

MONTICELLO CENTRAL SCHOOL DISTRICT

**MONTICELLO
CENTRAL SCHOOL
DISTRICT
2023-2024
SCHOOL YEAR**

M
**DISTRICT-WIDE
SCHOOL SAFETY
PLAN**



**Central Administration
Building 60 Jefferson
Street - Suite 3
Monticello, New York
12701**

G.P.S. Coordinates:

Latitude: 41.6441636

Longitude: -74.7010874

Adopted: 8/22/23

Amended: 9/21/23

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INTRODUCTION

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001 , and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 — 2017 school year and each subsequent September 1st thereafter, a comprehensive District-Wide School Safety Plan and Building Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building Level Emergency Response Team, as such terms are defined in subdivision (b) of this section and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each DistrictWide School Safety Plan and Building Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

The Monticello Central School District-Wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Monticello Central School District Board of Education, the Superintendent of the Monticello Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District Wide School Safety Plan.

Identification of School Teams

The Monticello Central School District has appointed a District Wide School Safety Team consisting of, but not limited to:

- School District Administrators
- School Safety & Security Staff
- School Resource Officers
- Director of Facilities
- Director of Transportation
- Director of Pupil Personnel Services
- Director of Athletics
- Director of Food Services
- Director of Information Technology
- Director of Special Program Services
- Office of Emergency Management

Law Enforcement
Fire Department
EMS
Parents
Teachers
Board of Education
Community Members
Community/School Based Organizations

Concept of Operations

1. The District Wide School Safety Plan is directly linked to the individual Building Level School Emergency Response Plan for each of the school buildings. Protocols reflected in the District Wide School Safety Plan will guide the development and implementation of the individual Building Level School Emergency Response Plan.
2. The District Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the district's Chief Emergency Officer, who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the District Level Safety Plan. The Chief Emergency Officer shall also be responsible for ensuring completion and yearly update of the Building Level School Emergency Response Plan.
3. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee. They will also notify the Superintendent or their designee
 - With authorization from the Building Principal or Designee and/or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and/or the Superintendent of Schools, activation of the building Emergency Response Team shall take place.
4. Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan was made available for public comment 30 days prior to its adoption. The District Wide School Safety Plan was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The District Wide School Safety Plan is reviewed and updated annually.
5. Full copies of the District Wide School Safety Plan shall be posted on the district's web site or can be requested in writing. The Building Level School Emergency Response Plan is submitted to local law enforcement agencies and entered on the SEDDAS' business portal of NYSED for New York State Police.
 6. This plan is reviewed periodically during the year and is maintained by the District Wide Safety Team. The required annual review is completed on or before September 1 of each year. The District Wide School Safety Plan is in the central Office of the Superintendent.
- While linked to the District Wide School Safety Plan, the Building Level School Emergency Response Plan 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.

Prevention | Intervention Strategies

Program Initiatives

The Monticello Central School District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

1 . Compliance with district's Code of Conduct.

1. Will conduct yearly district wide "Forum" for the purpose of sharing information, reviewing best practices and providing training from local and national experts on Safe Schools.
2. Handle With Care: Crisis Intervention & Behavior Management training.
3. An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by the district, BOCES, or other agencies.
4. Alternative Education programs are operated by the district, BOCES, or other agencies and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
5. A Community Intervention Program, comprised of children and family services, school districts, law enforcement and professionals from the community, meet and discuss among other topics, character and civility issues with school officials quarterly.
6. The Monticello Central School District encourages students to report school violence and any symptoms of potentially violent behavior via the Anonymous Alerts

Application, to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

The Monticello Central School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate

inin

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

1. Roles and Responsibilities
2. Incident Command System (ICS) Training — Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at wuu.@hsesn.ggy. or by contacting your local emergency management agency.

Drills and Exercises

Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day:

3. eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year.
 - Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
 - conducting drills at different times of the school day.
 - Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly.
4. at least one early dismissal drill each school year that is no more than 15 minutes before the normal dismissal time, including
5. notifying parents and guardians at least one week prior to the drill; and
6. testing the usefulness of the communications and transportation system during emergencies.

Additional drill requirements for residential schools, summer school, after school programs, events or performances:

- four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.
 - at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.
7. for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the afterschool program, event or performance notify attendees of the procedures to be followed in an emergency.

