

AGENDA
Laurens Central School
Board of Education
FACS Room 115 - 7:30 PM
August 21, 2024

I. OPENING OF MEETING

1. Call to order
2. Roll call and quorum check

II. ADOPTION OF AGENDA

III. MINUTES

1. Minutes – 7/17/2024*

IV. INTRODUCTION OF VISITORS/OPEN COMMENT PERIOD

(The purpose of the Open Comment Period is to allow residents to share concerns with the Board of Education without having to be on the agenda. Comments are to be brief, as this section of the meeting will be limited to 10 minutes. Please state your name and issue of concern prior to addressing the board. Comments about Personnel, positive or negative, are not allowed during the Open Comment Period.)

V. REPORTS AND DISCUSSIONS

1. Special Education Report for the 2023-2024 school year– L. Gifford
2. Superintendent's Report - B. Dorritie
3. Principal's Report – J. Mushtare
4. Transportation – J. Kessler
5. Buildings & Ground – S. West

VI. CORRESPONDENCE

VII. FISCAL REPORTS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

A. Treasurer's Report:

1. Treasurer's Report A Fund (General)*
2. Treasurer's Report C Fund (Cafeteria)*
3. Treasurer's Report F Fund (Special)*
4. Treasurer's Report T Fund (Trust & Agency)*
5. Treasurer's Report L Fund (Library)*
6. Treasurer's Report H Fund (Checking) (Capital Project)*
Treasurer's Report H Fund (Savings) (Capital Project)*
7. Treasurer's Report Repair Reserve*
8. Treasurer's Report Capital Reserve*
9. Treasurer's Report Workers Comp., ERS, Unemployment Reserve*
10. Transfers Over \$1000*

B. Other Reports (No Approval Required)

1. Warrants
Warrant #2 A Fund \$189,392.19 (General)*
Warrant # C Fund \$0 (Cafeteria)

Warrant #1 F Fund \$7,471.75 (Special)*
Warrant #1 T Fund \$473.76 (Trust & Agency)*
Warrant # H Fund \$0 (Capital)
Warrant # TE Fund \$0 (Trust & Scholarship)
Warrant # L Funds \$0 (Library)
Warrant #1 P Fund \$55,772.66 (Payroll)*
Warrant #4 A Fund \$68,829.74 (General)*
Warrant #1 C Fund \$33.37 (Cafeteria)*
Warrant #2 F Fund \$5,870.44 (Special)*
Warrant #2 T Fund \$7,158.35 (Trust & Agency)*
Warrant # H Fund \$0 (Capital)
Warrant #1 TE Fund \$6,150.00 (Trust & Scholarship)*
Warrant #1 L Funds \$61.20 (Library)*
Warrant #3 P Fund \$55,032.79 (Payroll)*

2. Transfers Under \$1000*
3. Internal Claims Auditor's Reports*
4. Revenue Status Report - Fund A*
5. Extracurricular Reconciliation Report*

VIII. OLD BUSINESS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

1. The reapproval of the attached District Level SAVE Plan, including the Workplace Violence Prevention Plan, and the Building Level SAVE Plan with state mandated changes.*

IX. PERSONNEL - NEW BUSINESS

A. PERSONNEL

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

1. The attached resolutions for the certification of Lead Evaluator for the following:*
2. The permanent appointment of Victoria Munro as a Keyboard Specialist/Confidential Secretary to the School Counselors effective August 21, 2024.
3. The appointment of the following individuals as substitutes for the 2024-2025 school year:

Certified Teachers - \$110.00 per day

Heidi Sider
Louise Liner

Non-Certified Teachers - \$101.00 per day

Carol Loudon
Paige Smith
Shiloh Chickerell
Elizabeth Pearson

Teacher Aides - \$15.00 per hour

Carol Louden
Donna Decker
Paige Smith
Shiloh Chickerell
Elizabeth Pearson

Bus Drivers - \$23.00 per hour

David McLean
Dean Marble
Scott Bolton
David McCarthy
Tony Capraro
Kevin Dorritie

Bus Monitor - \$16.95 per hour

Rose Wikoff

Cafeteria - \$15.00 per hour

Dorothy Wolf
Carol Louden
Donna Decker

Custodian - \$15.00 per hour

Josh Lyons

Long-term Non-certified Substitute Elementary Teacher-as per Board Policy

Kayla Welsh

Any Laurens Central School District employee, as needed

4. The appointment of the following individuals as CROP Staff for the 2024-2025 school year.

Site Coordinator - \$28.00 per hour

Jessica DeBoer

Substitute Site Coordinator - \$28.00 per hour

Patricia Dunham

Activity Leaders - \$21.00 per hour

Marie Mish
Monica Kovacs
Yvonne Angell
Christina Wooley
Jennifer Shutters

Substitute Activity Leader - \$21.00 per hour

Patricia Dunham
Shawn Dietz

Peer Tutors - \$15.00 per hour

Shawn Dietz
Mallory Kovacs

Anella Croston
Lucie Benada
Ryleigh Williams

All Laurens Central School Staff/Faculty and Substitutes for the 2024-2025 school year as needed by the CROP Program.

