



# **East Syracuse Minoa School District District-Wide School Safety Plan**

- Reviewed by District Project SAVE Committee June 9, 2020
- **BOE Discussion on August 24, 2020**
- Public Hearing **August 24, 2020**

Approved by the Board of Education on  
September 3, 2020

# TABLE OF CONTENTS

	<u>PAGE #</u>
I. PURPOSE	2
II. CONCEPT OF OPERATIONS	2
III. PROCEDURE	2
Appendix A <i>District Resources/Staff Certified in First Aid, CPR, AED</i>	5
Appendix B <i>Character Education Initiatives</i>	9
Appendix C <i>District Code of Conduct</i>	26
Appendix D <i>Statement of Affirmation</i>	67
Appendix E <i>District-Wide School Safety &amp; Security (Project SAVE) Committee</i>	69
Appendix F <i>Public Hearings</i>	71
Appendix G <i>School Bus Fleet Inventory &amp; Maintenance Vehicle Inventory</i>	73
Appendix H <i>Non-Public Schools and Day Care Centers</i>	76
Appendix I <i>School Information Resource Officer Agreements</i>	80

**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 a 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  
Dr. Thomas B. Neveldine, 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 insure 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 Hall Monitors and others working in a school safety capacity.**

The duties of all personnel including Hall 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 will be conducted annually to insure 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.

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 31<sup>st</sup> 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 situations affecting the health and welfare of students and staff.

# **APPENDIX A**

## **District Resources Staff Certified in First Aid CPR / AED**

<b>2020-2021 CPR AED &amp; First Aid Certifications – Athletic Dept.</b>				
<b>NAME</b>	<b>Teach</b>	<b>Season</b>	<b>First Aid</b>	<b>AED/CPR</b>
Anderson, Joshua	NO	Fall	7/31/2021	6/17/2021
Bachta, Todd	YES	Fall	6/19/2021	6/17/2021
Bright, Kendall	YES	Fall	6/21/2021	4/24/2021
Brown, Christopher	YES	Spring	6/19/2021	10/30/2021
Carr, Mark	YES	F/Wntr/Sprg	6/22/2020	6/17/2021
Carr, Paul	YES	Fall/Sprg	6/18/2022	6/17/2021
Casaletta, Cody	YES	Spring	2/29/2023	3/3/2022
Casaletta, Gina	NO	Spring	4/30/2021	4/15/2021
Cayea, Lindsay	YES	Spring	3/5/2023	3/6/2022
Cline, Jake	YES	F/Wntr/Sprg	8/13/2020	8/13/2020
Commisso, Nicholas	NO	Fall	8/9/2022	6/17/2021
Cooney, Thomas	YES	Winter	6/18/2022	6/20/2020
Dadey, Matthew	YES	Winter	6/19/2021	4/24/2021
deBerjeois, Michael P.	YES	F/Wntr/Sprg	6/22/2020	6/17/2021
DeParde, Kevin R.	YES	Fall	6/13/2021	4/24/2021
Dunham-Jones, Jerome	YES	Spring	3/5/2022	6/17/2021
Ervin, Megan L.	YES	Spring	6/22/2020	6/25/2021
Eschbacher, Michael J.	YES	F/Wntr/Sprg	6/22/2020	6/17/2021
Farrell, Marilyn	YES	Spring	2/07/2021	10/30/2021
Fekos, Dimitrios	NO	Fall	6/19/2021	6/17/2021
Felicia, Denise L.	YES	F/Wntr/Sprg	6/19/2021	6/17/2021
Ferris, Michael N.	YES	F/Wntr/Sprg	6/22/2020	4/24/2021
Galuski, Gregory	YES	Fall & Spring	6/18/2022	6/17/2021
Garvey, Mark	YES	Spring	6/18/2022	3/1/2021
Gigliotti, Joseph	YES	Fall & Spring	6/18/2022	4/24/2021
Gorney, James F.	YES	Spring	6/22/2020	6/17/2021
Graham, Stephen R.	YES	F/Wntr/Sprg	6/19/2021	6/17/2021
Halligan, Kimberly E.	YES	Fall & Spring	6/22/2020	6/17/2021
Harris, Kathryn A.	YES	Fall & Spring	6/22/2020	4/24/2021
Herrington, John R.	YES	Fall & Spring	6/22/2020	6/17/2021
Herrington, Pamela J.	YES	Fall	6/19/2021	6/17/2021
Herrington, Robert M.	YES	Winter	6/22/2020	6/17/2021
Houck, Paul A.	YES	Trainer	6/19/2021	6/17/2021
Keough, Timothy	YES	Winter	8/9/2022	10/30/2021
Kilpatrick, James V.	YES	Winter	6/22/2020	4/24/2021
Leo, James E.	NO	Winter	6/22/2020	6/17/2021
Linton, David M.	NO	Spring	6/22/2020	6/17/2021
Lissner, Michelle	NO	Spring	10/8/2020	10/8/2020
Manfredo, Paul A.	YES	Trainer	4/22/2021	4/22/2021
Markis, Katie	NO	Fall	7/13/2021	7/13/2021
McCoy, Jonathan R.	YES	Spring	6/22/2020	6/17/2021
Meola, Lucia	YES	Fall & Spring	6/18/2022	4/24/2021