Policies and procedures for annual school safety training for students and staff:

8. the district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health.
9. new employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

School Security Department

The Monticello Central School District is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

Implementation of School Security

- 1 . Including main entrances, all outside doors will remain locked during the day.
1. Every door will be accessible as an exit. .
2. All classroom doorknobs will always be kept in the locked position.
3. A sign at the main entrance will direct all visitors to be prepared to present a valid government issued ID card at the security window. Security personnel will direct all visitors soon after doing so.
4. All visitors will be required to sign in after presenting a government issued ID card, and if they need access to other areas of the building, they will be issued a "Visitor" ID tag and will be escorted by a district employee.

Security Personnel — School Security Attendants

A district wide security roving patrol which is stationed at the High School I Middle School I Elementary Schools will routinely patrol assigned building campuses and may be assigned to other schools based on need.

All security personnel hired by the Monticello Central School District are licensed and trained with the New York State. All security is trained in Handle with Care: Crisis Intervention & Behavior Management, First Aid, CPR and AED and numerous other FEMA-based professional development courses.

Security personnel's work is performed under the supervision of the Supervisor of School Safety and Security with leeway allowed to exercise independent judgment in performance of assignments.

Typical work activities of School Safety and Security Attendants:

- 1 . Patrol school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and ensure compliance with school rules.
1. Inspect corridor passes and other passes when classes are in session and escorts persons lacking passes to the principal's office.
2. Welcome and oversee visitors to the building and direct them to the appropriate school offices and/or escort them out of the building if they are not authorized visitors.
3. Escort disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for consultation and/or disciplinary action.
4. Provide security at evening or weekend events.
5. Inspect lockers and conduct searches for controlled substances or alcohol.
6. Provide traffic control, monitor parking permits, and investigate transportation discipline issues.

7. Act as a liaison to Administrators and law enforcement agencies.
8. Conduct ride-along on buses as needed.
9. Maintain records and make oral and written reports related to the work
- 1 1 . Monitor district camera system.

To assist in keeping our district safe for all, the schools will routinely utilize teachers to maintain a presence in hallways during passing times and maintain a presence inside cafeterias and outside the buildings at the beginning and end of school day.

School Resource Information

Each Building Level Emergency Response Plan will include the following information:

1 . School population

1. Number of staff
2. Transportation needs
3. Office and home telephone numbers of key officials within the district

The Building Level School Safety Teams will ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

1. Social withdrawal
 - Excessive feelings of isolation ● Excessive feelings of rejection
 - Being the victim of violence
 - Feeling of being picked on
2. Low school interest and poor academic performance
 - Expression of violence in writing and drawings
 - Uncontrolled anger
 - Patterns of impulsive, chronic hitting and bullying

3. History of discipline problems
4. History of violent and aggressive behavior
 - Intolerance for differences and prejudicial attitudes
5. Alcohol and drug usage
 - Affiliation with gangs
 - Inappropriate access / use of firearms
 - Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

1. Information may be made available to parents / guardians on how to identify potentially violent behavior.
 1. If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.
 2. Interpersonal violence prevention education package will be taught as appropriate.
 3. The District Superintendent will set specific time for the building principal(s) in conjunction with the Monticello Central School District Professional Development Plan to organize activities of concern.

RESPONSE

Notification and Activation of Internal and External Communications

Upon being notified of an emergency, the Building Principal or designee will activate the district's Coordinating Instructions, emergency personnel in accordance with stated responding instructions and request the closest jurisdictional response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in Building Level Emergency Response Plan.

The following systems may be utilized as forms of communications:

| | |
|--------------|-------------------------------|
| Telephone | District Mobile Radio Systems |
| Intercom | Emergency Alert System |
| | NOAA |
| Fax / E-mail | Weather Radio |
| Local Media | Reverse 91 1 |

Notification of Educational Agencies

In the event of an emergency or disaster within the Monticello Central School District, the Superintendent or Designee will:

1. Contact Sullivan County BOCES District Superintendent: Sullivan County BOCES
15 Sullivan Avenue, Suite IW Liberty,
New York 12754

Phone: 845.295.4015
2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with the Monticello Central School District.