5. The permanent appointments of the following, effective September 1, 2024:

Teacher Aides

Shawn Dietz
Katarina Moore

Food Service Helper

Jennifer Shutters

Bus Driver

Michelle DeMeo

Cleaner

Jack Mazerolle

6. The provisional appointment of Jack Mazerolle to the position of Custodian effective September 2, 2024. His salary will be as per the CSEA contract.
7. The probationary appointment of Taryn Ostroff to the position of English Teacher, Tenure area English Language Arts 7-12. Date of commencement of Probationary service to be September 1, 2024. *The potential expiration date of the appointment June 30, 2028. Certification: ELA 7-12, Transitional B. Her annual salary to be \$42,000.
- *To the extent required by the applicable provisions of Education Law §§2509, 2573, 3212 and 3014, in order to be granted tenure the classroom teacher or building principal shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c and/or 3012-d of either effective or highly effective in at least three (3) of the four (4) preceding years. If the classroom teacher or building principal receives an ineffective composite or overall rating in the final year of the probationary period he or she shall not be eligible for tenure at that time. For purposes of this subdivision, classroom teachers and building principals mean a classroom teacher or building principal as such terms are defined in Sections 30-2.2 and 30-3.2 of this Part.
8. The probationary appointment of Nicholas Smith to the position of K-12 Instrumental Music Teacher, Tenure area K-12 Music. Date of commencement of Probationary service to be September 1, 2024. *The potential expiration date of the appointment June 30, 2028. Certification: Music, Provisional. His annual salary to be \$49,234.

*To the extent required by the applicable provisions of Education Law §§2509, 2573, 3212 and 3014, in order to be granted tenure the classroom teacher or building principal shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c and/or 3012-d of either effective or highly effective in at least three (3) of the four (4) preceding years. If the classroom teacher or building principal receives an ineffective composite or overall rating in the final year of the probationary period he or she shall not be eligible for tenure at that time. For purposes of this subdivision, classroom teachers and building principals mean a classroom teacher or building principal as such terms are defined in Sections 30-2.2 and 30-3.2 of this Part.

B. NEW BUSINESS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

1. The attached Tax Warrant for the 2024-2025 collection of school taxes.*
2. The attached contract with the Kelberman Center for the purpose of providing Autism Services to the District for the 2024-2025 school year.*
3. The Laurens Central School Code of Conduct for the 2024-2025 School Year.*
4. To declare the following items as surplus and put up for bid:

Jonti-Craft Canopy Cove Reading Center #2374JCWW
Jonti-Craft Imagination Station Write-n-Wipe Puppet Theater #7200JZ
Jonti-Craft Dree-Up Center with bins #0926JC
Large wooden desk from library
5. The attached Special Education Plan effective July 1, 2024 continuing until June 30, 2026.*
6. To authorize the merger with Cooperstown Central School for Modified Football for the 2024-2025 school year.
7. The attached contract for Occupational Therapy Services for the 2024-2025 school year.*
8. Christine Watson as the parent member of the Committee on Special Education.
9. To declare the attached list of items as surplus and discard appropriately.*

X. COMMITTEE ON SPECIAL EDUCATION

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the attached CSE cases.*

CSE: 10233

CPSE: None

504: None

XI. INFORMATION

1. Laurens Central School District Special Education Services 2023-2024 School Year*
2. NYSIR Legal Digest – Summer 2024*

XII. MEETINGS

1. September 3, 2024- Opening Day 2024-2025 School Year - Conference Day beginning at 8:00 am, Cafeteria
2. September 4, 2024 - Conference Day beginning at 8:00 am Cafeteria
3. September 5, 2024 - First Day of School for Students
4. September 18, 2024 - BOE Meeting, 7:30 pm

XIII. OPEN COMMENT PERIOD

(The purpose of the Open Comment Period is to allow residents to share concerns with the Board of Education without having to be on the agenda. Comments are to be brief, as this section of the

meeting will be limited to 10 minutes. Please state your name and issue of concern prior to addressing the board. Comments about Personnel, positive or negative, are not allowed during the Open Comment Period.)

XIV. EXECUTIVE SESSION

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, enter executive session for the following reasons:

1. Personnel

XV. FINAL ADJOURNMENT

Draft MINUTES
Laurens Central School
Board of Education
FACS Room 115 - 7:30 PM
July 17, 2024

Opening of Meeting

I. OPENING OF MEETING

1. Call to order

The meeting was called to order at 7:31 pm by President C. Struckle.

