Ave	315-468-2551

Solvay Middle School	299 Bury Dr.	315-488-2391
Southside Academy Charter	2200 Onondaga Crk. Blvd	315-476-3019
St. Rose of Lima	411 S. Main St.	315-458-6036
St. Margarets	201 Roxboro Rd.	315-455-5791
Syracuse Academy of Science	1001 Park Ave.	315-428-8997
Syracuse Academy of Sci. Elem	4837 S. Salina St.	315-469-9404
Syracuse Acad.of Sci Jr HS	200 West High Terrace	315-487-8997
Syracuse Hebrew Daycare	5655 Thompson Rd.	315-446-1900
Thompson Rd. BOCES	6820 Thompson Road	315-433-2635
Tully Elementary School	20 State St.	315-453-4467
Tully Jr/Sr HS	5848 State Route 80	315-696-6200
Walberta Park School	400 Walberta Rd.	315-426-3200
Zogg	800 Fourth St.	315-453-4455

Information Provided by Todd Henry

- DAY CARE CENTERS 2023-2024

NAME	ADDRESS	PHONE #
BOURDON TRACY	113 GREENAPPLE LN	315-656-7864
BROWN MELISSA	409 NELSON AVE	315-437-7919
ANTOINETTE MULLETT	7245 KENDALL DR E	315-656-2656
DARE CHERYL	318 DAUSMAN ST	315-463-0548
KINDER CARE	CAMPUSWOOD DR	315-437-2374
LUCISANO ANNMARIE	210 GREENTREE DR	315-463-8117
NUFFER SHARON	225 W YATES ST	315-437-5130
OVER THE RAINBOW D/C	ST MATTS	315-437-8318
SHINING STAR D/C	BOWMAN RD	315-656-2180
SLOAN MARA	103 E IRVING ST	315-427-1487
TALBOT KIMBERELY	7435 KIRKVILLE RD	315-247-5447
TOGETHER WE GROW D/C	MANLIUS CENTER RD	315-656-2399
AIMEE HILLMAN	6747 LYONS RD	315-437-0013
WENDY MOON	317 COLFAX	315-437-5575
KAREN DUFFY	1212 KINNE ST	315-391-6429
JOSPHINE MULLANE	449 EAST AVE	315-656-7086
KELLY RUSSELL	118 EAST AVE	315-437-1233
LISA BAXTER	97 RIPPLEBROOK LN	315-627-0287
CHRISTINA CHAPPELL	7480 MYERS RD	315-656-7615
PAVE THE WAY	610 N CENTRAL AVE	315-439-0154
CAROL TODD	319 HIGHLAND AVE	315-479-1906

Information Provided by Todd Henry

APPENDIX I

School Information Resource Officer

Agreements

2023-2024

SIRO Program 2022-2023 (Rebecca Kammar)
AGREEMENT BETWEEN THE
TOWN OF MANLIUS POLICE DEPARTMENT
AND
EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT

THIS AGREEMENT is made this 1st day of July, 2022 and is intended for the period of July 1, 2022 through June 30, 2023 by and between the TOWN OF MANLIUS POLICE DEPARTMENT (hereinafter “POLICE DEPARTMENT”) and the EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT (hereinafter “SCHOOL DISTRICT”) as follows:

WHEREAS, the SCHOOL DISTRICT wishes to implement a SCHOOL INFORMATION RESOURCE OFFICER to promote the goal of ensuring a caring, safe, respectful, and orderly learning environment in its schools; and

WHEREAS, the SCHOOL DISTRICT and the POLICE DEPARTMENT desire to establish the terms and scope of duties in this SCHOOL INFORMATION and RESOURCE OFFICER (hereinafter referred to as (“SIRO”) Agreement the specific terms and conditions of the services to be provided by the said SIROs in the SCHOOL DISTRICT:

NOW, THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

Defined terms

For the purposes of this Agreement, the following terms have the meanings listed:

SIRO Supervisor – The POLICE DEPARTMENT employee assigned to supervise the SIRO’s activities.

School Liaison – The SCHOOL DISTRICT employee who is designated as the primary contact for the SIRO and POLICE DEPARTMENT regarding the SIRO’s work.

School grounds – The school grounds shall consist of all buildings and grounds under jurisdiction of the SCHOOL DISTRICT, including but not limited to the high school, the middle school, the elementary school and the school district offices.

1.0 Goals and Objectives

It is understood and agreed that the SCHOOL DISTRICT and the POLICE DEPARTMENT officials share the following goals and objectives regarding the SIRO Program in the schools:

- 1.1 The primary duty of the SIRO is to establish relationships with students and to act as a mentor. The SIRO's law enforcement function is a part of relationship-building with the student body and community.
- 1.2 The SIRO will foster educational programs and activities that increase student knowledge of and respect for the law and the function of law enforcement agencies;
- 1.3 The SIRO will be available to work cooperatively with teachers to assist in developing specialty programs specific to areas of study including but not limited to court procedures, citizenship and forensic science;
- 1.4 The SIRO will conduct criminal investigations with the goals of promoting safety for the school community and establishing a deterrent to delinquent student behavior and promoting and ensuring the safety of the students, faculty and administration of the SCHOOL DISTRICT;
- 1.5 The SIRO will work with school administrators to identify and address safety issues within the schools;
- 1.6 The SIRO will serve as a mentor and role model for students attending school in the SCHOOL DISTRICT.