The Building Level Emergency Response Plan also details the appropriate responses for the following:

- Identification of the decision makers
 1. Determination of threat level
 2. Plans to safeguard students and staff
 3. Procedures to provide transportation, if necessary
- Procedures to notify media
 4. Debriefing procedures

Functional Annexes

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

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

Functional Annexes provide standard language and procedures and are intended to be transferable to schools statewide and modifications are not recommended.

1. Shelter-in-Place
2. Hold-in-Place
3. Evacuation (required per 8 NYCRR Section 155.17(e)(2)(i))
4. Lock-out
5. Lock-down

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

6. Crime Scene Management
7. Communications
 - Medical Emergency and Mental Health

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

- Accounting for All Persons
 - Reunification
 - Continuity of Operations
8. Recovery
 9. Security

Situational Responses - Threat and Hazard Specific Annexes

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building Level Emergency Response Plan. They are as follows:

Criminal Offenses

Bomb Threat

- Written Threats
- Telephone / Verbal Threats
- Suspicious Packages

Outside Facility

- Evacuation for Bomb Threat
- Shelter in Place for Bomb Threat
- Bomb Threat Response Form

Civil Disturbance / Prison Break

Hostage Taking / Kidnapping

Intrusion

Suspected Student with a Weapon on Campus

Active Shooter Suicide Threat

Missing Students from Classroom / Building

Natural Hazards

Severe Thunderstorm / Tornado

Winter Storm / Ice Storm Hurricane /

Tropical Storm

Flood

Reservoir / Canal / Dam Failure

Earthquake

Technological Hazards

Mail Handling Protocol

Anthrax / Biological Threat On-Site
Biological Threat Off-Site
Air Pollution
Aircraft Crash
Gas Leak

Hazardous Material Incident- On Site
Hazardous Material incident- Off Site
Radiological Incident
Water Emergency

Explosion and Fire

Explosion / Fire Emergency

Systems Failure

Building Structure Failure
Cyber Failure / Computer Loss
Electrical System Failure

Energy Supply Loss / Utility Restrictions
Heating System Failure

Sewage System Failure

Transportation Fleet Loss
Fire Alarm or Phone System Failure

Medical Emergencies

School Bus Accident (Off-Site)
Epidemic / Human Disease

Acts of Violence

The Monticello Central School District recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plan and Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

1. The threat level will be determined
2. The Coordinating instructions will be activated
3. If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
 - Administration will be notified
4. If necessary, lockdown procedures will be initiated, and appropriate law enforcement officials will be notified
5. The situation will be monitored, and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

Responses to Acts of Violence I Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of 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 acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

1. Use of staff trained in de-escalation or other strategies to diffuse the situation
 - Inform building principal of implied or direct threat
2. Determine level of threat with District Superintendent / Designee
3. Contact appropriate law enforcement agency if necessary
4. Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Commissioner. The Incident Commander will authorize the request for assistance from these agencies.

Sullivan County: 911 or 845.807.0508

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Commissioner at:

Sullivan County: 911 or 845.807.0508

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

| | |
|--------------------------------|------------------------------------|
| Red Cross | NYS Dept. of Environ. Conservation |
| Fire Department | NYS Dept. of Transportation |
| Police | NYS Dept. of Health |
| Private Industry | Village / Town Officials |
| Private Individuals | State Emergency Mgmt. Office |
| (SEMO) Religious Organizations | Other |

Specific resources are identified in the Building Level Emergency Response Plan.

District Resources Available for Use in an Emergency

The district 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 Plan as deemed

appropriate by the Incident Commander. Specific resources are identified in the Building Level Emergency Response Plan.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is 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.

