

UNATEGO CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA
TENTATIVE
MONDAY, OCTOBER 1, 2018
EXEMPT SESSION
TO DISCUSS CSE RECOMMENDATIONS
6:30 P.M.
BOARD OF EDUCATION MEETING
7:00 P.M.
UNATEGO MS/SR HIGH SCHOOL
ROOM #93

1. ROUTINE MATTERS

- 1.1 Call to order
- 1.2 Roll Call
- 1.3 Exempt Session
- 1.4 Return to Open Session
- 1.5 Roll Call
- 1.6 Pledge
- 1.7 Approve regular board meeting minutes of September 17, 2018
- 1.8 Adopt Agenda

2. PUBLIC COMMENT

3. PRESENTATIONS

- 3.1 LINKS – Kim Trask
- 3.2 Administrator's Report
- 3.3 Superintendent's Report – Dr. David Richards

4. ADMINISTRATIVE ACTION

- 4.1 Policy 7135 Education of Students in Foster Care (first reading)
- 4.2 Policy 7222 Diploma or Credential Options for Students with Disabilities (first reading, revision)
- 4.3 Policy 7554 Student Gender Identity (first reading)
- 4.4 Approve CSE recommendations (10.1.18 G1)
- 4.5 Approve 2018-2019 LINKS Plan (10.1.18 G2)
- 4.6 Approve 2018-2019 Safety Plan (10.1.18 G3)
- 4.7 Establish the Peter J. Negri Scholarship (10.1.18 G4)
- 4.8 Establish the Marla Calabro Memorial Scholarship (10.1.18 G5)
- 4.9 Authorize Costello, Cooney, & Fearon PLLC to appeal NY44 Health Benefits Trust Litigation (10.1.18 G6)
- 4.10 Appoint Virginia Maltese substitute cleaner, clerical and cafeteria for the 2018-2019 school year (10.1.18 UC1)
- 4.11 Appoint Marie Sroka returning substitute teacher/LTA for the 2018-2019 school year (10.1.18 UC2)

- 4.12 Appoint Suzanne Patrick substitute aide for the 2018-2019 school year
(10.1.18 UC3)
- 4.13 Appoint Lew Keyser Varsity Boys Basketball coach for the 2018-2019 sports season
(10.1.18 UC4)
- 4.14 Appoint teachers to monitor the Academic Eligibility Program for the 2018-2019
school year (10.1.18 C1)

5. PUBLIC COMMENT

6. ROUND TABLE DISCUSSION/QUESTIONS

7. EXECUTIVE SESSION (IF NECESSARY)

Upon a majority vote of its total membership, taken in open meeting pursuant to a motion identifying the general area of the subject or subjects to be considered, a public body may conduct an executive session for the below enumerated purposes only, provided, however, that no action by formal vote shall be taken to appropriate public moneys:

- A. matters which may imperil the public safety if disclosed;
- B. any matter which may disclose the identity of a law enforcement agent or informer;
- C. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- D. discussions regarding proposed, pending or current litigation;
- E. collective negotiations pursuant to article fourteen of the civil service law;
- F. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- G. the preparation, grading or administration of examination; and
- H. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof;
- I. any matter made confidential by federal or state law.

8. ADJOURN

Board Agenda 10.1.18
PG: 3

4.4

10.1.18 G1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the CSE recommendations as presented.

4.5

10.1.18 G2

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the LINKS Plan for 2018-2019 as presented.

4.6

10.1.18 G3

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the Safety Plan as presented.

4.7

10.1.18 G4

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby establish the Peter J. Negri scholarship as presented.

4.8

10.1.18 G5

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby establish the Marla Calabro Memorial Scholarship as presented.

4.9

10.1.18 G6

WHEREAS, The Board of Education adopted a resolution dated _____, 2018, authorizing the commencement of litigation against the NY44 Health Benefits Plan Trust ("the Trust") and any other parties necessary to such litigation; and

WHEREAS, A Complaint was filed in New York State Supreme Court, Erie County, on April 12, 2018 under Index Number 805785/2018 naming the _____ District/BOCES as a Plaintiff and the Trust, its individual trustees and Erie 1 BOCES as Defendants; and

WHEREAS, Defendants the Trust and individual trustees moved to dismiss certain claims set forth in the Complaint filed under Index Number 805785/2018; and

WHEREAS, Plaintiffs opposed the Trust and individual trustees' motion to dismiss and cross-moved to file an amended complaint; and

WHEREAS, after oral argument held on September 10, 2018, the court denied Plaintiffs' motion to amend the Complaint and granted the Trust and individual trustees' motion to dismiss all claims in the Complaint except for the First, Third, Seventh and Eighth causes of action against those Defendants;

WHEREAS, counsel to the District has recommended that Plaintiffs appeal the dismissal of the Second, Fourth and Fifth causes of action as against Defendants the Trust and individual Trustees;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education authorizes Costello, Cooney & Fearon, PLLC, as counsel to the Board and District in the above-referenced proceeding under Index Number 805785/2018, to take all necessary action to appeal so much of the Court's decision of September 10, 2018, to dismiss of the Second, Fourth and Fifth causes of action set forth in the Complaint as against Defendants the Trust and individual Trustees.

DATED: _____, 2018

Clerk of the Board

4.10

10.1.18 UC1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Virginia Maltese substitute cleaner, clerical and food service helper for the 2018-2019 school year pending fingerprinting and criminal history review as presented.

4.11

10.1.18 UC2

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Marie Sroka, returning substitute teacher/LTA for the 2018-2019 school year.

4.12

10.1.18 UC3

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Suzanne Patrick substitute aide for the 2018-2019 school year.

4.13

10.1.18 UC4

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Lew Keyser Varsity Boys Basketball coach for the 2018-2019 school year.

4.14

10.1.18 C1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint the following teachers to monitor the Academic Eligibility Program for the 2018-2019 school year as presented (Middle/High School).

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE

The District recognizes the importance of educational stability for students in foster care and will collaborate, as appropriate, with the State Education Department (SED) and the local Department of Social Services (LDSS) to ensure that students in foster care have the same opportunity to achieve at the high-levels as their peers. For purposes of this policy, LDSS also refers to the local Social Services District or the local child welfare agency.

Definitions

- a) **Child or youth in foster care** ("student in foster care") means a child who is in the care and custody or custody and guardianship of a local Commissioner of Social Services or the Commissioner of the Office of Children and Family Services.
- b) **Feeder school** means:
1. A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;
 2. A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 3. A school that sends its students to a receiving school in a neighboring school district pursuant to applicable laws and regulations.
- c) **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the state or tribal child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
- d) **Preschool** means a publicly funded prekindergarten program administered by SED or a local educational agency or a Head Start program administered by a local educational agency and/or services under the Individuals with Disabilities Education Act (IDEA) administered by a local educational agency.
- e) **Receiving school** means:
1. A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)

2. A school that enrolls students from a feeder school in a neighboring local educational agency pursuant to applicable laws and regulations.

f) **School district of origin** means the school district within New York State in which the child or youth in foster care was attending a public school or preschool on a tuition-free basis or was entitled to attend at the time of placement into foster care when the Social Services District or the Office of Children and Family Services assumed care and custody or custody and guardianship of such child or youth, which is different from the school district of residence.

g) **School district of residence** means the public school district within New York State in which the foster care placement is located, which is different from the school district of origin.

h) **School of origin** means a public school that a child or youth attended at the time of placement into foster care, or the school in which the child or youth was last enrolled, including a preschool or a charter school. For a child or youth in foster care who completes the final grade level served by the school of origin, the term school of origin will include the designated receiving school at the next grade level for all feeder schools. Where the child is eligible to attend school in the school district of origin because the child was placed in foster care after such child is eligible to apply, register, or enroll in the public preschool or kindergarten or the child is living with a school-age sibling who attends school in the school district of origin, the school of origin will include any public school or preschool in which such child would have been entitled or eligible to attend based on such child's last residence before the circumstances arose which caused such child to be placed in foster care.