2.0 Employment and Assignment of School Resource Officers

- 2.1 The SIRO shall be an employee of the POLICE DEPARTMENT and shall be subject to the administration, supervision and control of the POLICE DEPARTMENT. Such administration, supervision and control is subject to the terms and conditions of this Agreement, as long as those terms do not compromise the Town's Employer/Employee relationship.
- 2.2 The POLICE DEPARTMENT agrees to provide and to pay the SIRO's salary and employment benefits in accordance with the applicable salary schedules and employment practices of the POLICE DEPARTMENT. The SIRO shall be subject to all other personnel and practices of the POLICE DEPARTMENT. Such policies or practices may have to be modified to comply with the terms and conditions of this Agreement, as long as those terms do not compromise the Town's Employer/Employee relationship.
- 2.3 The parties shall use a collaborative process in the assignment of a SIRO. Both parties shall have the right to attend and participate in candidate interviews. The POLICE DEPARTMENT shall select three finalists from the candidate pool and the SCHOOL DISTRICT shall select the candidate to be assigned.

- 2.4 The POLICE DEPARTMENT shall notify the SCHOOL DISTRICT within 24 hours of the termination of the services of a SIRO assigned to the SCHOOL DISTRICT. The SCHOOL DISTRICT has the right to refuse the services of a particular SIRO and shall provide the POLICE DEPARTMENT with 24 hours notice of its intent to do so. Upon such notice by either party, the parties shall meet and confer within 48 hours of such notice to discuss the replacement of the SIRO.
- 2.5 The POLICE DEPARTMENT shall hold the SCHOOL DISTRICT free, harmless and indemnified from and against any and all claims, suits or causes of action arising out of allegations of unfair or unlawful employment practices brought by SIROs.
- 2.6 In the event an SIRO is absent from work, the SIRO shall notify both his supervisor in the POLICE DEPARTMENT and the principal of the school to which the SIRO is assigned on that particular day. To the extent possible, the POLICE DEPARTMENT shall provide an interim replacement
- 2.7 The relationship of the POLICE DEPARTMENT to the SCHOOL DISTRICT shall be that of independent contractor and neither party shall be an agent of or otherwise have authority to bind the other party.

3.0 Payment Terms and Duty Hours

- 3.1 The SIRO's regular duty shall be 40 hours per week for **186** days, and the schedule of these hours shall be set by mutual agreement between the SCHOOL DISTRICT and the POLICE DEPARTMENT. The SCHOOL DISTRICT may contract for additional service days beyond the required 186 days at the per diem rate.
- 3.2 The SCHOOL DISTRICT shall pay the POLICE DEPARTMENT for the services of the SIRO at a **per diem rate of \$ 727.47** for school year 2022-23. The SCHOOL DISTRICT will pay the POLICE DEPARTMENT at this per diem rate based upon the actual service of the SIRO.
- 3.3 From time to time the SIRO may be required to work more than the 8 hours of regular scheduled duty in a given day. In such instances, the additional time worked by the SIRO shall be credited as "school comp time" or overtime. The choice of either school comp time or overtime shall be at the discretion of the SIRO. School comp time may be used to offset days where the SIRO is scheduled to work, but does not have to report due to the closing of school. The maximum amount of comp time that may accumulate at any one time is 40 hours. At the end of the school year, any school comp time that has not been utilized by the SIRO shall be converted to overtime or carried forward into the next school year based upon the SIRO's request. Authorized overtime shall be billed at a rate

of \$ 80.69 per hour for the 2022 calendar year and at \$ 82.82 per hour for the 2023 calendar year.

- 3.4 The SIRO shall be on duty upon the school grounds fifteen minutes before the beginning of the student instructional day and shall remain on duty for eight (8) hours unless this schedule modified by the mutual agreement between the POLICE DEPARTMENT and the SCHOOL DISTRICT, or the Principal of the building to which the SIRO is assigned on a given day.
- 3.5 It is understood and agreed that time spent by the SIRO attending court related to juvenile and/or criminal cases arising from and/or out of their employment as an SIRO shall be considered as hours worked under this Agreement.
- 3.6 In the event of an emergency the SIRO may be ordered by the POLICE DEPARTMENT to leave school grounds during normal duty hours as described above to perform other services for the POLICE DEPARTMENT. In such instances, the time spent by the SIRO away from the school grounds shall not be considered billable time by the POLICE DEPARTMENT.
- 3.7 For school vacations, holidays and other times when school is not in session and/or the SIRO is not required to be on school grounds, the officer may take available leave balances, or report to the SIRO supervisor for reassignment.

4.0 Basic Qualifications of the School Information and Resource Officers (SIRO)

To be an SIRO, an officer must first meet all of the following basic qualifications:

- 4.1 Shall be a sworn officer and should have a minimum of five years of law enforcement experience;
- 4.2 Shall possess a sufficient knowledge of the applicable Federal and State laws, Town and County ordinances, and Board of Education policies and regulations;
- 4.3 Shall be capable of conducting in depth criminal investigations;
- 4.4 Shall possess even temperament and set a good example for students; and
- 4.5 Shall possess communication skills that would enable the officer to function effectively within the school environment.