RECOVERY

District Support for Buildings

After a critical incident has occurred, the district is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

1. Determine advisability of team involvement
 - Determine nature of team involvement
 - If team is needed, acquire release from currently assigned.....
responsibility

2. Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:

1. Arrange for staff meeting e Formulate staff meeting agenda
2. Dissemination of information to staff, parents, students, media, etc.
(e.g., letters, etc.) e Determine logistical needs (e.g., workspace, crisis center, counseling rooms, class schedules, etc.)

step 5: Assignment of team members and other staff to individual tasks

step 6: Provide Post Incident Response Team Services

- Conduct faculty meeting with all building staff
 - 1. Provide educational information to teachers to be used in class ● Conduct classroom meetings with team member and teacher in seriously affected classes
 - 2. Assess needs and arrange for follow-up meetings with individuals and small groups
 - 3. End of day staff meeting to update staff and administrator and plan for next day
 - Crisis Team "debriefing" at the end of day
 - Provide substitutes and aides as back-up staff for teachers
 - Offer a separate room for parent contact, if necessary
 - Crisis workers in offices to aid office staff to deal with parents' telephone calls and questions
- Remind staff about "Teachable Moments" ● Death and grief education
- Personal safety
 - Sorting rumor from fact
 - Anatomy of the injury (e.g., what type, extent, what it means)

step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

step 8: Follow-up plans for ending Post Incident Response Team involvement ● Staff meeting

- Alert staff to individual staff questions and needs ●
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this incident

Medical and Mental Health Emergency Annex

Purpose

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

Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

CHAIN OF COMMAND

The Superintendent of the Monticello Central School District will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools

Matthew T. Evans, Ed.D.

Office: 794-7700 ext. 70910

Chief Emergency Officer

Douglas Murphy

Office: 794-7700 ext. 20002

In the event the Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Assistant Superintendent for Business

Lisa Failla

Office: 794-7700 ext. 70525

Assistant Superintendent for Curriculum and Instruction

Theresa Carlin

Office: 794-7700 ext. 10912

Director of Pupil Personnel Services

Michele Lee McCoy

Office: 794-7700 ext. 78910

Director of Facilities

Stephen Lewis

Office: 794-7700 ext. 76940

Director of Transportation

Robin Sklar

Office: 794-7700 ext. 72910

BUILDING ADMINISTRATION

Monticello High School Principal (Interim)

| | |
|---|--------------------------------|
| Gary Furman, Ph. D. Monticello High School Assistant Principal | Office: 794-7700 ext. 10910 |
| Robyn Boardman Monticello High School Assistant Principal | Office: 794-7700 ext. 10928 |
| Samantha Lefberg JK Middle School Principal | Office: 794-7700 ext. 10929 |
| Sara Kozachuk JK Middle School Assistant Principal | Office: 794-7700 ext. 20910 |
| Jason Doyle, Ph.D JK Middle School Assistant Principal | Office: 794-7700 ext. 20928 |
| Elizabeth Bedford Lutherford Elementary School Principal | Office: 794-7700 ext. 20929 |
| Veronica Serrano Lutherford Elementary School Assistant Principal | Office: 794-7700 ext 30910 |
| Michelle Knowlton (Interim) Brooke Elementary School Principal | Office: 794-7700 ext. 30928 |
| Virginia Gallet Brooke Elementary School Assistant Principal | Office: 794-7700 ext. 40910 |
| Sarah Mootz Phase Elementary School Principal | Office: 794-7700 ext. 40928 |
| William Frandino St. John's Street School Principal | Office: 794-7700 ext. 50910 |
| Jennifer Gorr | Office: 794-7700 ext. 95901 |

t. John's Street School Assistant Principal

Douglas Murphy

Office: 794-7700 ext. 20002

Direction, Control, and Coordination

School Incident Command System

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

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

Supplemental Information as found in the Building Level School Emergency Response Plan

Implied or Direct Threats of Violence

The school district 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 responses/consequences of those making the threat or committing the act of violence.

Acts of Violence

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

Media Notification Plan

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively communicate with the media during an emergency.

Parent I Guardian Notification Plan

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively communicate with parent/guardian during an emergency.

Post Incident Response I Recovery

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress De-briefing teams and how to utilize them.

Crime Scene Management

- ▣ The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.
 1. No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
 2. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

Student I Staff I Guest with Special Needs

- ▣ This appendix is a school specific procedure for students with special needs during an emergency.