District Foster Care Liaison

The District will designate an appropriate staff person to act as the District's point of contact for students in foster care (i.e., the "Foster Care Liaison"). The Foster Care Liaison will not be the same staff person as the McKinney-Vento Liaison unless the McKinney-Vento Liaison has sufficient ability to carry out the responsibilities of both roles.

The Foster Care Liaison will work collaboratively with representatives from the LDSS.

The District will ensure that the name and contact information for the Foster Care Liaison are:

- a) Submitted to SED;
- b) Provided, in writing, to the point of contact for any LDSS known by the District to have students in its custody; and
- c) Posted on the District website.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)**Designation of School District and School**

The LDSS, in consultation with the appropriate local educational agency or agencies, will determine whether placement in the school district of origin or the school district of residence is in the best interest of a student in foster care. Provided that the District is an appropriate local educational agency, the District will work with the LDSS to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the student. If the student has an Individualized Education Program (IEP), a Section 504 plan, or is an English language learner, relevant school staff may be consulted during the best interest determination process.

To the extent feasible and appropriate, the student should remain in his or her school of origin while the best interest determination is being made.

Subject to a best interest determination, a student in foster care is entitled to attend the school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in that building.

Where the school district of origin or school of origin that a student was attending on a tuition-free basis, or was entitled to attend when the student entered foster care is located, in New York State and the student's foster care placement is located in a contiguous state, the student is entitled to attend his or her school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, subject to a best interest determination, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in such building.

Responsibilities When Designated as the School District of Attendance

If the District is designated as the school district of attendance for a student in foster care, the District will immediately:

- a) Enroll the student in foster care, even if the student is unable to produce records which are normally required for enrollment, such as previous academic records, records of immunization and/or other required health records, proof of residency or other documentation and/or even if the student has missed application or enrollment deadlines during any period of placement in foster care, if applicable;
- b) Treat the student in foster care as a resident for all purposes; and

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)

c) Make a written request to the school district where the student's records are located in order to obtain a copy of the student's records and coordinate the transmittal of these records in accordance with applicable laws and regulations.

Request for Records

Within five days of receipt of a request for school records from a new school, the District will forward, in a manner consistent with federal and state law, a complete copy of the records of the student in foster care, including, but not limited to: proof of age; academic records; evaluations; immunization records; and guardianship papers (if applicable).

Tuition Reimbursement

Except as otherwise provided in law or regulation, the cost of instruction of a student in foster care will be borne by the school district of origin. Where a district other than the school district of origin is designated as the school district of attendance, the cost of instruction will be borne by the school district of origin and the tuition paid to the designated school district of attendance will be computed in accordance with applicable laws and regulations.

Transportation Responsibilities

Any student in foster care who requires transportation in order to attend his or her school of origin, is entitled to receive that transportation.

As appropriate, the District will coordinate and collaborate with the LDSS to make an appropriate transportation plan that supports the student's school stability plan and is fair to the District's taxpayers, consistent with the District's obligations under federal and state law.

When the District is the designated school district of attendance, and the student requires transportation to attend his or her school of origin, the District will provide transportation to and from the student's foster care placement location and the school of origin. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When the District is the school district of residence and the designated school district of attendance, and the student does not attend his or her school of origin, the District will provide transportation on the same basis as provided to resident students. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When transporting students in foster care, the District may incur excess transportation costs, as defined by law. The District and the LDSS may enter into a written agreement relating to how excess transportation costs should be funded, consistent with applicable laws and regulations. Absent such an

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)

agreement, excess transportation costs incurred by the District will be shared equally between the LDSS responsible for the foster care costs of the student and the designated school district of attendance. The District and the LDSS will consider and utilize all allowable funding sources, including any available federal funds, to cover excess transportation costs.

Where a student in foster care has been placed in foster care in a contiguous state, and the District is the designated district of attendance, the District will collaborate with the LDSS to arrange for transportation.

Where the School of Origin is a Charter School

Where the school of origin is a charter school, the school district designated as the school district of attendance for a student in foster care will be deemed to be the school district of residence for the student for purposes of fiscal and programmatic responsibility and will be responsible for transportation of the student in foster care. If the designated school district of attendance is not the school district of origin, the designated school district of attendance may seek reimbursement from the school district of origin in accordance with applicable laws and regulations.

Dispute Resolution Process

To the extent feasible and appropriate, the District will ensure that a student in foster care remains in his or her school of origin while any dispute is being resolved in order to minimize disruptions and reduce the number of moves between schools.

Coordination with Other Agencies

The District will coordinate the provision of services described in this policy, as appropriate, with agencies or programs providing services to students in foster care.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of IDEA for students with disabilities.

Comparable Services

Each student in foster care will be provided services comparable to other students in the school of attendance, including: transportation services; educational services for which the student meets eligibility criteria; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)**Student Privacy**

As appropriate, the District will collaborate with SED and/or the LDSS to determine what documentation related to a student in foster care should be shared among involved parties. In all cases, the District will comply with all statutory requirements to protect student privacy, including the Family Educational Rights and Privacy Act (FERPA) and any other applicable privacy requirements under federal, state, or local laws.

45 USC § 6312

45 CFR § 1355.20(a)

US DOE, Non-Regulatory Guidance: Ensuring Stability for Children in Foster Care (June 23, 2016)

Education Law §§ 3202 and 3244

Memorandum from NY St. Educ. Department on Educational Stability and Transportation Provisions for Students in Foster Care Memo (December 2, 2016)

NOTE: Refer also to Policies #5660 -- Meal Charging and Prohibition Against Meal Shaming

#7240 -- Student Records: Access and Challenge

First Reading: October 1, 2018

Second Reading:

Adopted:

Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District will provide students with disabilities appropriate opportunities to earn a diploma or other exiting commencement credential in accordance with Commissioner's regulations. During the student's annual review, the District will evaluate graduation opportunities and identify the means to achieve them. As part of this process, the District:

- a) Will coordinate activities with guidance personnel and BOCES staff to ensure that students meet credit and sequence requirements and to consider them for vocational opportunities.
- b) May modify instructional techniques and materials. Any modifications will be included on a student's Individual Education Plan (IEP) so that they can be implemented consistently throughout the student's program.
- c) Will review special education instructional programs to ensure equivalency with the same courses taught in the general education program.
- d) Will coordinate communication between special and general education staff so that all staff members understand required skills and competencies, and to establish equivalency of instruction in special education classes.

Graduation and transition plans will take into account the various pathways available to these students. For students with IEPs, the District will plan transition services for post-secondary life as early as possible, but no later than the school year in which the student turns age 15. The transition activities will be focused on improving both the student's academic and functional achievement. The plan will explore post-secondary opportunities and employment options and, if applicable, connection with adult service agencies that may provide the student with services after exiting school.

The District may award these diplomas or credentials, or both:

- a) Local diploma: available to students with an IEP or a Section 504 accommodation plan that specifies a local diploma. Students must comply with credit requirements. The available assessments to earn a local diploma include:
 1. Low-pass safety net option: students must achieve a score of 55 or higher on five required Regents exams.
 2. Low-pass safety net and appeal: available to students who score 52-54 on up to two Regents exams, successfully appeal those scores, and meet other applicable conditions.
 3. Regents Competency Test (RCT) safety net option: a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.

(Continued)

Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Cont'd.)

4. Compensatory safety net option: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.
5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent will make a determination after receiving a written request from an eligible student's parent or guardian. (Students with a Section 504 accommodation plan may not use this option.)
 - b) Career Development and Occupational Studies commencement credential (CDOS): any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS commencement credential as a supplement to a Regents or local diploma or as his or her only exiting credential if the student attended school for at least 12 years, excluding kindergarten. The student must meet criteria specified by the State Education Department confirming that he or she has attained the standards-based knowledge, skills, and abilities necessary for entry-level employment.
 - c) Skills and Achievement (SA) commencement credential: students with severe disabilities who are assessed using the NYSA A may earn the SA commencement credential. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.