5.0 Duties of School Resource Officer

- 5.1 To assist school officials with the enforcement of Board of Education Policies and Administrative Regulations regarding student conduct and to provide usual and

customary police services to the SCHOOL DISTRICT. The role of school discipline shall remain with the SCHOOL DISTRICT administration.

- 5.2 To counsel public school students in special situations when requested by the Principal or the principal's designee or by the parents of a student;
- 5.3 To answer questions and conduct classroom presentations for students in law-related fields;
- 5.4 To perform such other duties as the parties may agree from time to time.

6.0 Chain of Command

- 6.1 As employees of the POLICE DEPARTMENT, the SIRO shall follow the chain of command as set forth in the POLICE DEPARTMENT Policies and Procedure Manual, except where such procedures conflict with the policies of the Board of Education of the SCHOOL DISTRICT. It is expressly recognized and acknowledged by the SCHOOL DISTRICT that policies of the Board of Education cannot supersede the SIRO's duty to act in accordance with state and federal law.
- 6.2 In the performance of the duties described herein, the SIRO shall regularly coordinate and communicate with the principal or the principals' designee of the schools to which they are assigned. The principal or designee shall contact the SIRO Supervisor assigned by the POLICE DEPARTMENT for such purpose in the event of any question regarding the performance of duties by an SIRO.

7.0 Training/Briefing

- 7.1 The SIRO may be required by the POLICE DEPARTMENT to attend monthly training and briefing sessions. These sessions will be held at the direction of the POLICE DEPARTMENT Operations commander. Briefing Sessions will be conducted to provide for the exchange of information between the department and the school liaison.
- 7.2 The SCHOOL DISTRICT and the POLICE DEPARTMENT shall schedule training for the SIRO in Board of Education Policies, regulations and procedures, including the Code of Conduct for students and others and the programs and practices of the SCHOOL DISTRICT regarding student discipline.

8.0 Dress Code

- 8.1 The SIRO shall work primarily in either a departmental issued uniform or plain clothes business attire while on duty. The decision regarding the attire to be worn shall be made in consultation between the parties.

9.0 Supplies and Equipment

- 9.1 Motor vehicles. The POLICE DEPARTMENT shall provide a vehicle for the SIRO. Beginning in 2017, newly assigned vehicles shall be marked in the same manner as patrol vehicles assigned to the Field Services Section.
- 9.2 Office Supplies. The SCHOOL DISTRICT agrees to provide each SIRO with the usual and customary office supplies and forms required in the performance of their duties. In addition, the SIRO shall be provided a private office within the school that is accessible by the students. The SIRO shall also be provided by the SCHOOL DISTRICT a computer, printer and access to a private fax machine for confidential intelligence sharing with other POLICE DEPARTMENT personnel, and a communication device.
- 9.3 Body Worn Camera (BWC). Body worn cameras are a common law enforcement tool and are utilized by all TMPD patrol officers. A BWC will be utilized by the SIRO; in the school setting the SIRO shall have the discretion to record contacts when they consider it to be in the best interest of the student, staff, school administrators or the SIRO. The SIRO's decision shall take into account the privacy interests of those subjects who are being recorded.

10.0 Transporting Students

- 10.1 It is agreed that SIROs shall transport students in their vehicles when the students are victims of a crime, under arrest, or some other emergency circumstance exists.
- 10.2 If circumstances other than an arrest require that the SIRO transport a student, then an effort shall be made to have a school administrator accompany the officer and the student in the vehicle. When a school administrator is not available the SIRO shall record the transport using a body worn camera.
- 10.3 Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. The SIRO shall not transport students in their personal vehicles.
- 10.4 The SIRO shall notify the building principal before moving a student from the school grounds.

11.0 Access to Education Records

- 11.1 School officials shall allow SIROs to inspect and copy any public records maintained by the school that is permissible by law.

- 11.2 If some information in a student's cumulative record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SIRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.
- 11.3 If confidential student records information is needed, but no emergency situation exists, the information may be released only upon the issuance of a search warrant or subpoena to produce the records, or as may otherwise comply with the Family Educational Rights and Privacy Act (FERPA).
- 11.4 Pursuant to FERPA, the SCHOOL DISTRICT hereby designates each SIRO as the District's "law enforcement unit" for the purpose of enforcing any Federal, State or local law and maintaining the physical security and safety of the schools to which they are assigned, and as such shall have access to student education records as appropriate in order to carry out their SIRO duties.

12.0 Term of Agreement

- 12.1 The term of this agreement is one year commencing on July 1, 2022 and ending on June 30, 2023. The Agreement may be renewed and extended annually by the written agreement of both the SCHOOL DISTRICT and the POLICE DEPARTMENT. Written notice of intent to extend the Agreement must be sent by each party no later than June 1st of the current year.
- 12.2 In the event that the SCHOOL DISTRICT opts not to extend the Agreement in a given year, it shall remain responsible to pay the per diem charges that would otherwise have been due for the months of September and October of the succeeding year.