2. Roll call and quorum check

**Board Members Present: C. Struckle, T. Francisco, G. Murello,
M. Wikoff, P. Bush-Allen**

Board Members Absent: None

**Others Present: B. Dorritie, Superintendent: J. Mushtare, Building
Principal; P. Weir, District Clerk; A. Schlee, District Treasurer; E. Wright,
Deputy Treasurer; Members of the Staff and Community (see attached sign
in sheet).**

**Adoption of Agenda
With addenda**

II. ADOPTION OF AGENDA with Addenda

**Motion made by G. Murello, seconded by M. Wikoff to adopt the agenda
with Addenda. Motion carried 5-0-0.**

Minutes

III. MINUTES

1. Minutes - Regular Meeting – 6/18/24

**Motion made by P. Bush-Allen, seconded by T. Francisco to approve the
minutes. Motion carried 5-0-0.**

2. Minutes – Reorganizational Meeting – 7/2/24

**Motion made by T. Francisco, seconded by M. Wikoff to approve the
minutes. Motion carried 5-0-0.**

Open Comment

IV. INTRODUCTION OF VISITORS/OPEN COMMENT PERIOD

Reports and Discussions

V. REPORTS AND DISCUSSIONS

1. Superintendent's Report – B. Dorritie
 - Building Condition Survey
 - Rockefeller Institute Hearing – LCS will host a regional hearing
 - Reserve Planning
 - Blue Ribbon Commission and New Graduation requirements
 - BOE President/Superintendent Workshops
 - Alumni gathering – tour of building
 - Thank you for Superintendents' Retreat
 - The Daily Star article on money received – this was money for bonding of our last Capital Project, not additional money
2. Report from Building Principal – J. Mushtare
 - Regents exams results
 - Outward Bound Educators Program
 - Some students will be taking August Regents – have 20 tests reserved
 - Student schedules will go out around August 15th

3. Report from Supervisor of Transportation – J. Kessler
 - Summer School started last week & CROP this week
 - CROP took two field trips
 - Last Wed. inspections – all but 1 passed
 - 2 weeks ago the SUVs were inspected at Morris on their lift
 - putting in 2 point lift at Bus Garage for smaller vehicles
4. Report from Buildings & Grounds – S. West
 - Hosting the Village Concert in MPR due to rain
 - Easy summer – no big projects
 - Bus Garage
 - Town Library
 - Hot water storage tanks – 1 is leaking, 2nd won't last much longer
 - Parking lot needs repairs
 - Air flow in PreK room – working on
 - Replace flooring in older sections
 - Building Condition Report due March 2025
 - Temperature mandate – high temp. limits for classrooms – A/C would be very expensive

Correspondence

VI. CORRESPONDENCE

1. Letter from Brian LaTourette, NYSSBA Area 8 Director

Fiscal Reports

VII. FISCAL REPORTS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

A. Treasurer's Report:

1. Treasurer's Report A Fund (General)
2. Treasurer's Report C Fund (Cafeteria)
3. Treasurer's Report F Fund (Special)
4. Treasurer's Report T Fund (Trust & Agency)
5. Treasurer's Report L Fund (Library)
6. Treasurer's Report H Fund (Checking) (Capital Project)
Treasurer's Report H Fund (Savings) (Capital Project)
7. NYLAF Investment Account
8. Transfers Over \$1000

Motion made by G. Murello, seconded by P. Bush-Allen to approve the Treasurer's Reports. Motion carried 5-0-0.

B. Other Reports (No Approval Required)

1. Warrants

Warrant #53	A Fund \$219,335.91 (General)
Warrant #23	C Fund \$7,346.83 (Cafeteria)
Warrant #26	F Fund \$9,245.66 (Special)
Warrant #25	T Fund \$144.49 (Trust & Agency)
Warrant #	H Fund \$0 (Capital Fund)
Warrant #	TE Fund \$0 (Trust-Scholarship)
Warrant #	L Fund \$0 (Library)
Warrant #54	P Fund \$170,937.20 (Payroll)
Warrant #58	A Fund \$78,721.56 (General)
Warrant #55	A Fund \$66,995.24 (General)
Warrant #24	C Fund \$6,740.21 (Cafeteria)
Warrant #27	F Fund \$56,475.00 (Special)
Warrant #	T Fund \$0 (Trust & Agency)
Warrant #	H Fund \$0 (Capital Fund)
Warrant #9	TE Fund \$6,850.00 (Trust-Scholarship)
Warrant #	L Fund \$0 (Library)
Warrant #56	P Fund \$487,392.04 (Payroll)

Warrant #57	P Fund \$176,848.48 (Payroll)
Warrant #58	P Fund \$60,638.85 (Payroll)
Warrant #59	P Fund (\$0.01) (Payroll)
Warrant #60	A Fund \$1,561,498.76 (General)

2. Transfers Under \$1000
3. Internal Claims Auditor's Reports
4. Revenue Status Report - Fund A
5. Extracurricular Reconciliation Report

Old Business

VIII. OLD BUSINESS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

1. The final approval of the District Level SAVE Plan for the 2024-2025 school year, as the thirty day public comment period has concluded with no comments received.

Motion made by P. Bush-Allen, seconded by M. Wikoff to approve the SAVE Plan. Motion carried 5-0-0.