Graduation

The District allows any student with a disability to participate in the graduation ceremony of his or her high school graduating class and all related graduation activities if the student:

- a) Met the eligibility criteria for an SA or CDOS commencement credential;
- b) Has not otherwise qualified to receive a Regents or local diploma; and
- c) Has an IEP that prescribes special education, transition planning, transition services, or related services beyond the student's four academic years after entering high school.

The Superintendent will consider any recommendation of the student's Committee on Special Education as well as the student's own expressed preference regarding participation; a student with a disability may decline to participate in any or all graduation-related activities. The District will provide annual written notice of this policy to applicable students and their parents or guardians.

(Continued)

Students

**SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH
DISABILITIES (Cont'd.)**

Education Law §§ 3202 and 4402
8 NYCRR §§ 100.1, 100.2, 100.5, 100.6, 200.4, and 200.5

NOTE: Refer also to Policy #7220 -- Graduation Options/Early Graduation/Accelerated Programs

First Reading: October 1, 2018

Second Reading:

Adopted:

SUBJECT: STUDENT GENDER IDENTITY

All students need a safe and supportive educational environment to progress academically and developmentally. The District is committed to fostering a safe learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, gender nonconformity, and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

Key Terms

Generally, District personnel should use the language that individual students are using to describe their own gender identity, appearance, or behavior. The most commonly used terms are:

Cisgender: a person whose gender identity corresponds to their assigned sex at birth.

Gender: actual or perceived sex, typically with reference to social and cultural differences rather than physiological ones.

Gender expression: the ways a person conveys their gender identity to others, such as through behavior, appearance, clothing, hairstyle, activities, voice, and mannerisms.

Gender identity: a person's inner sense or psychological knowledge of being male, female, neither, or both.

Gender nonconforming (GNC): describes someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with that gender assigned at birth. This is also referred to as gender variant or gender atypical.

Transgender: someone whose gender identity is different than their gender assigned at birth.

Transition: the process by which a person socially or physically aligns their gender expression more closely to their gender identity than their assigned sex at birth.

Records

As required by law, the District will maintain the confidentiality of student information and records. If a transgender or GNC student has officially changed his or her name, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

(Continued)

SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)

If a transgender or GNC student has not officially changed his or her name, but wishes to be referred to by a different name that corresponds to their gender identity, the District may create or change unofficial records to reflect the name and gender identity that the student consistently asserts at school. On state standardized tests, certain reports to the New York State Education Department, and when necessary to ensure appropriate and coordinated medical care, however, the District will use the student's legal name and gender. Any student identification cards will be issued with the name reflecting the gender identity the student consistently asserts at school. The District will maintain records with the student's assigned birth name and gender in a separate, confidential file.

Names and Pronouns

When apprised of a student's transgender or GNC status, the District will endeavor to engage the student and his or her parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Transgender and GNC students have the right to discuss and convey their gender identity and expression openly and to decide when, with whom, and how much to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is communicated to others. District staff will use the name and pronoun that corresponds to the gender identity the student consistently asserts at school.

Restrooms and Locker Rooms

The District will allow a transgender or GNC student to use the restroom and locker room that corresponds to the student's consistently expressed gender identity at school. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms will be provided with a safe and adequate alternative, but they will not be required to use that alternative.

Physical Education and Sports

Physical education is a required part of the District's curriculum. Where these classes are sex-segregated, students will be allowed to participate in a manner consistent with their gender identity. Students will likewise be allowed to participate in intramural activities consistent with their gender identity.

Upon written notification that a transgender or GNC student would like an opportunity to participate in the District's interscholastic athletics program consistent with his or her gender identity, the District will determine his or her eligibility in accordance with applicable law, regulations, and guidelines. The District will confirm the student's asserted gender identity with documentation it considers appropriate from a parent or guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals. The student's gender identity should be the same as the identity used for District registration and other school purposes.

(Continued)

SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)

The District's athletic director will notify opposing team athletic directors or the New York State Public High School Athletic Association if a student needs any accommodations during competitions. Any appeal regarding the District's eligibility decision will be directly to the Commissioner of Education.

Other Activities

Generally, in other circumstances where students may be sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District policy and applicable law, regulations, and guidelines.

Dress Code and Team Uniforms

Transgender or GNC students may dress in accordance with their gender identity or expression, within the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis of gender.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g
34 CFR Part 99
Education Law Article 2 and §§ 2-d, 11(7), 3201-a
8 NYCRR § 100.2

NOTE: Refer also to Policies #3410 -- Code of Conduct
#3420 -- Non-Discrimination and Anti-Harassment in the District
#7550 -- Dignity for all Students
#7551 -- Sexual Harassment of Students
#7553 -- Hazing of Students
#8242 -- Civility, Citizenship and Character Education/Interpersonal
Violence Prevention Education

First Reading: October 1, 2018

Second Reading:

Adopted:

LINKS 20
Integrated School Improvement Plan
Plan Range 2014 - 2019

Unatego School District
Current Plan Year: 2018-2019

Planning Team Members

LINKS Team Facilitator: Kim Trask
Telephone #: 607-988-5098
E-Mail Address: ktrask@unatego.stier.org

<u>Name:</u>	<u>Position:</u>
<u>David Richards</u>	<u>Superintendent</u>
<u>Kim Trask</u>	<u>MS Special Ed Teacher</u>
<u>Jeanne Butler</u>	<u>English 11</u>
<u>Anita Wheeler</u>	<u>High School Math</u>
<u>Darlene Wong</u>	<u>Elementary Teacher</u>
<u>Anne Nelson</u>	<u>MS History Teacher</u>
<u>Tracey Robinson</u>	<u>Elementary Teacher</u>
<u>Marcy Anderson</u>	<u>Elementary Teacher</u>
<u>Kathy Stockert</u>	<u>Parent Member</u>
<u>Michael Carson</u>	<u>Community Member</u>
<u>Katherine Mazourek</u>	<u>Elementary Principal</u>
<u>Julie Lambiaso</u>	<u>High School Principal</u>
<u>Patti Hoyt</u>	<u>Middle School Principal</u>
<u>Marki Kinnear</u>	<u>Director of Special Programs</u>

Superintendent's Signature: _____

Date: August 2-3, 2017 _____

Adopted by the Board of Education on: _____

PLANS INCLUDED IN THIS CDEP

District Name: _____

List of Plans Included in LINKS 20 Plan

These plans may be included in CDEP:

X	Professional Development
	Local Assistance Plan (LAP)
	NCLB Sub Group(s) _____
X	Shared Decision Making (100.11)
X	Academic Intervention Services
	Annual Professional Performance Review (APPR)
	Mentoring

Introduction:

The purpose of the LINKS document is to develop a comprehensive plan for improving student achievement. The staff involved in developing this plan met for two days with the DCMO BOCES staff to examine student achievement data, review and update the previous LINKS document, establish priority focus areas, and discuss root causes of gaps in Development, Mentoring, Local Assistance, and Comprehensive System of Personnel Development. Information from this plan will be used as the basis for updating the narrative of the Consolidated Application for Title funds, district budget planning, policy review and building-level implementation of the LINKS plan for the 2018-2019 school year.

Description of District:

The enrollment (Approximately 760) of the Otego-Unadilla Central School District fluctuates during the school year due to a transient population. This may occur because of the district lines fall within three counties. The district has one elementary school building (K-5) and a Middle School (6-8)/High School (9-12). The student population is composed primarily of white, non-Hispanic children with a slight increase in minority students. The high rate of students receiving free or reduced lunch (55%) has increased over the past several years. Both buildings have implemented school-wide Title plans and this year the District is providing no-cost breakfast and lunch to all students under CEP.

Student Outcome Data:

We are focusing on ensuring that all students exit Unatego with a diploma suitable for the individual. We also are focusing on exceeding the NYS norms for all tests at all grade levels.