Violent and Disruptive Incident Report - SSEC

- ▣ All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

Monticello Central School District Emergency Remote Instruction Plan 2023-2024

| Required Component | | Suggested Considerations | |
|--------------------|--|---|--|
| | <p>I. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.</p> | <p>The Monticello CSD is committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. All students are issued a district device at the beginning of the school year or upon registration to the district.</p> <p>All students in grades K-12 are provided with a district issued device. The device is distributed to the students in the building they attend. Mass distribution at the beginning of the school year is coordinated by the building Principal or with the support of the IT department. Parents/Guardians are required to sign the Device Loaner Agreement for any device a student takes home. These are recorded in IncidentIQ (our inventory and help desk system)-</p> <p>Building Administrators will communicate dissemination schedules of computing devices via Parent Square-</p> <p>If the device has been lost or damaged, an Incident report must be completed by an administrator and sent to the IT department along with the damaged device. If the damage/loss is determined to be intentional or the result of neglect, the Parent./Guardian may be billed for repair by the district.</p> <p>Spare devices are kept on hand in each building for emergency use, replacement, and to issue to new students.</p> | |

Required Component

of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

Suggested Considerations

and students. Faculty members are provided with a district issued device. All faculty and staff members must have a signed AUP on file and fill out the Loaner Agreement- All non-teaching staff will need to have the request for a device approved by their building administrator or superersor.

Faculty and staff devices will be distributed through the IT department.

Staff in need of access to the internet can request a hotspot for use at home.

The expectation of all staff will be to focus primarily on Synchronous learning for all students. Any deviation from ofthis platform of learning will need to be approved by administration on a basis.

Asynchronous instruction will be utilized but it will be minimal

Students with IEPJ 5047 or ELL students will be given individualized plans based on their specific needs.

The Monticello Central School District continues to support teachers through professional development and coaching on pedagogical approaches. The district currently employs 2.6 Instructional Technology Specialists. They hold professional development sessions during conference days as well as before and after school. They also participate in department and grade level meetings as well as scheduling one-on-one time with teachers to ensure

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| <p>4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate</p> <p><input type="text"/></p> | <p>Students will be instructed and educated on a <input type="text"/> basis and every effort will be made to design an appropriate remote education plan for my student who would not benefit from or qualify for a standard remote program. Students who do not have appropriate internet access will be included in a plan such as a community partner or potentially one of the school buildings used to provide internet access.</p> |
| <p>A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities: as applicable in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education,</p> <p><input type="text"/></p> | <p>Special Education Requirement</p> <p>Students receiving special education services whether in <input type="text"/> digital or hybrid learning will receive specially designed instruction from their Special Education teachers aligned with their needs in the Least Restrictive Environment as indicated by their IEPs. The PPS Department and the Special Education teachers will ensure that students who have IEPs are receiving instruction in support of their IEP goals. <input type="text"/> have access to and are being instructed on grade level content: when appropriate- (FAPE)</p> <p>School staff will review student's IEP, contact the parent/guardian and discuss IEP implementation to prevent regression and promote Considerations will include:</p> <ul style="list-style-type: none"> Specially Designed Instruction: <ul style="list-style-type: none"> learning/behavior/social emotional/communication of IEP goals/objectives Related service Accommodations and modifications Instructional materials individualized to the student's <u>needs</u> |

they adapt their instruction to the district expectations.

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| | <p>1. Individual and/or small group instruction</p> <p>2. Access to remote learning technology</p> <p>Modeling of instruction for parents to practice with their children, social skill instruction/opportunities for structured virtual interaction</p> <p>Gathering parent's input on needs and child's progress as appropriate</p> <p>Requirement</p> <p>Communication:</p> <p>The Special Education teachers and related service providers will maintain connections/communication with students and families to provide learning materials and supports using a variety of modalities (e.g.: email, phone, print, and available online platforms- All communication documentation will be provided in the parent/guardian's preferred language and mode of communication.</p> <p>Requirement</p> <p>IEP Goals/Progress Monitoring:</p> <p>Students' (CPSE and CSE) present levels for IEP goals will be assessed record necessary baseline data. Baseline data will be used in measuring progress toward the annual goals and having efficient data to make essential educational decisions once normal school operations resume. The parent of a student with a disability and the CSE Committee will convene an IEP meeting for the purposes of making necessary changes to the student's current IEP (to be included as part of the LEP) if amendments are necessary. Meetings will be conducted either in person or virtually. Progress monitoring of IEP goals will be reported quarterly to parents.</p> |

Required Component

Suggested Considerations

Requirement #4

Services/Accommodations:

All accommodations/services will be provided by the district in person, virtually and/or in a hybrid model. Changes in services and accommodations if needed will be made through the [EP amendment process- Accommodations may be met in an online environment by providing additional sup.ppgs, such as individualized telephone or video conferencing, support from a teaching assistant etc.