Personnel

IX. PERSONNEL - NEW BUSINESS

A. PERSONNEL

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

Agreement L. Gaglia

1. The attached agreement by and between Laurens Central School District, Louis Gaglia, and the Laurens Central School Teachers' Association.

Motion made by G. Murello, seconded by T. Francisco to approve the above agreement. Motion carried 5-0-0.

T. Lisi School Counselor

2. The appointment of Thomas Lisi to a four (4) year probationary appointment as a School Counselor in the School Counseling and Guidance tenure area Grades Pre K-12, commencing September 1, 2024 and ending September 1, 2028, contingent upon compliance with the requirements of the Education Law. Thomas Lisi holds provisional certification as a School Counselor. His annual salary to be \$42,500.

Motion made by G. Murello, seconded by T. Francisco to approve the above appointment. Motion carried 5-0-0.

T. Lisi Summer Work

3. The appointment of Thomas Lisi to work up to an additional 20 days at 1/200th of his annual salary during the summer (August 1 to August 31) as per the LTA Contract.

Motion made by T. Francisco, seconded by P. Bush-Allen to approve the above appointment. Motion carried 5-0-0.

Amendment K. Gardner

4. The attached amendment to the contract of Kelly Gardner, School Psychologist.

Motion made by P. Bush-Allen, seconded by T. Francisco to approve the above amendment. Motion carried 5-0-0.

ESY Substitutes

5. The appointment of the following individuals as substitute teacher aides for the Extended School Year Special Education summer program. The hourly rate will be calculated based on a teacher aide's 2024-2025 salary.

Donna Shean
Jennifer Shutters

Motion made by G. Murello, seconded by M. Wikoff to approve the above appointment. Motion carried 5-0-0.

New Business

B. NEW BUSINESS

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the following:

Out of District Students

1. The approval of seven (7) out of District students, (6 employees' children, 1 grandfathered student) to attend Laurens Central School Tuition free for the 2024-2025 school year as per Board of Education Policy #7130, Admission of Non-Resident Students.

Motion made by P. Bush-Allen, seconded by G. Murello to approve the above Out of District students. Motion carried 5-0-0.

Student Cafeteria Prices

2. The 2024-2025 Breakfast and Lunch Prices for Students as follows:

Breakfast PK-3	\$2.10
Breakfast 4-12	\$2.25
Lunch PK-3	\$2.35
Lunch 4-12	\$2.60

Motion made by T. Francisco, seconded by P. Bush-Allen to approve the above 2024-2025 Cafeteria Prices. Motion carried 5-0-0.

Adult Cafeteria Prices

3. The 2024-2025 Lunch Prices for adults of \$5.05 + Tax.

Motion made by G. Murello, seconded by M. Wikoff to approve the above Adult Lunch Prices. Motion carried 5-0-0.

District Wide Safety Team

4. The District Wide School Safety Team to include the following persons:

Board of Education Representative	Cynthia Struckle
Administration Representative	William Dorritie/John Mushtare
LTA Representative	Christine Cox
CSEA Representative	Beth West
Community Representative	Thomas Francisco
Parent Representative	James Cox
Student Representative	Two Members of Student Council
School Safety Personnel	John Kessler/Steve West
Other School Personnel	Andrea Hall/Crystal Wust
BOCES Safety Risk Officer	Josh Reiss

Motion made by P. Bush-Allen, seconded by T. Francisco to approve the above District Safety Team. Motion carried 5-0-0.

Funding of Reserves

5. Resolution to approve the funding of any/all of the following reserves from the 23-24 Fund Balance. Amounts to be determined upon completion of the external audit:

Encumbrances
Unemployment
Workers Compensation
Emergency Repairs
Employee Benefit Liability Reserve
Capital (Buses and Building)

Tax Certiorari
ERS and TRS (as subset of ERS as required by NYS legislation)

Motion made by C. Struckle, seconded by M. Wikoff to approve the above funding. Motion carried 5-0-0.

NYSSBA Nomination

6. The nomination of Brian LaTourette to serve as the NYSSBA Area 8 representative.

Motion made by P. Bush-Allen, seconded by T. Francisco to approve the above nomination. Motion carried 5-0-0.

Reserves Authorization

7. BE IT RESOLVED, that the Board of Education of Laurens Central School District hereby authorizes the Superintendent and District Treasurer to transfer monies from the Capital Reserve to the Capital Bus Reserve, not to exceed the voter approved reserve limit of \$2.5 million.

Motion made by G. Murello, seconded by M. Wikoff to approve the above authorization. Motion carried 5-0-0.

Surplus

8. To declare the attached list of items as surplus and discard appropriately.

Motion made by T. Francisco, seconded by P. Bush-Allen to approve the above surplus. Motion carried 5-0-0.

Boys Soccer Merger

9. To authorize the merger of Boys Modified and Varsity Soccer teams with Milford Central School for the Fall 2024 season.

Motion made by G. Murello, seconded by T. Francisco to approve the above merger. Motion carried 5-0-0.