Statement of Priority Focus Area(s):

To continually improve the level of instruction and learning throughout the District

Goal: To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate, college and career ready

Objective: Increase teacher/leader effectiveness across Math, K-12

Strategy: Refine essential learning outcomes, horizontally and vertically, and develop assessments, K-8

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Action Step: Professional development in NY Learns, based on individual team needs	Designation: K-8 Math teams	Timeframe and Results: By Fall 2018- determine needs 2018-19 School Year	Progress Notes: complete in progress not started
Action Step: Teachers will revisit the standards to identify essential skills and knowledge	Designation: K-5 math teams	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started
Action Step: Use and/or revise periodic common assessments	Designation: K-2	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started
Action Step: Implement, review and analyze assessments	Designation: K-8 Math teams	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started

Goal: To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate, college and career ready

Objective: Increase teacher/leader effectiveness in literacy instruction across the curriculum, K-12

Strategy: Define/refine essential reading skills, K-5.

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Action Step: Continue investigating current practices and define best practices for teaching and remediating reading skills	Designation: K-5	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started
Action Step: Using data, review, analyze and refine essential reading skills and essential outcomes	Designation: K-5	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started
Action Step: Support K-8 teacher attendance at Pathways 2 and 3 workshops at BOCES	Designation: K-8	Timeframe and Results: 2018-19 School Year	Progress Notes: complete in progress not started

Goal: To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate college and career ready

Objective: Increase the number of math students who are meeting the college and career readiness standards by achieving a score of 80 or better on the Algebra Regents by 5%.

Strategy: Improve student achievement in Math district wide

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Action Step: Mind set and math presentations for grades 3, 6, and 9	Designation: BOCES	Timeframe and Results: Fall 2018	Progress Notes: complete in progress not started
Action Step: Continue Math Labs in 7 th and 8 th grades and investigate developing them at other levels	Designation: Cabinet	Timeframe and Results: 2018-2019 School Year	Progress Notes: complete in progress not started
Action Step: Continue afterschool academic assistance program with transportation door to door, 2-12	Designation: Cabinet	Timeframe and Results: 2018-2019 School Year	Progress Notes: complete in progress not started
Action Step: Support Attendance at Workshops for Inspire Graphing Calculators	Designation: High School Algebra Teachers	Timeframe and Results: Fall 2018	Progress Notes: complete in progress not started
Action Step: Data Analysis/Item Analysis with Nan	Designation: High School Algebra Teacher	Timeframe and Results: Fall 2018	Progress Notes: complete in progress not started

Goal: To continually improve instruction, learning, and citizenship throughout the district in order for students to graduate college and career ready

Objective: Minimize the effects of ACEs (Adverse Childhood Experiences) on student learning

Strategy: Cultivate a positive learning community

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Continue to educate staff about adverse childhood experiences (ACEs) and learning	Counselors, Principals	2018-2019 School Year	complete in progress not started
Designate lifelines for students, as needed	Building Principals	2018-2019 School Year	complete in progress not started
Continue funding for PBIS, K-8	Administration	2018-2019 School Year	complete in progress not started
Gather and analyze data for attendance to determine patterns	LINKS team	2018-2019 School Year	complete in progress not started
Professional Development for Middle School PBIS Team	6-8	Fall 2018	complete in progress not started
Regular PBIS team meetings	K-8	2018-2019 School Year	complete in progress not started
Climate Survey created and given to stakeholders- faculty/staff, students and community	Administration	Fall 2018	complete in progress not started
Professional development for faculty and staff on becoming a trauma informed and responsive school	Administration	Spring 2019	complete in progress not started
Book Study for the LINKS team reading <i>Help for Billy</i> by Heather T Forbes	LINKS Team	2018-2019 School Year with chapters discussed at LINKS meetings	complete in progress not started

Unatego Central School

District-Wide School

Safety Plan

2018-2019



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**OTEGO- UNADILLA CENTRAL SCHOOL
DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools against Violence in Education)**

Commissioner's Regulation 155.17

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Otego-Unadilla Central School District, hereinafter referred to as "Unatego," supports the SAVE Legislation. The School District Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

- **Purpose**

This Unatego District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. Upon the recommendation of the School District Superintendent, the Board of Education appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

A. Identification of School Teams

Unatego has created a volunteer District-wide School Safety Team that includes the following positions/individuals:

School Board Member	Ken Olsen
Student Member	High School Student Council President
Teachers	Ruth Modinger
Administrator	Katherine Mazourek
Parent	Kathy Stockert
Community Member	Rene' Treffeisen
Public Safety Personnel	Trooper Peter Grunder
School Safety Personnel	Brian Trask
Other School Personnel	Julie Lambiaso, Patti Hoyt, Patti Loker
Other Personnel	Tim Parsons, Mang Insurance

B. Concept of Operations

- The Unatego District-wide School Safety Plan shall be directly linked to its individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Post-incident Response may be supplemented by County and State resources through existing protocols.

C. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The initial district-wide and building-level plans were formally adopted by the Board of Education after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.
- While linked to the District-wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

Unatego has established the identification of potential sites and the internal and/or external hazards that may be present in them. These are developed in coordination with the Otsego County Emergency Management Office, local Fire Departments in Unadilla, Wells Bridge and Otego and law enforcement agencies.

Appendix 5 lists Unatego building sites and the potential emergencies identified for each site.

B. Actions in response to an emergency

Multi-Hazard Response

Unatego has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

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

As examples of the district's planning for response to these emergencies, specific response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 7.

C. District resources and personnel available for use during an emergency

Unatego has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in the Building-level Emergency Response Plans, and also included in Appendix 5 of this plan.

D. Procedures to coordinate the use of school district resources during emergencies

Unatego has adopted the Incident Command System model for emergency actions. For district-wide and building-level emergencies the Incident Commander will be Dr. David S. Richards, or his designee. The Unatego Central School uses the Incident Command System model for emergency actions. The district-wide Incident Command Structure and membership is identified in Appendix 4 of this plan.

In building-level emergencies, the building administrator in charge or his/her designee will act as the initial Incident Commander. The Incident Commander is hereby authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-level Emergency Response Plan. Building-level Incident Command staffs are identified in the Building-level Emergency Response Plans.

E. Annual multi-hazard school training for staff and students

Unatego will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the Safety Coordinator and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills or other appropriate actions to increase the awareness and preparedness of staff and students. State Education Law and Regulations regarding fire safety for students is followed, including the delivery of at least 45 minutes of instruction in fire prevention and arson awareness per month as indicated in Section 808 of Education Law. Appendix 3 includes specific training modules at the various Unatego sites.

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

Fire drills are conducted with the advice and assistance of the fire department officers of the fire district in which the building is located (Otego VFD, Unadilla VFD or Wells Bridge VFD) while other hazard drills are coordinated with the New York State Police, Otsego County Emergency Management Office and Otsego County Sheriff's department. Upon completion of the drills, evaluation sessions are held with all participating agencies and school officials participating in an evaluation of the process and conduct of the drill. Based upon this discussion, both this plan and the Building Level Plans will be revised as necessary to reflect observations collected.

F. Hall Monitors and other school safety personnel

Unatego does not currently employ or utilize school security officers, so there are no policies or procedures to describe here. If and when Unatego does choose to employ school security officers, appropriate hiring and screening procedures will be added to this Plan. School safety personnel within the Unatego district include:

Monitors at building entrances- Monitors at building entrances are responsible for controlling entry to the respective building. The monitors do not allow visitors into their building without first insuring that the visitor has stated their reason for being at the school, have completed the visitor log, and have been issued (and are wearing) a visitor's pass. The entrance monitor will contact the building administrator at the first sign of any impropriety from any

visitor. Monitors are given training in threat assessment as well as general recognition of suspicious persons/packages at least once per year.

Teaching staff members are asked to monitor hallways and other common areas (i.e. cafeterias, exterior recreation areas) during times of student occupancy. These staff members are given basic training in observation of students and basic security considerations including, but not limited to, visitor procedures, identification of basic threatening behavior and procedures to report potential problems during the opening day Superintendent's Day activities each year. Training in security topics is reinforced during subsequent Superintendent Conference Days during the school year.