13.0 Insurance and Indemnification

- 13.1 The POLICE DEPARTMENT shall maintain in full force and effect during the term of this Agreement a comprehensive liability insurance policy with coverage that is consistent with police department policies and procedures.
- 13.2 Without waiving any defenses, the POLICE DEPARTMENT agrees to, at its sole cost and expense, indemnify, protect, defend and hold the SCHOOL DISTRICT harmless against any and all damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, actions, proceedings, costs, disbursements and/or expenses (including reasonable attorney's fees) arising out of the performance of the SIRO's authorized duties as a police officer. The SCHOOL DISTRICT shall provide notice to the POLICE DEPARTMENT within twenty (20) days of obtaining the same, of any potential

claim or action which, if decided adversely to the SCHOOL DISTRICT, would cause the SCHOOL DISTRICT to suffer or incur loss or expense.

- 13.3 Without waiving any defenses, the SCHOOL DISTRICT agrees to, at its sole cost and expense, indemnify, protect, defend and hold the POLICE DEPARTMENT harmless against any and all damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, actions, proceedings, costs, disbursements and/or expenses (including reasonable attorney's fees) arising out of the performance of the SIRO'S authorized duties as solely directed by school personnel and not pursuant to or in contravention of the SIRO's law enforcement duties. The POLICE DEPARTMENT shall provide notice to the SCHOOL DISTRICT within twenty (20) days of obtaining the same, of any potential claim or action which, if decided adversely to the POLICE DEPARTMENT, would cause the POLICE DEPARTMENT to suffer or incur loss or expense.

14.0 Evaluation

It is mutually agreed that the SCHOOL DISTRICT shall annually evaluate the SIRO Program and the parties agree that an exchange of data related to the SIRO's performance shall be a part of the annual evaluation process.

15.0 Protection of Confidential Data

The Town shall provide their Services in a manner which protects Student Data (as defined by 8 NYCRR 121.1(q)) and Teacher or Principal Data (as defined by 8 NYCRR 121.1(r)) (hereinafter "Confidential Data") in accordance with the requirements articulated under Federal, New York State and local laws and regulations, including but not limited to the foregoing:

- (a) The Town will adopt technologies, safeguards and practices that align with the NIST Cybersecurity Framework.
- (b) The Town will comply with the School District Data Security and Privacy Policy, Education Law § 2-d, and 8 NYCRR §121.
- (c) The Town will limit internal access to personally identifiable information to only those employees or sub-contractors that need access to provide the contracted services.
- (d) The Town will not use the personally identifiable information for any purpose not explicitly authorized in this Agreement.
- (e) The Town will not disclose any personally identifiable information to any other party without the prior written consent of the parent or eligible student, unless otherwise authorized pursuant to applicable law.
- (f) The Town will maintain reasonable administrative, technical and physical safeguards to protect the security, confidentiality and integrity of personally identifiable information in its custody.

- (g) The Town will use encryption to protect personally identifiable information in its custody while in motion or at rest.
- (h) The Town will not sell personally identifiable information nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.
- (i) In the event the Town engages a subcontractor to perform their contractual obligations, the data protection obligations imposed on the Town shall apply to the subcontractor.

16.0 Data Breach

In the event that Confidential Data is accessed or obtained by an unauthorized individual, the Town shall provide notification to the School District without unreasonable delay and not more than seven calendar days after the discovery of such breach. The Town shall follow the following process:

- (a) The security breach notification shall be titled “Notice of Data Breach,” shall be clear, concise, use language that is plain and easy to understand, and to the extent available, shall include: a brief description of the breach or unauthorized release; the dates of the incident in the date of discovery; a description of the types of Confidential affected; an estimate of the number of records affected; a brief description of the Town’s investigation or plan to investigate; and contact information for representatives who can assist the School District with additional questions.
- (b) The Town shall also prepare a statement for parents and eligible students which provides information under the following categories: “What Happened,” “What Information Was Involved,” “What We Are Doing,” “What You Can Do,” and “For More Information.”
- (c) Where a breach or unauthorized release of Confidential Data is attributed to Contractor, and/or a subcontractor or affiliate of the Town, The Town shall pay for or promptly reimburse the School District for the cost of notification to parents and eligible students of the breach.
- (d) The Town shall cooperate with the School District and law enforcement to protect the integrity of investigations into the breach or unauthorized release of Confidential Data.
 - i. The name and contact information of the reporting School District subject to this section.
 - ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
 - iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.

- iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided.
 - v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
 - vi. Information about what the agency has done to protect individuals whose information has been breached.
 - vii. Advice on steps that the person whose information has been breached may take to protect himself or herself.
- (e) The Town further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Protected Data or any portion thereof, and agrees to provide Client, upon request, with a copy of said written incident response plan.

IN WITNESS WHEREOF, the parties hereto have caused this Operations Agreement to be executed the day and year first written above.

EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT

By: _____
Dr. Donna J. DeSiato, Superintendent of Schools

TOWN OF MANLIUS

By: _____
John Deer, Supervisor

MANLIUS POLICE DEPARTMENT

By: _____
Michael J. Crowell, Chief of Police

Estimated 2022-2023 Salary/Fringe Benefits for SIRO Kammar

Benefit Type	2023	2022
Base Salary	\$79,889.990	\$77,941.00
Social Security	\$6,111.51	\$5,962.49
NYS Police & Fire Retirement	\$23,886.81	\$23,304.36
Health Insurance	\$28,272.00	\$26,484.00
Workers Compensation	\$1,917.34	\$1,870.58
Short Term Disability Insurance	\$98.40	\$98.40
Life Insurance	\$138.00	\$138.00
Longevity Bonus	\$3,602.50	\$3,410.00
Miscellaneous Incentives	\$350.00	\$350.00
Holiday Pay	\$3,602.50	\$3,597.12
Clothing Allowance/Dry Cleaning	\$720.00	\$720.00
Training/Schedule Adjustment Pay	\$2,765.52	\$2,697.84
Other: Sick Time Buyback	\$3,072.80	\$2,997.60
TOTAL FRINGE BENEFITS	\$154,511.24	\$149,571.39
Available Work Days	209	209
Per Diem Rate	\$739.29	\$715.65
Average Per Diem Rate 07/01/2022-06/30/2023	\$727.47	
	01/01/2023-12/31/2023	01/01/2022-12/31/2022
OVERTIME RATE	\$ 82.82	\$ 80.69

APPENDIX J

Pandemic Plan (Public Health Emergency Continuation of Operations Plan)

East Syracuse Minoa Central School District - Pandemic Plan Protocols Public Health Emergency Continuation of Operations Plan

These Protocols contain the following sections:

- Section A: Essential Employees**
- Section B: Telecommuting Protocols**
- Section C: Work Schedules/Locations**
- Section D: Documenting Hours and Work Locations**
- Section E: Personal Protective Equipment**
- Section F: Exposure to Employee or Contractor**
- Section G: Emergency Housing**

Section A: Essential Employees

The following employees are considered “essential” in the event of a State-ordered reduction of in-person workforce. “Essential” means a designation made that a public employee or contractor is required to be physically present at a worksite to perform their job. The justification for their categorization as such is included below. In the event of a public health emergency and educational and support services are mandated to be provided in person by Federal, State, County or local authorities, all staff engaged in those instructional delivery and support services to students would be considered essential.

Title/Position of Essential Employee	Description of position/title	Justification of consideration for position/title being essential
School Bus Driver School Bus Attendant Auto Mechanic	Transport students, food delivery, supplies delivery. Support maintenance operations for Transportation Department	Required services for student health and safety during a public health emergency.
School Secretary 1 School Secretary 2 Confidential Clerical Clerical Staff Typist 1, 2 Account Clerk 2 Teacher Aide	Direct administrative assistant responsibilities supporting administration. District clerical and specific task support for building and district administration	Continuous communication with the public, parents, staff and students regarding public health protocols. Manage the Raptor Security System to ensure all visitors to district buildings are screened prior to entry. Maintain critical program and fiscal District records for accountability related to essential school operations during a public health emergency. Regular payroll and vendor payments

		must be done in-person by the respective staff.
Building Administration Principals, Associate Principals, Assistant Principals	Building Leadership, planning, organization, implementation of all facets of school operations	Leadership for school safety and security and supervision of instruction during a public health emergency. Manage critical communication channels with building personnel and the community at large during a public health emergency.
School Nurse	Provision of mandated health services for students and staff. Provision of necessary school health services in the event of in-person education.	Public health emergencies require on-site nursing services. In-person health screenings and evaluations in relation to symptoms of Disease; provision of health services necessary for typical operation of School District.
Custodians, General Mechanics, Buildings and Groundskeepers, and Laborers	Maintain a safe school environment, cleaning, disinfecting, and physical plant operations. Maintain and repair of physical plant to ensure safe, efficient operations.	The schools and other district facilities must operate continuously during a public health emergency. Maintenance of a safe school environment and minimizing risks of exposure through cleaning and disinfection. Physical Plant maintenance and efficiency is essential to a safe school environment
Counselor, Psychologist, OT/PT	Related service personnel are essential to address Mental Health and Special Education needs of students. Provision of necessary special and general education services for students.	Mental Health and Special Education related services need to be provided in-person during a public health emergency. In-person therapies as required on IEPs for students and in the course of daily education.
Special Education Teachers and Other Staff providing services to students with disabilities	Provision of mandated special education services for students with disabilities	In the event of a public health emergency and special education services are mandated to be provided in person at either the Federal,

		State, County or local level, all staff servicing special education students would be considered essential.
Superintendent, Deputy Superintendent, Executive Directors	Provide leadership and decision-making functions for resource allocation, communication, and implementation of emergency plans.	A public health emergency requires coordinated, collaborative and decisive problem solving and action planning.
School Information Resource Officers	Provide advice and council to school staff, students and parents regarding safety and security. Provision of safety assistance in the event of in-person education.	School safety and security is essential during a public health emergency. Maintenance of a safe school environment as typical in the course of daily education.
District Instructional Administrators and Non-Instructional Supervisors	Leadership for critical programs, fiscal and operational systems.	District educational, facilities and transportation systems must continue to operate during a public health emergency.
Tech Support Personnel Instructional Non-Instructional	Provide tech support to monitor and troubleshoot technology systems for optimum efficiency	Ensure technological systems and structures are functioning properly during a public health emergency.
Contractors Chartwells Food Service Workers	Provision of food and nutrition services for Pre K-12 students	Meet all State requirements for food preparation and disbursement during a public health emergency.
Instructional, Non-Instructional and Support Staff	Provision of mandated education and support services	District must provide Federal, State, County or local mandated services.