Michaud, Kevin	YES	Spring	3/10/2023	3/11/2022
Moss, Dustin	NO	Winter	6/22/2020	6/17/2021
Neff, Kevin A.	YES	F/Wntr/Sprg	6/22/2020	4/24/2021
Neuhaus Lindner, Lindsey B.	YES	Winter/Spring	6/22/2020	4/24/2021
Parker, Craig	NO	Fall	4/14/2021	6/20/2020
Piraino, Martin W.	YES	Winter	6/22/2020	6/17/2021
Planty, Nicole	YES	Fall/Winter	6/19/2021	7/30/2020
Poniros, Christopher	NO	Trainer	6/22/2020	6/22/2020
Porter, Scott D.	YES	Spring	6/19/2021	10/30/2021
Pounds, Michael	YES	Fall	6/19/2021	10/30/2021
Renk, Alyssa	NO	Fall	6/18/2022	4/24/2021
Rybczak, Alexander	YES	Fall & Winter	6/18/2022	3/1/2021
Scott, Carolyn	YES	Spring	3/2/2022	3/5/2021
Sealy, Paul	NO	Fall	6/12/2022	6/5/2021
Smith, James T.	YES	Fall & Spring	6/22/2020	4/24/2021
Staub, Christopher J.	YES	F/Wntr/Sprg	6/22/2020	6/17/2021
Stuper, Adam E.	YES	Winter	6/19/2021	6/17/2021
Suddaby, Wayne A.	YES	Fall	6/22/2020	4/24/2021
Trivelpiece, Mark W.	YES	F/Wntr/Sprg	6/19/2021	4/24/2021
Twitchell, Matthew	YES	Fall & Spring	6/22/2020	4/24/2021
Underwood, Jay R.	YES	Fall	6/22/2020	4/24/2021
Vinette, Mark	YES	Fall	7/17/2020	7/17/2020
Vollmer, Jaime M.	YES	Fall	6/22/2020	4/24/2021
Wolfe III, Robert	NO	Spring	6/19/2021	12/28/2020
Young, Brian	YES	Spring	6/18/2022	6/17/2021
Zdobyak, Carrie	YES	Fall	6/22/2020	6/17/2021



**2020-2021 NURSES First Aide, CPR/AED Certification**

<b>NAME</b>	<b>Title</b>	<b>Season</b>	<b>First Aid</b>	<b>AED/CPR</b>
Katie Stark	Nurse	SY	RN	11/2020
Patty Arnold	Nurse	SY	RN	11/2020
Sierra Haas	Nurse	SY	RN	11/2020
Angela Smith	Nurse	SY	RN	11/2020
Dawn Jasniok	Nurse	SY	RN	11/2020
Pat Auger	Nurse	SY	RN	11/2020
Marriana Stenta	Nurse	SY	RN	11/2020
Kyleigh Kinney	Nurse	SY	RN	11/2020
Cheryl English	Nurse	SY	RN	11/2020