G. Implementation of School Security

The following building security measures are taken at Unatego;

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in
- Staff are trained to challenge suspicious persons encountered in buildings
- Building Entrance security is maintained throughout the day. This security is provided by entrance monitors at the designated entry points of each building and by custodial staff continually checking all other exit doors to be sure that they are not compromised with blocks or other means to hold defeat the door locks. All staff is asked to monitor exit doors in their areas and to promptly report any suspicious activity immediately.
- The services of canines to randomly search for drugs and/or weapons is available as needed (as provided through the New York State Police –Troop C headquarters in Sidney, NY)

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

Unatego has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document and further detailed in the Unatego Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero tolerance policy toward acts of school violence and concluded that such a policy was not appropriate at this time.

The Unatego Central School District was fortunate to have been involved with the United States Secret Service Threat Assessment program, having participated in training in this subject through seminars given by the Secret Service, the New York State Police and the Delaware-Chenango-Madison-Otsego BOCES. Appendix 9 of this document outlines the basics of threat assessment that is utilized at the Unatego Central School District in its drive to deal appropriately with threats of violent action (either implied or direct) received at the district.

The District Incident Command Team, as shown in Appendix 4 of this document, will be mobilized to the fullest extent necessary to deal with the command and control of incidents at the District.

B. Response Protocols

Unatego recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies, using the Incident Command System model. These plans were developed with, but not restricted to the following protocols:

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

After taking these items into consideration, the district has developed specific protocols for response. These protocols are detailed in Appendix 7 of this document.

C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Unatego acknowledges the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of the Incident Commander in line with the Building Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as timely as possible. In Otsego County, the county in which all Unatego Central School buildings are located, fire, emergency medical services, emergency management and law enforcement agencies are contacted by dialing 911.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

Unatego will contact appropriate districts, parents, guardians or persons in parental relation to the students via telephone contact, media release, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-level Emergency Response Plans.

E. Protective Action Options

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation and sheltering are the protective action options that the Building-Level School Safety Teams, in cooperation with local emergency responders, have included in the Building-Level Emergency Response Plans. Appendix 6 describes the Protective Action Options.

SECTION IV: COMMUNICATION WITH OTHERS

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

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. In Otsego County, all public service agencies (police, fire, emergency medical, emergency management, etc.) are contacted by dialing “911”. It is our understanding that Emergency dispatch uses the “closest car” concept for delivering assistance in Otsego County, meaning that the nearest appropriate agency will be directed to respond to an incident by the dispatch center. The Incident Commander will authorize the procurement of these agencies.

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

We recognize the importance of gaining advice from our local governmental offices in the planning stages of emergency response as well as during the actual emergencies themselves. The Unatego Central School District has and will continue to coordinate with the agencies listed below in the development of appropriate procedures to respond to situations that may occur on our property.

The Incident Commander will contact the Otsego County Emergency Services Office in accordance with Article 2-B of the Executive Law- Disaster Preparedness for advice and assistance as required during an emergency.

Agency	Type of Assistance	How to Contact
Otego Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Unadilla Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Wells Bridge Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Otsego County Sheriff	Hostage Situations, Suspicious Persons, Bomb Threats	(607) 547-4271 or call 911
NYS Police	Hostage Situations, Suspicious Persons, Suspicious Packages, Bomb Threats, Canine Searches	Trpr. Peter Grunder (607)561-7412 or call 911
Otsego County EMO	Weather Related Emergencies, Spills	Lyle “Butch” Jones (607) 547-4227

C. A system for informing all educational agencies within a school district of a disaster

The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The

Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone as determined by the Incident Commander and to be consistent with the magnitude of the situation at hand. A listing of these agencies is included as a part of Appendix 8 of this document.

D. Unatego will maintain certain information about each educational agency located in the school district

Each Building-level Emergency Response Plan will include at least the following information:

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

Appendix 1 includes information as noted above.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures for the dissemination of informative materials

Unatego is committed to the use of the interpersonal violence prevention education package for grades kindergarten through twelve, when available and where applicable.

Pamphlets and violence prevention information is distributed to staff members through email and payroll stuffers at various times during the year. Violence prevention brochures are made available to parents during open houses. Students are offered materials in interpersonal violence prevention via their home school districts as well as annual discussions during one period or more of class time in some subject areas.

B. Prevention and intervention strategies

Unatego continues to develop and investigate various strategies regarding violence prevention and intervention as addressed in the Professional Development Plan. Such strategies include annual training in violence prevention, intervention and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members and other topics as may be defined during the year.

C. Strategies for improving communication among students, between students and staff and reporting of potentially violent incidents

Unatego recognizes communication to be a vital key in violence prevention and intervention in schools. As such, Unatego continues to develop and investigate various strategies regarding violence prevention and intervention. To this end, Unatego maintains or is exploring programs in the following areas:

- Non-violent conflict resolution training programs
- PBIS
- Dignity For All Students Act Implementation and Reporting in compliance with Law

- Youth run programs
- Others based on identified need

SECTION VI- RECOVERY

A. District Support for Buildings

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

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

B. Disaster Mental Health Services

Unatego Central School understands how an emergency can have a major effect on the well being of students, staff and the community at large. The district will coordinate resources with Otsego County Mental Health Services and the Post-incident Crisis Response Team to help mitigate this impact.

APPENDICES

Appendix 1: Buildings and Population Data

Building Name	Address	Contact Name	Telephone Number
Otego Elementary School	Main St. Otego, NY 13825	Closed—no longer used for school purposes	NA
Unatego Elementary School	Main St. Unadilla, NY 13849	Katherine Mazourek, Principal	(607) 369-6200
Junior/Senior High School	2641 State Highway 7 Otego, NY 13825	Julie Lambiaso, Principal (Grades 9-12)	(607) 988-5098
		Patti Hoyt, Middle School Principal (Grades 6-8)	(607) 988-5029
		Christal Wright Middle-High School Secretary	(607) 988-5036
Bus Garage	Main St. Otego, NY 13825	Brian Trask, Transportation Director	(607) 988-1006

Population Statistics

Campus	Number of Staff	Number of Students
Otego Elementary	0	0
Unadilla Elementary	75	345
Junior/Senior High School	77	415
Bus Garage	22	0

Transportation needs:

The district maintains a fleet of 26 vehicles approved for student transportation, broken down as follows:

- Full sized passenger buses (14)*
- Mini passenger buses (7)*
- Small Bus accessible with wheelchair lifts (2)*
- Suburban(2)*
- Automobiles (1)*

The Unatego Central School has adequate capacity to effectively transport 75% of its current student and staff population. Bus transportation and personal vehicles will be the other means for transportation of the remaining 25% of the student and staff population.

Appendix 2: Policies dealing with violence on school property

Policy 3410	Code of Conduct on School Property
Policy 3411	Unlawful Possession of a Weapon Upon School Grounds
Policy 3412	Threats of Violence in School
Policy 3510	Emergency Closings
Policy 5680	Safety and Security
Policy 5681	School Safety Plans
Policy 3210	Visitors to the School

Community Relations
/EB

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The District has developed and will amend, as appropriate, a written *Code of Conduct* for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such *Code of Conduct*.

For purposes of this policy, and the implemented *Code of Conduct*, 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 the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The *District Code of Conduct* has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The *Code of Conduct* shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- b) Provisions prohibiting discrimination, bullying and/or harassment against any student, by employees or students on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, that creates a hostile environment by conduct, with or without physical contact, threats, intimidation or abuse (verbal or non-verbal), of such a severe nature that:
 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

When the term "bullying" is used, even if not explicitly stated, such term includes cyberbullying, meaning such harassment or bullying that occurs through any form of electronic communication.