Section B: Telecommuting Protocols

Procurement

The District will abide by all State requirements for the procurement of any supplies or items required to facilitate telecommuting for employees and contractors.

Distribution and Installation of Devices or Technology (including downloading and installation of any software, data, office laptops or cell phones)

- 1. Who will be in charge of distribution per Department;**
 - a. Technology will be distributed at the school level by classroom teachers/school administration.**

2. **How the IT Department will prioritize setting up employees to work remotely on short notice;**
 - a. **The priority for remote work will be to focus on classroom teachers, TAs and any other staff who support classrooms in the first wave of set up. Following that set up will be all other building based staff and then district office staff.**
3. **How to track installation/downloading;**
 - a. **Schools keep records of which student/staff has what district owned technology. When we return to normal operation, items are then checked back in through the school. District office technology assets are checked out and in through the Planning, Development and Technology office.**
4. **Ongoing records for necessary software, technology, etc.;**
 - a. **We utilize an inventory system and additional tracking software so that we can locate missing hardware. In addition we can disable any hardware that has not been returned.**
5. **Preparing employees to work remotely before a Disease is recognized – i.e., setting up capability during initial onboarding and working with existing staff to update capabilities.**
 - a. **All staff have account credentials so that they can login from inside or outside of the school district. Many staff already utilize the Google environment when home, so it is not something new for them. We have a dedicated helpdesk to field any questions staff might have and can remotely access district owned hardware to provide support.**

Technology and Connectivity

- **Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high speed internet all students and teachers have in their places of residence.**
 - **When schools closed in March 2020, ESM surveyed all parents and staff to find out what technology they had at home, including whether or not they had high speed internet access. We will re-survey parents as part of our reopening plan, to see what their needs are.**
 - **In the event of a Disease, a follow-up survey would be administered to ensure currentness of access, particularly in the event financial circumstances have changed for families due to a Disease.**
- **Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**

- In March 2020, the District worked with both parents and teachers to make sure that when they were home, any student or teacher who required a device was provided one, and that every student or teacher had adequate online capability. If a student or family did not have adequate online capability the District worked to connect them to internet providers offering free or low-cost internet. This practice has been continued through the current 2023-3024 school year.
- **Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**
- Our learning model as we re-opened school for the 2020-2021 school year involved three modes of learning:
 - Students attend school as normal. In this design students will have a Chromebook assigned to them by the District on a 1 to 1 basis.
 - Students attend virtually, from home. In this model, students will have a Chromebook assigned to them for home use, and will work with their teachers remotely, using web conferencing software and a learning management system. Students learning from home will work with teachers both synchronously and asynchronously.
 - Students are provided a hybrid model with remote and in-person learning models.
 - For the 2021-2022 and 2022-2023 school years all students were provided in-person learning. The only students who were provided a remote learning mode were those with documented medical conditions.

Office phone lines

As practicable, the District shall transfer office phone lines to non-essential employees' cell phones. To the extent any employee has an administrative support to answer phone lines, this will be maintained through the use of transferring lines as well.

Should any non-essential employee lack a cell phone, the District will troubleshoot the issue to attempt to transfer phone lines in another manner.

Section C: Work Schedules/Locations

The District recognizes that, although employees and contractors labeled as essential must be physically present at the worksite to perform their duties, the hours in which they must be at the

worksite will not be identical. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites.

Upon designation of a Disease under these Protocols, within two (2) business days, the immediate supervisor of each essential employee and contractor shall determine the hours during which each essential employee and contractor must be present at the worksite and the worksite at which the employee or contractor is to be present. To the extent possible, the supervisor shall identify flexibility within these hours and locations. Following this identification for all employees and contractors, the supervisor must submit the list of hours and locations required to the Superintendent of Schools (or their identified designee) for their review.

Upon receipt of the list of hours and locations for each employee and contractor, the Superintendent or their designee will, in turn, review the list and promulgate precise hours for each employee and contractor, adjusting hours as possible to reduce an influx of employees and contractors arriving at similar times to similar locations. The goal of the Superintendent or their designee's oversight is to stagger work shifts and locations to reduce overcrowding on public transportation systems and at worksites. The Superintendent or their designee must not adjust any hours contractually agreed upon within a collective bargaining agreement or employment contract, unless agreed to through a Memorandum of Understanding with all applicable parties. Upon any adjustment or approval of the hours and locations provided to the Superintendent/their designee, the Superintendent or their designee will provide a list of approved information to the immediate supervisor of each essential worker or contractor and will keep such list at the District Office for purposes of implementation of the remainder of these Protocols, including disinfection and contact tracing.

Section D: Documenting Hours and Work Locations

Below is a protocol to document precise hours and work locations, including off-site visits, for essential employees and contractors.