CSE

X. COMMITTEE ON SPECIAL EDUCATION

Be It Resolved that the Laurens Board of Education, upon the recommendation of the Superintendent, approve the attached 504 and CSE cases:

CSE: 10226, 10324, 10398, 11145, 11151, 10713, 10882, 21208, 11043, 10674, 10815, 10922, 10954, 10988, 10965, 10822, 10855, 10225, 11081, 10798, 21199, 11061, 10980, 10795, 11026, 11125

CPSE: 11206

504: 11066, 11068, 11034

Motion made by P. Bush-Allen, seconded by T. Francisco to approve the above CSE cases. Motion carried 5-0-0.

Information

XI. INFORMATION

1. Student Enrollment – June 30, 2024
2. NYSIR Annual Report 2023
3. CASSC – 2023-2024 Annual Report

Meetings

XII. MEETINGS

1. August 21, 2024 – BOE Meeting, 7:30 pm

Open Comment

XIII. OPEN COMMENT PERIOD

Executive Session

XIV. EXECUTIVE SESSION

Be It Resolved that the Laurens Board of Education, upon the recommendation of the

Superintendent, enter executive session for the following reasons:

1. Personnel

The Board adjourned to executive session at 8:13 pm to discuss Personnel issues. Motion made by M. Wikoff, seconded by G. Murello. Motion carried 5-0-0.

Final Adjournment

XV. FINAL ADJOURNMENT

The Board adjourned from executive session at 8:40 pm. Motion made By G. Murello, seconded by M. Wikoff. Motion carried 5-0-0.

The Board adjourned, without further discussion at 8:41 pm. Motion made by G. Murello, seconded by T. Francisco. Motion carried 5-0-0.

PLEASE PRINT YOUR NAME BELOW

July 17, 2024

PLEASE NOTE: IF YOU SPEAK AT A BOARD MEETING DURING PUBLIC COMMENT, YOUR NAME WILL APPEAR IN THE BOARD MINUTES. PLEASE UNDERSTAND THAT OUR MINUTES ARE PLACED ON OUR WEBSITE AND YOUR NAME WILL APPEAR ON THE INTERNET.

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| 11. | 23. |
| 12. | 24. |

LAURENS CENTRAL SCHOOL
District-Wide School Safety Plan
Section 1
2024-2025 School Year

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NOTE: The District-Wide School Safety Plan frequently references the School Crisis Plan, which outlines responses that are incident-specific for administration and staff and is included as Section III of the SAVE Document.

PROJECT SAVE
(Safe Schools Against Violence in Education)
Laurens Central School District
SAVE Plan

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 responses 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 Safety 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 Laurens Central School District ("District") supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: DISTRICT LEVEL RESPONSE PLAN
GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

Position	Name
Board of Education Representative	Cynthia Struckle
Administration Representative	William Dorritie/John Mushtare
LTA Representative	Christine Cox
CSEA Representative	Beth West
Community Representative	Thomas Francisco
Parent Representative	James Cox
Student Representative	Two Members of Student Council
Director of Facilities	Steve West
Head Bus Driver	John Kessler
Bus Monitor	Carol Loudon
School Health Officer	Crystal Wust
Other School Personnel	Andrea Hall/Pamela Weir
BOCES Safety Risk Officer	Josh Reiss

C. Concept of Operations

The Laurens Central School District is a centralized K-12 district. There is one building in the district, therefore, the District-wide School Safety Plan shall be a general guideline of school safety concerns. (See Appendix 1.)

As this is a K-12 centralized school district, with only one building, the District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan. All specific information for the plan will be found in the building level plan (Section 2 of this document), and the Crisis Plan (Section 3 of this document.)

In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the School Crisis/Safety Team.

Upon the activation of the School Crisis/Safety Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. The exact procedures to be followed, including flowcharts for effective communication are included in the Crisis Plan.

Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

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 district and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

The plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. (A listing of dates of board approval will be kept with the district plan.)

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. The plan will also be available in the District Offices for public review at any time.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District 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 and the school Crisis Plan include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- Crisis Plan (Section 3)
- Natural/Weather Related
 - Earthquake
 - Flood
 - Storms (Snow, Ice, Wind, Hurricane)
 - Thunder/Lightening Storm
 - Tornado
 - Drought
- School Bus Accident/Fire
- Explosion
- Building System Failures
 - Electrical System Failure
 - Propane Leak
 - Roofing Failure
 - Structural Failure
 - Water/Sewage System Failure
 - Water Contamination

Toxic Material Spill

Nuclear Incident

Fire Drill/Fire Alarm or False Fire

Fire

Loss of Building

Energy Loss or Reduction Government Imposed/Fuel Shortage

C. District resources and personnel available for use during 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 Plans and School Crisis Plans as deemed appropriate by the School Crisis/Safety Team.