(Continued)

Community Relations
/EB

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

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 practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a) I or the period of removal expires, whichever is less;
- f) Disciplinary measures to be taken for incidents on school property or at school functions involving the use of tobacco, the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- g) Provisions for responding to acts of discrimination, bullying and/or harassment against students by employees or students on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, pursuant to clause (b) of this subparagraph;
- h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- i) Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out;

(Continued)

Community Relations
/EB

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

- j) Provisions ensuring the *Code of Conduct* and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;
- n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the *Code of Conduct* on four (4) or more occasions during a semester, or three (3) or more occasions during a trimester, as applicable;
- p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;
- q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain-language, publicized and explained in an age-appropriate manner to all students on an annual basis; and
- r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate

(Continued)

Community Relations
/EB

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

The District's *Code of Conduct* shall be adopted by the Board of Education only after at least one (1) public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The *Code of Conduct* shall be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5) (a) to facilitate review of its *Code of Conduct* and the District's response to *Code of Conduct* violations. The School Board shall reapprove any updated *Code of Conduct* or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. The District shall file a copy of its *Code of Conduct* and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The Board of Education shall ensure community awareness of its *Code of Conduct* by:

- a) Posting the complete *Code of Conduct* on the Internet website, if any, including any annual updates and other amendments to the Code;
- b) Providing copies of a summary of the *Code of Conduct* to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;
- c) Providing a plain language summary of the *Code of Conduct* to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;
- d) Providing each existing teacher with a copy of the complete *Code of Conduct* and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New teachers shall be provided a complete copy of the current Code upon their employment; and
- e) Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

(Continued)

Community Relations
/EB

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Article 2, Sections 801-a, 2801 and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law Section 142
8 NYCRR Section 100.2

NOTE: Refer also to *District Code of Conduct*

Community Relations

SUBJECT: UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS

It shall be unlawful for any person to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge upon school grounds or in any District building without the express written authorization of the Superintendent or his/her designee.

Additionally, the possession of any weapon, as defined in the New York State Penal Code, on school property or in school buildings is prohibited, except by law enforcement personnel or upon written authorization of the Superintendent/designee.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law, and is a violation of School District policy and the *Code of Conduct*.

Penal Law Sections 265.01-265.06

NOTE: Refer also to Policy #7360 -- Weapons in School and the Gun-Free Schools Act

Adopted: 1/25/16

SUBJECT: THREATS OF VIOLENCE IN SCHOOL

The School District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any acts and/or threats of violence, including bomb threats, whether made orally, in writing or electronically shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Student Discipline *Code of Conduct* and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and wellbeing of staff, students and the school environment. Employees and students shall refrain from engaging in threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Student Discipline *Code of Conduct* as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Regulations will be developed to address safety concerns in the schools, and appropriate sanctions for violations of this policy by students will be addressed in the Student Discipline *Code of Conduct*.

Adopted: 1/25/16

Community Relations

SUBJECT: EMERGENCY SCHOOL CLOSINGS

In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs), due to inclement weather, impassable roads, or other emergency reasons, announcement thereof shall be made over local radio and television stations, Global Connection/auto dialing and the Internet/District website as designated by the Superintendent.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

Education Law Section 3604(7)

Adopted: 1/25/16

Non-Instructional/Business
Operations

SUBJECT: SAFETY AND SECURITY

The Board of Education of the Otego-Unadilla Central School District hereby declares that it is the policy of this School District to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon District property or who travel in District vehicles for the purposes of the District.

It shall be the responsibility of the Superintendent to establish and carry out written regulations that will:

- a) Identify those staff members who will be responsible for the effective administration of the regulations;
- b) Provide staff time and other necessary resources for the effective administration of the regulations;
- c) Establish periodic written review of the activities of the staff to ensure compliance with applicable laws and regulations;
- d) Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;
- e) Provide for reports to the Board of Education regarding the significant aspects of safety and security of the District.

Labor Law Section 27-a
12 NYCRR Part 820, Article 28

NOTE: Refer also to Policy #5681 -- School Safety Plans

Adopted: 1/25/16

Non-Instructional/Business
Operations

SUBJECT: SCHOOL SAFETY PLANS

The District-wide and building-level school safety plans have been adopted by the School Board only after at least one (1) public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by September 1 and recommended to the Board of Education for approval. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School District with local and county resources in the event of such incidents or emergencies.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the School District that addresses prevention and intervention strategies, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-wide school safety plan shall be developed by the District-wide school safety team appointed by the Board of Education. The District-wide team shall include, but not be limited to, representatives of the School Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Building-Level School Safety Plans

Building-level school safety plan means a building-specific school emergency response plan that addresses prevention and intervention strategies, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations. As part of this plan the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

The building-level plan shall be developed by the building-level school safety team. The building-level school safety team means a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board of Education. The building-level team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board deems appropriate.

If the District receives federal preparedness funds, the District requires appropriate personnel to complete the IS-700 NIMS (National Incident Management System) introductory course.

(Continued)

Non-Instructional/Business
Operations

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

Filing/Disclosure Requirements

The District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each building-level school safety plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-level emergency response plans shall be confidential and shall **not** be subject to disclosure under the Freedom of Information Law or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8
Homeland Security Act of 2002, 6 USC Section 101
Education Law Section 2801-a
Public Officers Law Article 6
8 NYCRR Section 155.17

Adopted: 1/25/16

Community Relations
U/EB

SUBJECT: VISITORS TO THE SCHOOL

Parents and other citizens of the District are encouraged to visit the schools to better understand the process of education. In order to avoid disruption of the educational process, visitors are expected to comply with this policy, and other applicable District policies.

All visitors must report to the school office or other designated individual to request a visitor's pass to be allowed further access to the building. Visitations to classrooms for any purpose require permission in advance from the Building Principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits.

Members of the School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/District grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among the District employees, parents, and the public. We do not intend this policy to deprive any person of his/her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, productive and harassment-free environment for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This District seeks public cooperation with this endeavor.

a) Disruptive Individual Must Leave School Grounds

Any individual who disrupts or threatens to disrupt school/office operations/events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on School District property will be directed by the school's Principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply it will be considered a trespass and law enforcement authorities will be called. Future access to school property or events may be restricted.

b) Directions to Staff in Dealing with Abusive Material

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly and that a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone

(Continued)

Community Relations
U/EB

SUBJECT: VISITORS TO THE SCHOOL (Cont'd.)

conversation is terminated. If the individual is on District premises or at a District event, the administrator, custodian or other person in charge, may request the individual to leave promptly or law enforcement authorities will be called.

Any spectator, defined as one who looks on at a show or game, who is ejected from an interscholastic competition for having used profanity, who threatens to or physically assaults a contest official shall be sanctioned for such conduct on the part of such spectator in the following manner:

1. Any spectator excluded by a certified contest official, school administrator, Athletic Director, or event chaperone from an interscholastic competition is ineligible to attend any interscholastic contest in that sport until the next previously scheduled home contest at the same level has been completed. The spectator may not be present at the game site.
2. A spectator who attempts to, threatens to, or shoves, strikes, kicks, or makes other physical contact with the intent to annoy, harass, or intimidate another person during a school-sponsored event shall be expelled immediately and banned from further attendance in all sports for a period of time to be determined by the School District's Superintendent in consultation with the Athletic Director.

c) Provide Policy and Report Incident

When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should direct the person to the building administrator, or other school official in charge, which should provide a written copy of this policy at the time of occurrence. The staff member will provide a written report of the incident to his/her supervisor.

Education Law Section 2801
Penal Law Sections 140.10 and 240.35

Adopted: 1/25/16

Appendix 3: UPDATE -Training modules at Unatego- 2016-2017

Faculty Meetings in all four buildings to refresh on procedures for drills and emergencies.
September 2015

All Staff training by NYSP on how to respond in case of an emergency involving an
active shooter. May 2015

Active Shooter Training for all MS/HS Staff January 2016.