Related Services:

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| | Suggested Considerations |
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| <p>6. For school districts that receive foundation aid* the estimated number of instructional hours the school intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.</p> | <p>The district will provide a minimum of 6 hours of instruction during each day.</p> <p>If a student's IEP requires the provision of related services, the district will provide these services in-person, virtually and/or in a hybrid model. The PPS Department will ensure that services can be provided effectively and that individual students are able to effectively access all recommended related services.</p> <p>Compensatory Services:</p> <p>The CSE Committee will consider compensatory services when students return to school and IEPs may need to be adjusted accordingly The CSE Committee will determine the amount of compensatory related services students with IEPs may require, on a case-by-case basis; when normal school operations resumeRequirement #5</p> <p>Communication with parents/guardians will be ongoing documenting the programs and services offered for SWD in their preferred language or mode of communication.</p> |
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Roles and Responsibilities of the School Resource Officer

Purpose

The school resource officer's primary purpose is to make sure the students and faculty are safe. Further, they are expected to:

1. "Keep the peace" to facilitate learning o To serve as a positive role model o Act as a liaison between law enforcement and the school community o Be visible and accessible
o, Act-as a student "reality counselor," providing students with accurate descriptions of how their behavior might be addressed in similar situations as adults o Assist in school safety plans
2. Assist in the planning and practice of safety drills (e.g., fire, evacuation, lockdown)
3. Investigate criminal activity on school campus or off school campus regarding the school district

An effective SRO program is predicated on a productive, working relationship between the SRO and school administration. The SRO and administration share the same vision in working as a team to provide safe and secure schools.

Responsibilities and Roles of the SRO

The responsibilities of the SRO as set forth below shall be performed under the supervision of the principal of the building in which the SRO is serving.

1. Abide by board of education policies and consult with and coordinate activities through the school's principal. However, the SRO shall remain fully responsible to the Sullivan County Sherriff's Department in all matters relating to employment and supervision.

2. Develop an expertise in presenting various subjects, particularly in meeting federal and state mandates in drug abuse prevention education, and shall provide these presentations at the request of school personnel in accordance with established curriculum.
3. Encourage group discussions about law enforcement with students, faculty, and parents.
4. Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions, such as assigning detentions, suspensions, etc.
5. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRO program and to promote awareness of latest SRO functions.
6. Where possible, serve as a member of the school student services committee, familiarizing all community agencies which offer assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. Where necessary, the SRO may make recommendations for referrals to outside agencies.
7. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities.
8. Perform such duties as determined by a given school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRO from being available in an area where interaction with students is expected.
9. Familiarize and abide by board of education policies and applicable law concerning interviews with students should it become necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the school district.
10. Should it become necessary to conduct formal police interviews with students, the SRO shall adhere to district policies, department policies, and any applicable federal or state legal requirements with respect to such interviews. Reports by the district to the police shall be made pursuant to applicable district policies, laws, and regulations.
11. The SRO shall act as a liaison for other law enforcement officers in matters regarding board of education policies while those other officers are on school grounds.
12. In order to assure the peaceful operation of school related programs the SRO shall, whenever possible, participate in or attend school functions.
13. The SRO shall reaffirm the role as law enforcement officer by wearing the Sullivan County Sherriff's Department uniform, unless doing so would be inappropriate for scheduled school activities. However, the uniform shall be worn at events where it will enhance the image of the SRO and their ability to perform their duties.

14. Whenever possible the SRO shall coordinate with the principal and be responsible for law enforcement and security activity at extracurricular events as determined by the principal.

It is understood and agreed that the SRO in pursuing the performance of their duties shall coordinate and communicate with the school principal or the principal's designee.