# **APPENDIX B**

## **Character Education Initiatives 2020-2021**



## **Project SAVE**

**2020 - 2021**

**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.”

## TABLE OF CONTENTS

I.	Introduction	Pg. 12
II.	Strategic Plan	Pg. 12
	A. Dispositions	Pg. 13
	B. Stephen Covey’s Seven Habits of Highly Effective People	Pg. 14
	C. Social Emotional Learning Core Competencies	Pg. 16
III.	Multi-tiered Systems of Support	Pg. 16
	A. Positive Behavior Interventions and Support	Pg. 17
	B. Bully Prevention	Pg. 18
	C. Second Step - Skills for Social and Academic Success - Tier 1	
	D. Positivity Project - Tier 1- Pine Grove and Minoa Elementary	
	E. Primary Project	
	F. School-Based	Pg. 20
IV.	Current Clubs and Activities	Pg. 20
	A. Central High School	Pg. 20
	B. Pine Grove Middle School	Pg. 22
	C. East Syracuse Elementary	Pg. 22
	D. Fremont Elementary	Pg. 23
	E. Minoa Elementary	Pg. 23
	F. Woodland Elementary	
	Pg. 24	
III.	Recommendations	Pg. 24

## I. Introduction

From the *Safe Schools against Violence in Education* (“Project SAVE”) public forums, led by 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 of 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

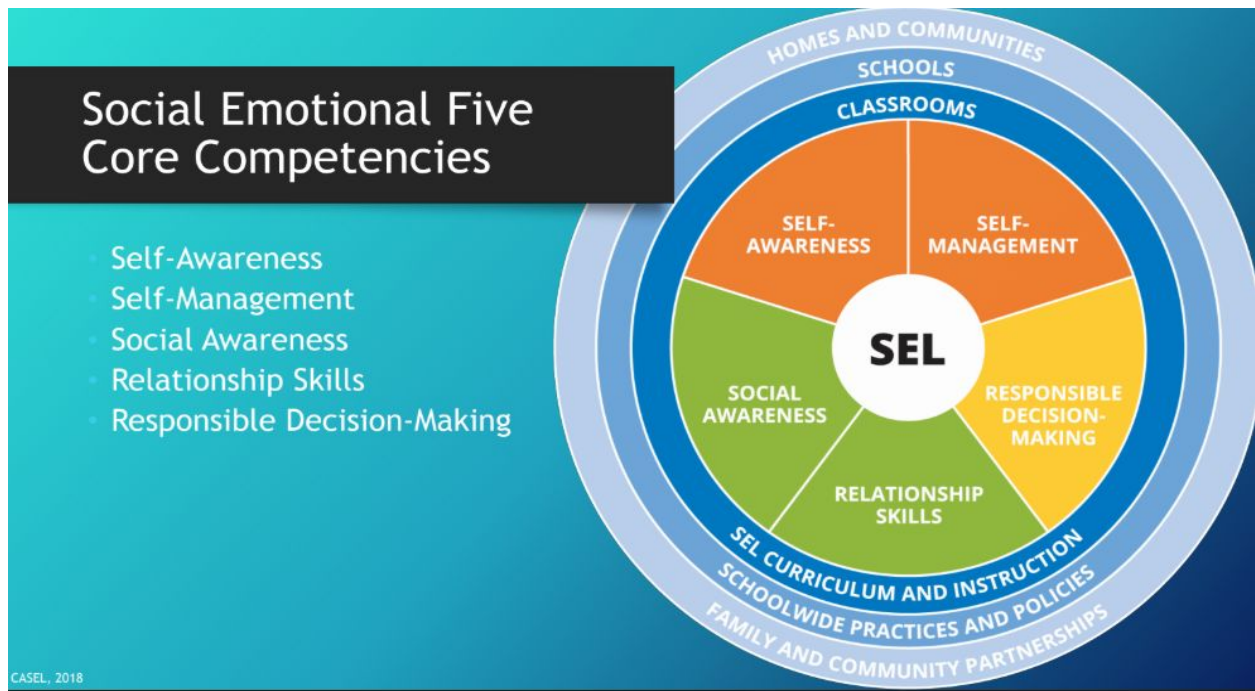
- Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority

### 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.

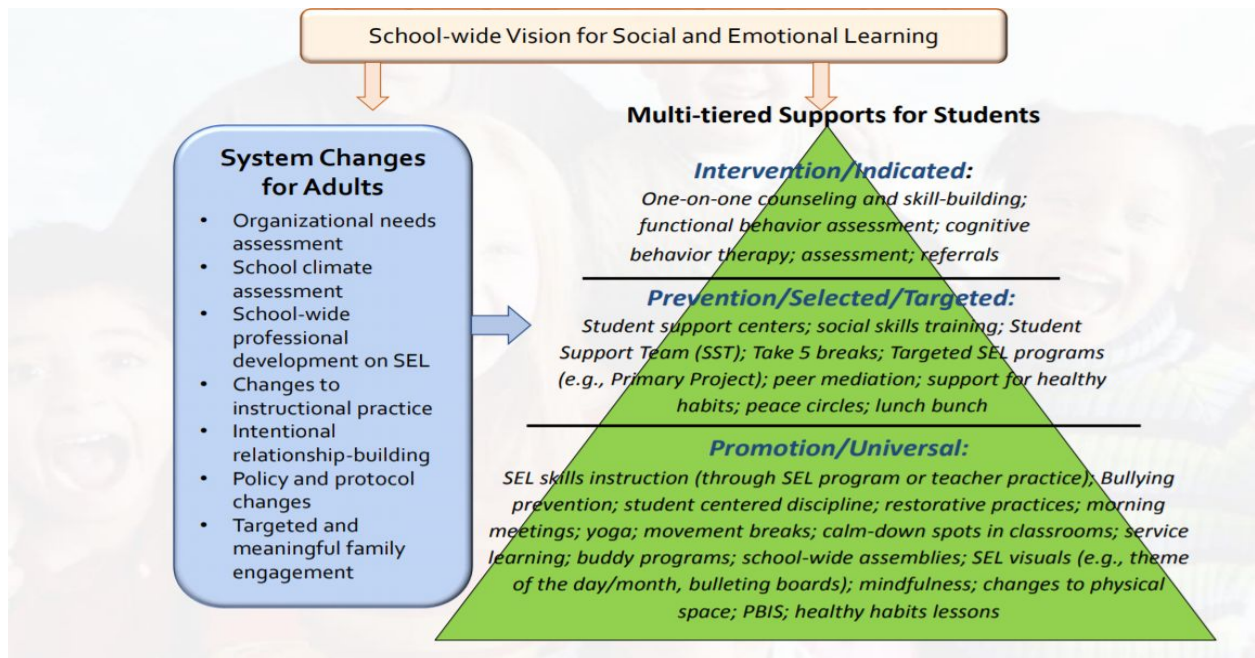
In accordance with New York State's approved ESSA Plan, the District will "ensure that all students have access and support for their social emotional well being."

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 and 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. There is ongoing staff development such as Mental Health First Aid, Dignity Act Training, Trauma Informed Training, and Crisis Response 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 the ADAPEP counselor goes 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 guidance counselors and a support counselor at Pine Grove. They are available to any student who is bullied.

### **At the High School:**

School-wide assemblies on bully prevention

Trained staff on bully prevention, school attorney presented cyberbullying to students and parents, trauma-sensitive school presentations, Sources of Strength, AT&T cyberbullying student 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 student support counselor, a Coordinator for Youth Development and

Leadership and a Coordinator for College and Career Readiness 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 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 School Counselors provide 25 lessons in each Kindergarten classroom each year. 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. 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 ~~improves negative adjustment behaviors~~
- Allows school mental health professionals to focus on children who need more intensive interventions

**F. School-Based Mental Health Therapy – Tier 3**

**Arise Child and Family Services** – Currently at Central High School, Pine Grove and Woodland Elementary with expansion to other buildings within the school district during the 2019-2020 school year.

- 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. 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
Carpentry Club
Chemistry Club
Clay Club
Cosmetology Club
Covey Training
DECA
Engineering Club
ESM Day
EXPO
Festival of Nations
Foreign Language Honor Society
French Club
Friends of Rachel (F.O.R.)
Frontiers of Science

Future Chefs of America (FCA)
Game Design
Gymnastics – Varsity Girls’ Team
Ireland Club
Italian Club
Key Club
Latin Club
Marching Band
Masterminds
Math League
Mock Trial Team
Model United Nations
National Honor Society
NYS Business & Marketing
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)
Promoters of Animal Welfare and Safety (P.A.W.S.)
Science Olympiad
Show Choir
Ski Club
Sources of Strength
Spanish Club
Spartan Designers
Spartan Express Club
Spartan Garage Auto Tech Club
Spartan Junior Honor Society
Spartan Manufacturing
Spartan Media
Spartan Pride
Spartan Stage
Sports Management
Stage Band
Stage Crew
Student Council
Student Forum
Three Steps Forward
Unified Sports
Winter Guard
Winter Percussion Ensemble
Yearbook
Youth Against Cancer