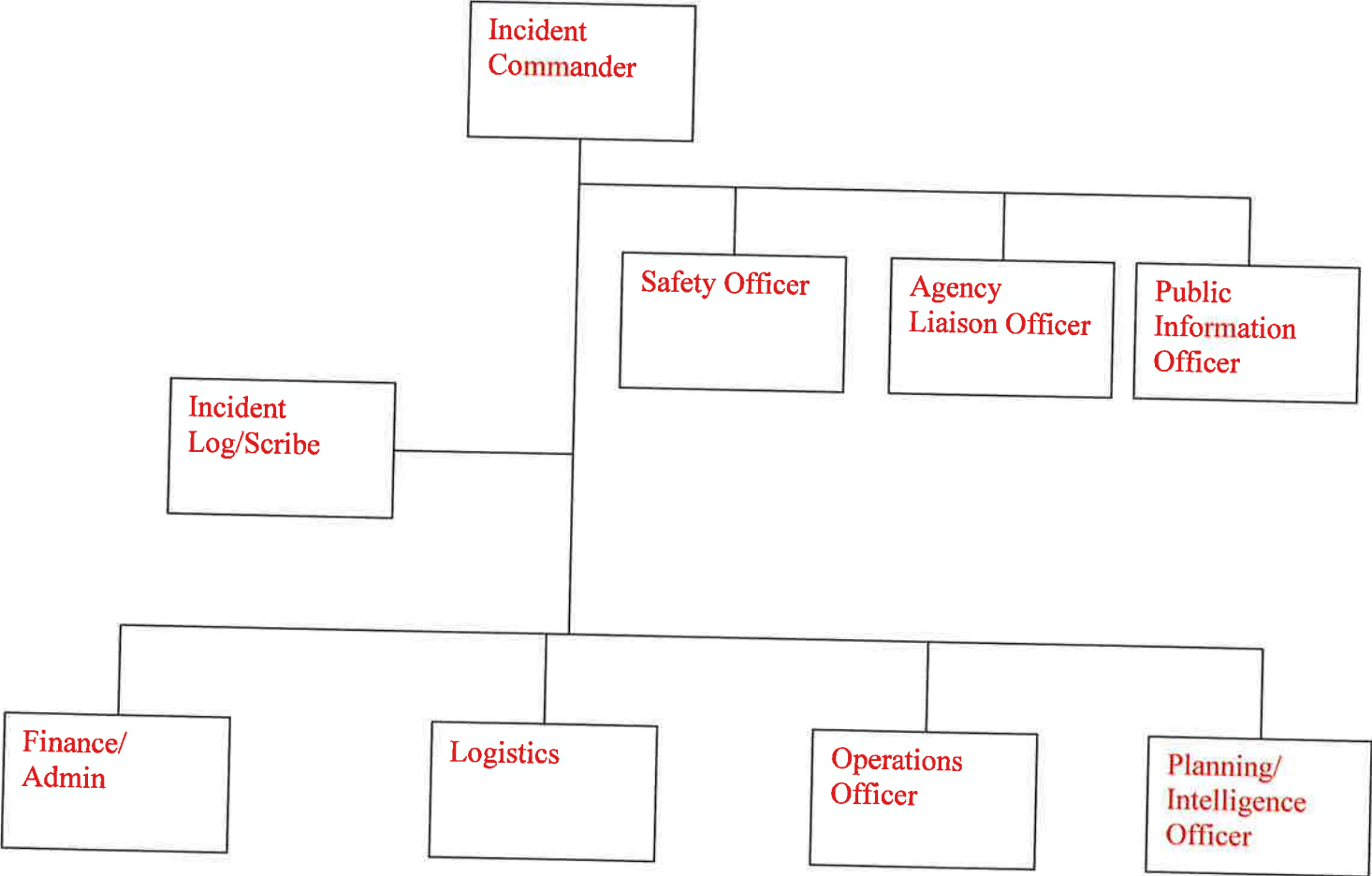
Annual training for all staff on Safety Plan and Building Emergency Plans in September
2016 and September 2017

Right to Know Training and Blood-Borne Pathogen training annually on Opening Day
Superintendent's Staff Development Day.

Annual training of all staff at Building level faculty meetings.

Off Campus Evacuation Drill in September 2017.

Appendix 4: District Incident Command Structure



Staff Assignments-

Incident Commander-Dave Richards
Operations Officer-Building Principal
Planning/Intelligence Officer- Katherine Mazourek
Logistics-Brian Trask
Finance/Administration-Patti Loker
Safety Officer-Brian Trask
Agency Liaison Officer-Amber Birdsall
Public Information Officer-Dave Richards
Incident Log/Scribe-Colleen Cioccari

Appendix 5: Sites and potential emergencies

Site	Hazards
Otego Elementary School And Bus Garage Main Street, Otego, NY 13825	Elementary School Building, Bus Garage, Parking areas, Athletic fields, Route 7, Interstate Route 88, Railroad tracks, residences around campus, woods and fields on and around campus, Susquehanna River.
Unatego Elementary School Main Street, Unadilla, NY 13849	Elementary Building, Storage Building, Athletic Fields, Playground, Parking areas, Susquehanna River, Route 7, Interstate Route 88, Railroad Tracks, residences around campus, woods and fields around campus, Red Apple and Mirabito's gas stations, C&J Auto Sales & Repair Shop, Boulder Oil.
Unatego Jr/Sr High School 2641 State Highway 7 Otego, NY 13825	Jr/Sr High Building, Booster Roost, Athletic fields, Parking Areas, Greenhouse opposite School, Route 7, Interstate Route 88, Railroad tracks, woods and fields around campus, residences around campus.

District Resources Available for use during an emergency

Buses (see Appendix 1)

Portable Radios: Unatego Elementary(8), Jr/Sr HS (10), District Office (3)

AED's: Unadilla (1), Otego (1), Jr/Sr HS (2 and 1 portable unit)

Fire Extinguishers: Unadilla (21), Jr/Sr HS (55)

Medical Equipment (First Aid supplies, cots, blankets)

Vehicles: tractors (2 with loaders), mower (1 with power broom and snow blower), snow blower (1 with 3 point hitch), chainsaws (2), ¾ ton truck with snowplow and sander (1), portable trash pump (1), portable generator (1), walk behind snow blower (1).

Red Cross Sheltering Center at Unatego Elementary and at the Jr/Sr High School.

The District has personnel trained in many emergency response actions, including First Aid, CPR and AED Use, Emergency Medical Technicians, and Cardiac Care Technicians. A current listing of those staff members trained is maintained in each school in the district by the school nurse. Each coach has been certified in first aid and CPR/AED use.

Appendix 6: PROTECTIVE ACTION OPTIONS

A. Definitions of Protective Action Options

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

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

Sheltering may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used. These areas include rooms and halls without glass windows, doors, or skylights. Gymnasiums, cafeterias and other spaces with wide free span roofs are NOT used. When evacuation from one of our buildings is deemed appropriate, but early dismissal is not, sheltering in other buildings on campus is used.

B. Introduction

Upon notification of an emergency, the Incident Commander will:

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

C. Procedures of Protective Action Options

School Cancellation

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

Early Dismissal

- Monitor the situation - by the Superintendent/Incident Commander or Designee
- If conditions warrant, close school- by the Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

Evacuations (before, during and after school hours)

- Determine the level of threat-by the Superintendent/Incident Commander or Designee

- Contact the transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Where appropriate, facilities personnel will sweep the building to insure that staff, students and visitors have been safely evacuated
- Establish a command post
- All non-instructional staff shall report to the command post for direction and duties
- Account for all student and staff population. Report any missing staff or students to the Building/Program Administrator
- Make determination regarding early dismissal- by the District Superintendent/Incident Commander or Designee
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquiries as to the situation
- Student/visitor driver's identification will be taken as the vehicle exits the parking area
- If persons of parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Sheltering sites (internal and external)

- Determine the level of threat- by the Superintendent/Incident Commander or Designee
- Determine location of sheltering depending on nature of incident
- Contact the transportation Supervisor to arrange transportation to external site- if needed
- Transport by foot or vehicle to external sheltering site- if needed
- Where appropriate, facilities personnel will sweep the building to insure that staff, students, visitors have been safely evacuated
- Establish a command post
- Account for all students and staff. Report any missing staff to or students to the Building/Program Administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- If persons in parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Appendix 7: Response Protocols to Specific Incidents

HOSTAGE

Response Action:

1. Identify hostage situation - first person on the scene.
2. Notify the building administrator.
3. Immediately notify police of the situation and follow their instructions - building administrator.
4. Inform superintendent of situation and actions taken -building administrator.
5. Upon arrival of police officials, implement the following response actions as necessary:
 - * isolate area of building involved
 - * notify parents or spouse
 - * public information statements
6. The police will determine the termination of the emergency.