Specific personnel and resources are identified in the Building Level Emergency Response Plans and the School Crisis Plan. However, some examples of resources would include: (1) Personnel: EMT's, CPR/AED certification, Registered Nurse; (2) Building Resources: sheltering, food, water, phone, fax, radio communications, transportation. Responsibilities associated with specific personnel and resources are clearly outlined in these plans as well.

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

The District uses the Incident Command System model for emergency actions. As this is a K-12 centralized district with only one building, for all emergencies the Incident Commander will be the Superintendent, and/or her designee. 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. All Incident Command staff are identified in the Building Level Emergency Response Plans and the School Crisis Plan. (Section II, Appendix 3, pg.14)

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

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the School Safety/Crisis Team, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans will be revised in response to post-incident critiques of these drills.

F. Definitions

1. **Trauma** means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect or loss.
2. **Trauma-Informed** means an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults.
3. **Trauma-Informed Drills** means avoiding tactics in training or drills that may introduce or activate prior trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or any other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills

may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

G. Training procedures and frameworks

Training procedures for staff in **trauma-informed** violence prevention and all emergency drills as outlined in Section I, Appendix 3, pg. 16

SECTION III: COMMUNICATION WITH OTHERS

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

During emergencies, including state declared emergencies, local government agencies, including emergency services, can be accessed via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. (Section I, Appendix 3, pg. 17; Section II, Appendix 6, pg. 40)

B. System for informing all education agencies to whom our district sends students for educational programs

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.

As this is a K-12 district with all students housed in one facility, it will be the responsibility of the Superintendent, and/or designee, to notify all those involved. The bus garage will be notified by phone or radio. All teachers by intercom, phone or e-mail. Media by direct communication with Superintendent or designee only (phone, fax, or face to face contact.)

C. Communication between students and staff plays a vital role in the deterrence of potentially violent incidents.

Students are encouraged to report bullying, harassment, or the threat of violence to a teacher, administrator, or other staff member. They may use the District's "Bullying Reporting Form," which is anonymous and can be located on the District's web site. They may also use the Sandy Hook Promise "Say Anything" anonymous online reporting system; a link is available on the school website. Students are also encouraged to seek out either counselor or the counselor in the School-Based Health Zone. The District offers a peer mentoring and leadership course for students that focuses on peer mediation and conflict resolution.

D. Communication with Parents and Guardians

Parents/guardians will be notified about all drills in advance via the ParentSquare mass notification system. When possible notification will be made at least one week in

advance. Because of the dependence on weather conditions for fire drills parents and guardians will be notified when a drill is planned, but may also be notified after a rescheduled fire drill has occurred if the District takes advantage of favorable weather to conduct a fire drill.

E. Outside agencies to be contacted during emergencies

All agencies available for support during emergencies are listed in the Building Level Plan (Section II, Appendix 6, pg. 40). All phone numbers are provided. Examples of agencies included would be: law enforcement agencies, fire departments, emergency squads. Additional agencies are listed in the crisis plan. It will be the responsibility of the Superintendent and/or designee to notify outside agencies.

F. Statistical Information: concerning the District

The Building Level Emergency Response Plan will include the following information: (Section 2, appendix 7, pg. 41)

- *School Population (Students)
- *Number of staff
- *Transportation needs
- *Business and home telephone numbers of key school officials.

The Building Level Response Plan is maintained in the district office and is available to all staff, parents, and students at all times.

G. Procedure for Obtaining Advice and Assistance from Local Government Agencies.

The school administration will be responsible for contacting local agencies and providing them with copies of the District and Building Level plans for their review and comment. We will work with local emergency agencies to schedule meetings as needed for the purpose of review of the entire SAVE plan and for conducting table top exercises.

SECTION IV: 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:

The 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 discipline of those making the threat or committing the act of violence and are listed in Section 1, Appendix 4, pg. 18 of this document.

The District has developed the following safety and security procedures to protect students, staff and visitors from indirect & direct threats of violence.

1. Reporting of threats of violence to school authorities:

Appendix 2:

Building Risk Determination

Building	Address	Internal Hazards	External Hazards
Laurens Central School (K-12 Building)	55 Main Street Laurens, NY 13796	Stored Chemicals Cleaning Supplies Science Labs	Playground Athletic Fields

Community Risk Determination

The community of Laurens is not home to typical hazardous sites, such as railroad tracks, industrial sites, water/sewage treatment plants, etc. However, individuals should be aware of the safety hazards that exist when children play on the two small walking bridges in the village and/or Town of Laurens, as well as the fact that there are streets in the Town without sidewalks.

Appendix 3:

Training Procedures and Frameworks

I Training

A. Violence Prevention

1. The Laurens Central School District staff will receive training in the area of trauma-informed violence prevention and intervention annually. Training will occur during Superintendents Conference Days and/or faculty meetings.
 - a. Training topics will be decided upon by the School Safety/Crisis Team.
 - b. Training will be provided by any of the following: Local ONC BOCES, State Police, local law enforcement agencies, local or county emergency management teams.
2. Emergency Drills: The Laurens Central School District staff will receive training in the area of all emergency drills annually.