In accordance with Section C, above, the list of the precise hours and locations of each employee and contractor will be finalized by the Superintendent or their designee and stored in the District Office. The list will be used as the basis (1) to perform contact tracing for exposed employees and contractors, (2) to outline the provision of any benefits which may be available to certain employees and contractors because of potential exposure.

When an employee or contractor performs tasks off-site, the employee or contractor must report such activity to their immediate supervisor. The immediate supervisor shall, in turn, communicate the off-site activity to the Superintendent of Schools for recording pursuant to this section. If the Superintendent of Schools has designated another individual to document hours and work locations, they will thereafter forward the information to such designee.

Section E: Personal Protective Equipment (PPE)

Identification of PPE Required

The identification of PPE shall be determined based on the nature of the Disease and may include disposable gloves, face masks (i.e., disposable surgical masks or cloth masks), respirator masks (N-95) that are fit tested, face shields, eye protection such as goggles and protective gowns or scrubs. The District will follow guidance from the Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) regarding PPE.

Following the identification of Disease covered by these Protocols, the immediate supervisor of each essential employee and contractor shall determine the required PPE per essential employee and contractor based on the various tasks and needs of the employees and contractors. Required PPE shall be obtained in a quantity sufficient to provide at least two (2) pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six (6) months.

If the nature of Disease warrants that face masks must be worn, the District will provide an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Students will be allowed to remove their face covering during meals and for short breaks so long as they maintain appropriate social distance. In the event CDC guidance indicates other standards for the wearing of face masks, the District will adopt such guidance.

Procurement of PPE

The District will abide by all applicable State requirements for competitive bidding for the procurement of any PPE supplies. In addition, the District will balance the need to obtain PPE in a timely fashion with responsible financial action. The District may consult OCM BOCES for assistance with procurement.

During the COVID-19 pandemic, the District obtained PPE from the following suppliers, which it may use as a starting point from which to obtain additional PPE during a Disease. No past procurement binds the District from pursuing alternatives during any subsequent Disease or continuation of the COVID-19 pandemic response.

Amazon
Staples
Hummels
WB Mason
Onondaga County

Storage and Monitoring of PPE

The District will store the necessary PPE in the District Office vault and the Pine Grove basement and examine it regularly but no less often than monthly.

Access of PPE

In the event the Superintendent of Schools or Board of Education deems it necessary to permit immediate access to the PPE supply, they will direct the Executive Director of School Business Administration and/or the Director of Facilities to permit such access. The Executive Director of School Business Administration will keep a record of the distribution of PPE materials.

Section F: Exposure to Employee or Contractor

- **Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow-up with a healthcare provider. Contractors should be assessed by their Healthcare Provider.**
 - Certain protocols must be met before a student, staff member, or contractor can return to in-person learning after suffering symptoms associated with COVID-19. At minimum, there must be a resolution of symptoms, testing negative for COVID-19 and/or a note from a health care provider stating it is safe for the individual to return to school. If the individual tests positive for COVID-19, they must have been released from isolation as described on page 40 of SED’s reopening guidance. Also, districts must create policies with local health authorities and follow U.S. Centers for Disease Control guidance as detailed on page 40 of SED’s reopening guidance.
 - The above protocols will be adapted for another Disease, unless then-current CDC guidance is different.
- **Each school and/or district reopening plan has written protocols requiring students, staff, or contractors with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**
 - Each school building has designated a room to be used as an isolation area for staff or students with signs or symptoms of COVID-19 or another Disease. Students will be supervised until they are sent home. If a separate room is not available, the school nurse will keep at least a 6-foot distance between ill students or staff and other persons, or a greater distance if recommended by the CDC. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student or staff if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent

the possible transmission of the virus to others while waiting for transportation home.

- The school nurse or supervising staff member will:
 - Escort student from isolation area to the parent/guardian
 - Instruct the parent/guardian to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;

If the student, staff member, or contractor has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, the District will call 911 and notify the operator that the person may have COVID-19.

Protocols

If an employee or contractor is exposed to a known case of the Disease or tests positive for the Disease, they shall, as soon as practicable, notify their immediate supervisor regarding such exposure. They shall not be present at the worksite after their notification of exposure or receipt of positive test results until cleared by a medical professional in accordance with any CDC or State Department of Health (DOH) guidelines. To the extent they can continue to effectively work remotely in the interim, they should.

Disinfection

- The school district will adhere to hygiene, cleaning, and disinfection requirements from the (CDC) and (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.
- Hand hygiene stations will be provided throughout the school buildings with soap, running warm water, and disposable paper towels and lined garbage can. Alcohol-based hand sanitizer containing 60% or more alcohol will be provided for areas where handwashing is not feasible.
- The school district will regularly clean and disinfect the site and more frequently clean and disinfect high risk areas used by many individuals and for frequently touched surfaces. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses.
- School staff and contractors will be trained in proper cleaning procedures for high touch surfaces that need to be cleaned and disinfected throughout the school day.