BOMB THREAT

Response Action:

1. Upon receipt of a bomb threat by telephone:
 - a. Ask the following questions (refer to **Bomb Threat Information Sheet**):
 - * Where, specifically, is bomb located?
 - * When, exactly, is bomb set to go off?
 - * What materials are in the bomb?
 - * What does the bomb look like?
 - * Why is caller doing this?
 - * Who is caller?
 - b. Write down answers to the above.
 - c. Describe the caller's voice:
 - * Was it male or female?
 - * Was it young or old?
 - * Was the voice disguised or have an accent?
 - * Describe any background noises.
2. Notify building administrator.
3. Notify police and superintendent - building administrator.
4. Notify staff and students to evacuate the building - building administrator. DO NOT MENTION "BOMB SCARE!".
 - a. Use the fire alarm.
 - b. Set a guard at each entrance of the building to prevent people from re-entering the building.
5. Upon arrival, advise police or fire department of situation and follow their instructions. Advise superintendent of their presence. Turn control of building over to them - building administrator.
 - a. Arrange with police to have medical assistance stand by in the event that a device is found.

Recovery Action:

1. Administrator involved should have building reoccupied by staff and students after it has been cleared by fire and police officials.

INTRUDER

Response Action:

1. Identify the intruder - first person on the scene.
2. Notify the building administrator.
3. Advise police of situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff - building administrator.
4. Based on advise of police, confront the intruder - building administrator.
5. Escort intruder out of the building - building administrator.
6. If intruder refuses to leave, maintain surveillance and summon police - building administrator.
7. Police or building administrator to determine the termination of the contingency.

KIDNAPPED PERSON

Response Action:

1. Identify kidnapping incident - first person on the scene.
2. Notify building administrator.
3. Immediately notify the police. Advise them of the situation and follow their instructions - building administrator.
4. Notify the superintendent - building administrator.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquires.
6. Police to determine the termination of emergency.

Pre-plan Action:

Develop attendance procedures to account for pupils and for unscheduled releases during school.

Appendix 8: Names and contacts of educational agencies

Name	Address	Town	Contact	Telephone
DCMO BOCES	6678 County Road 32	Norwich	Mike MacDonald	607-335-1234
Head Start-Unadilla Community Center	246 Main Street Unadilla, NY 13849	Unadilla	Tammy Bailey	607-369-7676

Appendix 9: Threat Assessment

Threats of violence in school, while not commonplace, have the potential to become catastrophic if not responded to in an appropriate manner. These threats can originate from within the school community (students or staff) or from outside (disgruntled taxpayers, parents, persons from “competing” districts, terrorists). Regardless of the origin of the threat, the Unatego Central School District is committed to respond to all threats of violence using protocol as established by the United States Secret Service in its *Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002)*. Broadly speaking, this document urges schools to develop a multi-pronged approach to threats of violence and to coordinate a patterned response to each threat.

The patterned approach varies depending upon the individual threat, but each threat is subjected to a three-pronged process that; 1) Determines whether the threat is direct or implied; 2) Determines the potential for violence of the threat; and 3) Determines the plan of action to prevent the threat of violence from becoming an act of violence.

- 1) All received threats will be initially treated as direct, meaning that initially the district will treat every threat of violence as serious until it is proven otherwise. For this reason, differentiating between implied and direct threats of violence is somewhat a moot point because further investigation will be conducted on each and every threat received. The person receiving the threat will have the option of convening the threat assessment group for any threat received, or may use available information to determine the potential for violence immediately.
- 2) The threat assessment group, if activated, will utilize threat assessment forms to “quantify” the extent of the threat and categorize it into one of three categories: low, medium or high.
- 3) Based upon the category of threat, the district will implement strategies to deal with the specifics contained in the received threat. These strategies will include the assistance of law enforcement agencies and could result in a myriad of actions, from simple non-intrusive investigations to more complex emergency actions. All actions will be deployed via the Incident Command Structure and will be implemented with one objective in mind, namely to safeguard the school population from danger.

Appendix 10: Adoption of Plan

Date of District-wide School Safety Team appointment by Board of Education resolution:
August 6, 2001

Date(s) of meetings of District-wide School Safety Team in development of Plan:
September 17 and 26, 2001; October 10 and 24, 2001

Date that District-wide School Safety Plan was first read and tabled for public comment:
November 19, 2001

Date of public hearing by Board of Education:
December 17, 2001

Date of adoption by Board of Education of District-wide School Safety Plan:
January 8, 2002

Date District-wide School Safety Plan was mailed to the New York State Education
Department:
January 9, 2002

Date of re-adoption by Board of Education of District-wide School Safety Plan:
September 2016

Date Revisions adopted by District Wide Safety Committee
September 2018

Annual Update and Board Approval
November 2018

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

To: Dr. Richards, Superintendent

From: Julie Lambiaso, HS Principal



Date: September 24, 2018

Re: Scholarships

I am recommending we add the following scholarships for graduating students:

Peter J. Negri Scholarship

The Peter J. Negri Scholarship is given in memory of Peter Negri who was a long time principal at Otego Elementary School. Mr. Negri was the kind of man who did things under the radar for the good of all and did not seek recognition for his actions. The scholarship is given based on the following criteria:

- Volunteerism – community/extracurricular involvement
- Respect – treating others fairly, listening to others and accepting input, exhibiting consideration for things and people they encounter
- Drive for Excellence – good work ethic, striving for continuous improvement, putting in time and effort beyond basic requirements
- Special consideration will be given to a student planning to major in education

The recipient will be selected each year by the Unatego Scholarship Committee. All students enrolled at Unatego Central School District will be eligible to receive the award.

Marla Calabro Memorial Scholarship

The Marla Calabro Memorial Scholarship is given in memorial of Marla Calabro who was a long time, loved aide at Unatego. The award is sponsored by the Otego PTO and will be given in the amount of \$200 for 10 years.

This scholarship will be given based on the following criteria:

- Financial need
- A student going into the field of education
- Overall average of B or better

The scholarship will be given for the first time to the Class of 2019. The Unatego Scholarship Committee will select the recipient from all students enrolled at Unatego Central School.

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: VIRGINIA MALTESE

POSITION: sub cleaner; clerical, and Cafeteria

REPLACES: N/A

EFFECTIVE DATE: 9/17/18

EDUCATION LEVEL: BA Vassar College

YEARS OF EXPERIENCE: None

SALARY: STEP LEVEL \$ as per sub rate(s)

CERTIFICATION: N/A

COLLEGE: VASSAR, Poughkeepsie, NY


REFERENCES CONTACTED:

1. CLAUDIA JENKINS
2. PEGGY PAYNE

COMMENTS: _____


ADMINISTRATOR SIGNATURE

9/17/18
DATE



19 September 2018

Dr. David Richards
Superintendent
Unatego Central School District
2641 State HWY 7
Otego, NY 13825

RECEIVED
SEP 24 2018

BY:

Dear Dr. Richards,

I was a substitute teacher in good standing in the district as of at least the school year 2015-2016. At that time, too many obligations kept me from substitute teaching and I asked to no longer be called. My schedule has recently been freed up a bit and I would enjoy the opportunity to continue substitute teaching at Unatego Middle/High School.

Please add me back to your substitute teacher roster.

Sincerely,



September 26, 2018

Dr. David Richards
Unatego Central School
2641 St. Hwy 7
Otego, NY 13825

Dear Dr. Richards,

I would like to recommend the following people as coaches for the following sports seasons.

Lew Keyser Varsity Boys Basketball (step 5)

Thank you,

Matthew J. Hafele

TO: Dr. David Richards, Superintendent

FROM: Patricia Hoyt, Middle School Principal *ph*

DATE: September 28, 2018

RE: Academic Eligibility Program

I would like to recommend the following teachers to monitor the Academic Eligibility Program for Middle and High School:

Jessica Strauss

Karen Alvin

Anne Nelson

Lori Keyser

Sara Ingalls

Kim Trask

Lori Harvey

Linda Staiber

Ryan Brosi

Shannon Adams

Jeanne Butler