II Emergency Drills

- A.** The district will run multiple training drills throughout the school year. All drills will be organized/coordinated by the school Safety/Crisis Team. Drills to be held:
1. Fire Drills:
 - a. A minimum of 8 drills per school year will be held.
 - b. Students will be instructed as to safety awareness and proper behavior for drills.
 2. Emergency Evacuation Drills:
 - a. A minimum of 1 emergency evacuation drill will be held annually. This drill will not occur more than 15 minutes earlier than the normal dismissal time.
 - b. A full evacuation involving use of shelters outside the building and transportation home for all students may occur.
 3. Emergency Lockdown/Lockout Drills:
 - a. A minimum of 4 Emergency Lockdown drills will occur annually.
- B.** The School Safety/Crisis Team will meet annually to review the procedures for all drills. The team will meet to review individual situations as necessary.

Appendix 3 (cont.):

Appendix 5:

LAURENS CENTRAL SCHOOL

TO: Parents, Students and Staff of Laurens Central School
FROM: William F. Dorritie, Superintendent
DATE:
RE: EMERGENCY MANAGEMENT PLAN

All school districts in the State of New York are required to comply with the Commissioner's Regulation 155.13 which requires written annual instructions to parents, students and staff regarding district emergency management plans. The completed plans are on file in each Superintendent's office and are available to parents, students and staff at any time school is open, between 8:30 A.M. and 3:30 P.M.

The object of emergency planning is to anticipate problems in dealing with natural and man-made disasters. Depending on the kind of intensity of the disaster, the school may be required to carry out any of the following procedures: school cancellation, evacuation, sheltering. It is important to take note that emergency procedures may be carried out without advance notice. Children may be coming home to either empty homes, or locked doors. Parents must make contingency plans with their children to go to the homes of a neighbor if the children require supervision. A form has been sent home to all elementary parents requesting this information.

Early dismissal or "go home" drills are held at least once a year. **The date and time of the drill will be determined by the school administration and parents will be notified at least one week in advance via the ParentSquare mass notification system.**

Early dismissal drills may alter your child's normal arrival time home from school. Parents should therefore discuss the purpose of this drill with their children, especially younger ones, in an effort to alleviate any fears or concerns children may have with leaving school at an unusual time.

Parents who pick their child up from school may do so only **after** the drill has been completed.

All children participating in any after school activity, will be escorted back to the school after the drill.

If you have any questions concerning this plan, or wish to make a contribution to increasing its effectiveness, please contact the Emergency District Coordinator at (607) 432-2050.

Appendix 6:

Policies regarding building security, school safety officers, and dissemination of informative materials.

Board Policy Number	Subject
3510	Emergency Closing
3410	Maintenance of Public Order on School Property
3270	Community Use of School Facilities
3610	Closing of School Grounds
5670	Safety and Security

*Copies of all Board of Education policies may be obtained from the Superintendent's Office.

Procedure:

Police Officer Interviewing Students on School
Property, During School Hours Procedure

<u>Instructional Support Services - Resources for Educators</u> , (Additional Web Resources) provides Zoom trainings for CTE teachers	<u>Instructional Support Services - Resources for Educators</u> (Additional Web Resources)		your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette.
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<p style="text-align: center;">Remote Learners</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in learning. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and due dates. ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette. 	<p style="text-align: center;">Parents of Remote Learners</p> <ul style="list-style-type: none"> ● Regularly communicate concerns and issues related to the education of your child to the appropriate district staff. ● Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette. ● Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners (available on https://www.laurencs.org)
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Technical Support

Technical support will be provided through Laurens Central School technology support for all students and families. A link with technical support information will be provided on the district website.

Communication by the Agency for Remote Learners

Communication for an individual basis:

- Telephone call
- Email
- Postal Mail

Communication for group notifications:

- Postal Mail
- District webpage
- Robocall/text message/online post (Parent Square)

Appendix 10:

Workplace Violence Prevention Program

Laurens Central School

Date: 4/17/2024

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Introduction

What is Workplace Violence?

Any physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee
- Any intentional display of force which would give an employee reason to fear or expect bodily harm
- Intentional and wrongful physical contact with a person without his or her consent that entails some injury
- Stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment

What is the New York State Workplace Violence Prevention Law and Regulation?

On June 7, 2006, New York State enacted legislation creating a new Section 27-b of State Labor Law that requires every public employer to evaluate the risk of workplace assaults and homicides at its workplace(s) and to develop and implement programs to prevent and minimize the hazard of workplace violence to public employees. In 2009, NYS Department of Labor (DOL) implemented regulations to accompany the Workplace Violence Prevention Law. These regulations can be found at 12 NYCRR 800.6 and are enforced by NYSDOL. Effective January 4, 2024, all public schools & BOCES previously exempted under Section 2801 of the Education Law must comply with 12 NYCRR Part 800.6.