Youth Development & Leadership (YDL)
--------------------------------------

**B. Pine Grove Clubs and Activities**

Banking Club
Care Club
Coding & Gaming Club
Culture Club
Drama Club
Game Maker Design Club
International Festival
iStaff
Marching Band
Math Team
NASA Club
NYSSMA
Ski Club
Soccer Club
Student Council
Sweethearts & Heros
Technology Club
Tennis Club
Winter Guard
Yearbook Club
YDL
Yoga Club

**C. East Syracuse Elementary Clubs and Activities**

After School Homework Club
All District Chorus/Band
Art Club
Banking Board
Chess Club
Drama Club
Enrichment Club
Intergenerational Service Project
Kindergarten Helpers
NYS Mentoring Program
PTO Dance Program
Rocket Club
Safety Patrol
Science Fair
Senior Citizens Program
St. Matt's Pantry Food Drive



Student Council
Student Library Aid
Science Fair
Treblemakers

**D. Fremont Elementary Clubs and Activities**

5 <sup>th</sup> Grade Mentors
All District Chorus
American Heart Association
Banking Board
Book Buddies
Book Drive for Golisano
Drama Club
Elementary Vote Night
Fremont Musical
Hat Day
Intergenerational Service Project
Learning Fair
Leggo Club
Lunch Bunch Cafe
Morning Announcements- Project Wisdom
PTO Dance Program
Safety Patrol
St. Matt's Pantry Food Drive
WFRE TV

**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. 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.

# **APPENDIX C**

## **District Code of Conduct 2020-2021**



## **CODE OF CONDUCT**

# **EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT**

Public Hearing  
August 24, 2020

To be Approved by Board of Education  
September 3, 2020

## TABLE OF CONTENTS

ARTICLE	TITLE	
I.	Introduction	Pg. 28
II.	Dignity for All Students Act (DASA)	Pg. 28
III.	Definitions	Pg. 29
IV.	Essential Partners	Pg. 33
	A. Parents	Pg. 33
	B. Teachers	Pg. 34
	C. Teacher Aides and Other School Employees	Pg. 35
	D. Counselors/Psychologists	Pg. 35
	E. Principals	Pg. 36
	F. Superintendent	Pg. 37
	G. Board of Education	Pg. 38
V.	Student Conduct	Pg. 38
	A. Student Rights	Pg. 38
	B. Student Responsibilities	Pg. 39
	C. Student Dress Code	Pg. 39
	D. Behavior-Related Offenses and Consequences	Pg. 40
	E. Teacher Removal of Disruptive Students	Pg. 46
	F. Students Who Are Repeatedly Disruptive	Pg. 48
	G. Minimum Suspension for Violent Students	Pg. 49
	H. Referrals – PINS	Pg. 49
	I. Discipline of Students with Disabilities	Pg. 50
	J. Corporal Punishment/Emergency Interventions	Pg. 51
VI.	Reporting Violations of the Code of Conduct	Pg. 53
VII.	Remedial Responses to Violations of Code of Conduct	Pg. 56
VIII.	Staff-Student Relations	Pg. 57
IX.	Visitors to Schools	Pg. 57
X.	Public Conduct on School Property	Pg. 58
XI.	Transportation of Students	Pg. 60
XII.	Interrogation of Students by Law Enforcement	Pg. 60
XIII.	Related Board of Education Policies	Pg. 61
XIV.	In-Service Educational Programs	Pg. 62
XV.	Dissemination and Review	Pg. 62
XVI.	Prohibition of Retaliation	Pg. 63
	Form A Teacher Report of a Disruptive Pupil	Pg. 64
	Form B Building Principal Report	Pg. 65

# 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.

### **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, Coordinator for 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:**

Greg Avellino – Central High School 434-3300  
Ashleigh Wilson – Pine Grove Middle School 434-3050  
Ron Perry – East Syracuse Elementary 434-3850  
Kelsey DeLany – Fremont Elementary 434-3480  
Gary Gerst – Minoa Elementary 434-3420  
Gina Terzini – 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.