The SRO is also expected to:

- Serve on the school- and district level safety committees

- Conduct regular school security assessments

- Work collaboratively to identify and find solutions to problems of crime and disorder

- Serve on the school's threat assessment team

- Attend superintendent meetings, when requested

- Attend board of education meetings or large school functions when requested

School Searches

School resource officers need probable cause or a warrant to search; school officials need reasonable suspicion.

When searching for a weapon, especially a firearm, the SRO or law enforcement shall be immediately contacted.

When school officials find any evidence that can be potentially criminal, they will preserve and secure the evidence and immediately contact the SRO.

Roles and Responsibilities of Armed Security Guards : Amended by BOE 9.21.23

Vendor Obligations

The VENDOR shall furnish all supervision, labor, materials, equipment, tools, supplies, incidentals, duties and services of every kind necessary for proper security officer services. The firm shall pay all fees, provide all uniforms, incur all expenses, and secure all permits and certifications necessary to complete the work in every respect. DISTRICT reserves the right to require participation of security officers in training deemed appropriate. Uniforms must be appropriate and visible at all times. The word "Security" must appear in reflective material on the back of company issued jacket. The firm name, security designation and security guard's name should appear on the company issued shirt. The scope of the work includes, but is not limited to the following:

The VENDOR must maintain an incident/activity log on a daily basis and submit a written, legible report on such incidents/activity monthly to the Building Principal no later than the 15th day of the subsequent month.

DISTRICT will not provide any e-mail based services, systems or support for these log based/tracking systems.

Staff employed by the VENDOR must possess former military/law enforcement experience. All staff members must possess appropriate AED & CPR training prior to providing services. Each staff member assigned to the facilities shall possess this training, and shall maintain appropriate, current certifications in these areas.

All VENDOR Security Guards must:

- possess former military/law enforcement experience
- have a complete criminal background check with a clean record
- have fingerprint clearance as per State Education Department regulations
- be subject to random drug testing
- possess appropriate AED & CPR training prior to providing services and maintain appropriate, current certifications in these areas
- have a minimum of 10 years' experience as a present or former security guard, law enforcement and/or military officer
- have experience performing the tasks outlined in "Security Guard Roles and Responsibilities" below

Security staff's primary purpose is to make sure the students and faculty are safe.

Further, they are expected to:

- “Keep the peace” to facilitate learning ○ To serve as a positive role model ○ Be visible and accessible
- Act as a student “reality counselor,” providing students with accurate descriptions of how their behavior might be addressed in similar situations as adults
- Assist in the planning and practice of safety drills (e.g., fire, evacuation, lockdown)

An effective security program is predicated on a productive, working relationship between the security staff and school administration. The security staff and administration share the same vision in working as a team to provide safe and secure schools.

Responsibilities and Roles of the Security Staff

The responsibilities of security staff as set forth below shall be performed under the supervision of the principal of the building in which the security guard is serving.

- Abide by board of education policies and consult with and coordinate activities through the school’s principal
- Under no circumstances shall security guards be school disciplinarians. Security guards will not be involved in the enforcement of disciplinary infractions, such as assigning detentions, suspensions, etc.
- Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities.
- Perform such duties as determined by a given school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude a security guard from being available in an area where interaction with students is expected.
- In order to assure the peaceful operation of school related programs security guards shall, when requested, participate in or attend school functions.
- Whenever possible, security staff shall coordinate with the principal and be responsible for security activity at extracurricular events as determined by the principal.
- It is understood and agreed that security staff, in pursuing the performance of their duties shall coordinate and communicate with the school principal or the principal’s designee.

- monitor hallways, stairways, cafeterias/eating areas, restrooms, parking lots, and school grounds
- bring safety concerns in the building immediately to the building principal or designated person
- respond effectively to requests from school personnel for assistance with sick, injured, or disruptive students and staff
- provide training on how to safely stop an altercation, when requested
- provide training on how to identify an intruder and what to do when finding an intruder, when requested
- maintain a lock down, lock out, etc. when requested by the building or school administration
- provide guidance for emergency vehicles ordered for or in route to school facilities
- report any damage/graffiti to school facilities to the appropriate school administration

Security guards are also expected to: ○ Conduct regular school security assessments; ○ Attend superintendent meetings, when requested; and ○ Attend board of education meetings or large school functions when requested.