Students will not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities. Examples of high touch surfaces include:

- Tables
 - Doorknobs
 - Light switches
 - Countertops
 - Handles
 - Desks
 - Phones
 - Keyboards and tablets
 - Toilets and restrooms
 - Faucets and sink
- If there is a Disease case in the building these areas will not be used until after cleaning and disinfection has occurred. Staff will open outside doors and windows to increase air circulation in the area. If possible, staff will wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible and clean and disinfect all areas used by the person suspected or confirmed to have the Disease, such as offices, classrooms, bathrooms, lockers, and common areas. Once the area has been appropriately cleaned and disinfected it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have the Disease can return to the area and resume school activities immediately after cleaning and disinfection.

Disinfection will occur in accordance with any current guidance promulgated by the CDC and DOH. If such guidance is not available or provided specific to the Disease, the disinfection shall, at a minimum, involve: initial disinfection using cleaning agents approved by the CDC

and/or DOH to kill the Disease which are suitable for the surface(s) in question, and preventing access to these areas until such disinfection has occurred.

- Schools will follow DOH and CDC guidance for allowing a student, staff member or contractor to return to school after exhibiting symptoms of COVID-19.
- If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with the Disease they can return to school upon satisfaction of criteria set forth by the local department of health, the DOH, or the CDC. In the case of COVID-19, these criteria are:

- *once there is no fever, without the use of fever reducing medicines;

- * they have felt well for 24 hours;

- * If they have been diagnosed with another condition, they must provide a healthcare provider's written note stating they are clear to return to school.

- If a person is diagnosed with the Disease by a healthcare provider based on a test or their symptoms or does not get a test for the Disease but has had symptoms, they should not be at school and should stay at home until there is satisfaction of criteria set forth by the local department of health, the DOH, or the CDC. In the case of COVID-19, these criteria are:

- *It has been at least ten days since the individual first had symptoms;

- *It has been at least three days since the individual has had a fever (without using fever reducing medicine);

- *It has been at least three days since the individual's symptoms improved, including cough and shortness of breath ;

- *Documentation from a health care provider following evaluation; and/or

- *Negative COVID-19 diagnostic test result.

Leave Policy

- With respect to leave from District employment, The District will comply with federal, State, and local statutes, regulations, executive orders, and rules, along with the District's applicable collective bargaining agreements.

- Because contractors are not employees of the District, they are not entitled to any paid leave time funded by the District.

Section G: Emergency Housing

The East Syracuse Minoa School District will work with the Onondaga County Health Department(OCHD) to provide emergency shelter to any essential employee infected with or exposed to a communicable disease. The OCHD has a plan and capacity to house and isolate (positive cases), those who can not appropriately and safely isolate in their own residence. Further, the OCDH will also consider isolating medically fragile individuals who have been exposed. OCHD will provide both lodging and meals.

APPENDIX K

Emergency Remote Instruction Plan

Emergency Remote Instruction Plan

The East Syracuse Minoa Central School District may provide Emergency Remote Instruction for students in the following circumstances:

- extraordinary adverse weather conditions;
- impairment of heating facilities;
- insufficiency of water supply;
- shortage of fuel;
- destruction of a school building; or
- a communicable disease outbreak.

In such cases, the District remains in session and the Superintendent certifies to the New York State Education Department that an emergency condition existed on a previously scheduled session day and the District was in session and provided remote instruction consistent with the district's emergency remote instruction plan.

Remote instruction means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

Remote instruction shall encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student's educational needs.

Non-digital and/or audio-based instruction means instruction accessed synchronously and/or asynchronously through paper-based materials where the student-to-teacher interaction occurs on other audio platforms.

Asynchronous instruction means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

Synchronous instruction means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real-time.

Asynchronous instruction will be supplemental to synchronous instruction.

The District will provide access to digital technologies for all students.

The District has established policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. The Superintendent or her/his designee shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity to inform the emergency remote instruction plan. The Superintendent shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity.

Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions will be as follows:

Standards Aligned Instruction

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction

- All teachers will be expected to meet with students every day. (Live Instruction Daily)
- Identify best instructional practices while being mindful of safety/social distancing protocols (i.e. group work, partners, one to one teacher support, small group instruction)
 - Students in remote learning will continue to receive daily synchronous and asynchronous instruction

Potential Professional Learning Needs:

- Instructional best practices to enhance student collaboration and individual teacher support

Identify Expectations for synchronous / asynchronous interactions

- Teachers will use Google Classroom for sharing and assigning information, work, and materials with students

Synchronous Learning:

- All teachers will be expected to meet with students every day (Live Instruction Daily) following the regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live sessions to ensure students not in attendance have access to missed instruction
- Students engage in course activities following the regular schedule, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their regular schedule for “live” instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:

- Students will have time to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they’re not able to attend live sessions
- Students are expected to attend AIS/Special Education/Related Services at their scheduled time.

Special Education and Related Services:

Special education and related services will be provided to students with disabilities and preschool students with disabilities remotely, as applicable, in accordance with their individual education programs to ensure the continued provision of a free appropriate public education.

The estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions will be as follows:

Grades K-5	985
Grades 6-8	1004
Grades 9-12	1020

This framework for synchronous and asynchronous instruction for students is based on the East Syracuse Minoa Central School District Reopening Plan approved by the Board of Education on February 6, 2023.