## **II. 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.

### **III. 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.

## **IV. 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.

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

<b>OFFENSES AND CONSEQUENCES</b>		
<b>Offense</b>	<b>Definition</b>	<b>Range of Consequences</b>
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	I - II

	individuals that harm the reputation of the person or the identifiable group.	
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 substantially interfering with a student's educational performance, opportunities or	I - III

	<p>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"> <li>a. on school property; and/or</li> <li>b. at a school function; or</li> <li>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.</li> </ul> <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 imminent physical injury; or engaging in verbal or physical conduct that threatens</p>	
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	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. Student may respond.
2. Student is sent to office (office is notified by 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 date/time and reason for removal.
5. Administrator confirms that student is receiving educational instruction outside

the classroom.

6. Teacher notifies student of 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 5<sup>th</sup> 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.

## **V. 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.

## **VI. 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.

## **VII. 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.

## **VIII. 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.

## **IX. 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.

## **X. 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.

## **XI. 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.

## **XII. 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

### **XIII. 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.

### **XIV. 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.

## **XV. 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.

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 June 9, 2020.
- a District-wide School Safety Team was appointed by the Board of Education (see attached materials). 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; and
- a public hearing on the District-wide School Safety Plan was held on August 24, 2020. (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 September 3, 2020.

# **APPENDIX E**

## **District-Wide School Safety And Security (Project SAVE) Committee 2020-2021**

**Project Safe Schools Against Violence in Education (S.A.V.E.) Committee**  
**2020-2021**

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, Coordinator for Youth Development and Leadership

Mike Clonan, Athletic Director – Central High School

Brian Damon, SIRO – Town of Manlius Police

Rebecca Kammar, SIRO – Town of Manlius Police

Kevin Schafer, Captain – Town of Manlius Police

Jeff Slater, Captain - Town of Manlius Police

Kelly Slocom – Clerical Union

Ken Waldby – OCM BOCES Representative

John Longo – Central High School Parent Representative

Yvette Hinman – Teaching Assistants Union, PGMS

Maria Korik – Teaching Assistants Union

Todd Henry – Transportation Supervisor

Cindy Todd – Teacher Representative

Christian Rogers-Romeo - Student Representative

# **APPENDIX F**

**Public Hearing  
August 24, 2020**



**PUBLIC HEARING**  
**East Syracuse Minoa Central School District**

East Syracuse Minoa Central School District conducted a Public Hearing on Monday, August 24, 2020 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**

**2020-2021**

**VEHICLE LIST 2020-2021**

<b>Vehicle Number</b>	<b>Year</b>	<b>Make</b>	<b>Seating Cap</b>
21	2008	Blue Bird	65C43A
22	2008	Blue Bird	47C 31A
23	2008	Blue Bird	65C 43A
24	2008	Blue Bird	65C 43A
25	2008	Blue Bird	28C16A2WC
26	2008	Blue Bird	65C 43A
27	2008	Blue Bird	65C43A
28	2008	Blue Bird	65C43A
29	2009	Blue Bird	65C 43A
30	2009	Blue Bird	65C 43A
31	2009	Blue Bird	84C56A
32	2010	Blue Bird	84C56A
33	2012	Blue Bird	76C50A
34	2010	Blue Bird	28C16A2WC
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

Information provided by Todd Henry

# **APPENDIX H**

## **Non-Public Schools And Day Care Centers**

**2020-2021**

## NON-PUBLIC SCHOOLS 2020-2021

<b>BUILDING NAME</b>	<b>ADDRESS</b>	<b>PHONE</b>
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 2020-2021

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**

### **Agreement**

**2020-2021**

**SIRO Program 2020-2021 (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, 2020 and is intended for the period of August 17, 2020 through June 30, 2021 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 \$ 654.08** for school year 2020-21. 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 \$ 73.21 per hour for the 2020 calendar year and at \$ 75.53 per hour for the 2021 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, 2020 and ending on June 30, 2021. 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 1<sup>st</sup> 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:** \_\_\_\_\_  
Edmond J. Theobald, Supervisor

**MANLIUS POLICE DEPARTMENT**

**By:** \_\_\_\_\_  
Michael J. Crowell, Chief of Police