Purpose of this program:

The purpose of this Workplace Violence Prevention Program is to provide information to managers, supervisors, employees, and authorized employee representatives about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation. Authorized Employee Representatives must be included in the physical evaluation of the workplace, the development of the WPV written program, and the annual review of WPV incident reports.

The goal of this program is to reduce the probability of threats or acts of violence in the workplace and to ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible. This program outlines the major components of our effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District commitment to work with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Policy Statement

A policy statement which indicates the Laurens Central School (District) workplace violence prevention policy, goals and objectives; incident alert and notification policies; and provides for full employee participation through an authorized employee representative has been developed, implemented and posted where notices to employees are normally posted. The policy statement is included in **Appendix 1**.

Workplace Risk Assessment

The District has conducted a workplace risk assessment consisting of:

- Examination of records that concern workplace violence incidents
- Assessment of policies, practices, and procedures that may impact the risk of workplace violence
- Evaluation of the physical work environment for the presence of factors which may place employees at risk of workplace violence, with the participation of the authorized employee representatives.

Although workplace violence can occur in any work setting, some settings or factors may pose a greater degree of risk. Employment situations or factors that may pose a higher risk for the District employees include, but are not limited to, the following:

- Working in public settings
- Working late night or early morning hours
- Exchanging money with the public
- Working alone or in small numbers
- Working in a setting with uncontrolled access to the workplace
- Working in a setting where previous security problems have occurred:
 - Having a mobile workplace assignment
 - Working with a population which might expose one to potentially violent persons (e.g., in healthcare, social service, public service or criminal justice settings)
 - Having duties that include the delivery of passengers, goods, or services

Risk factors identified during the examination, assessment and evaluation are listed in **Appendix 2** or <https://dol.ny.gov/system/files/documents/2021/03/appendix-2-b-sample-evaluation-of-physical-environment.pdf>, along with the methods and means by which each risk is being addressed. The employer is responsible for addressing all risk factors that their employees are potentially exposed to.

Any incidents that may occur after the implementation of this program must be carefully documented and analyzed to make improvements to this program during the required annual review or as necessary.

Control methods that the District will use to prevent workplace violence incidents

Hierarchy of Controls

There are three main types of control measures that may be implemented as part of a safety program to protect employees from recognized hazards. The following types of controls are arranged in order of preference and effectiveness - this is referred to as the "hierarchy of control measures".

1. **Engineering controls** eliminate or reduce the hazard through substitution or design (possible capital project).

Examples include:

- Increased lighting
- Designing secure building access
- Security hardware
- Eliminating isolated work areas
- Minimizing cash on hand

2. **Administrative controls** eliminate or reduce the hazard through organizational policies, procedures and work practices (staff promulgated action). (Refer to District-Wide School Safety Plan, Code of Conduct, Sexual Harassment Policy, Employee Handbook, other Safety and Health plans, etc.).

Examples include:

- Increased staffing
- Employment of safety personnel/SRO, SPO, SSO
- Developing building access control procedures
- Cross-shift communication to share information regarding agitated visitors or students
- Reduction of visitor wait times
- Provision of personal alarms (examples include portable/fixed panic alarms)
- Provision of cell phones/radios
- Provision of life safety supplies (examples include: first aid kit, stop the bleed kit, etc.)
- Training (examples include workplace violence, conflict resolution, de-escalation training, mental health first aid, restraint training (TCI, CPI))

3. **Personal Protective Equipment (PPE)** is generally considered the least desirable form of control but may be needed to enhance other controls and/or minimize potential injury severity when other controls fail. Reference to special education and student IEPs to determine and develop what types of materials are necessary to protect staff.

Examples include:

- Eye and face protection (examples include goggles, face shield)
- Hand/Arm protection
- Leg/Foot protection
- Head protection

Prevention

Prevention of violence in the workplace is the responsibility of every employee. The following section focuses on early warning signs and workplace issues that have the potential to trigger violent behavior. Management, employees, and authorized employee representatives should be familiar with the issues below to become aware of and to reduce the likelihood of workplace violence.

Early warning signs of potential violence:

There is no single profile that can identify a potentially dangerous individual. However, certain patterns of behavior and events frequently precede episodes of violence. A list of indicators of increased risk of violent behavior include, but are not limited to the following:

- Direct or veiled threats of harm
- Intimidation, belligerence, bullying or other inappropriate behavior directed at others
- Numerous conflicts with supervisors and employees; verbal comments indicating expressions of hostility directed at coworkers, supervisors, or others
- Bringing an unauthorized weapon to work, brandishing a weapon in the workplace, making inappropriate reference to guns or fascination with weapons
- Fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides
- Statements indicating an increased tone of desperation from the person, feeling that normal interventions to solve the problem will not work, feeling hopeless about a situation at work, with family, financial, and other personal problems
- Signs of drug/alcohol abuse on or off the job
- Extreme or uncharacteristic changes in behavior or displays of emotion
- Employees with ongoing domestic difficulties
- Employees with a temporary order of protection against any staff

These behaviors should be reported to an employee's supervisor and/or the administrator of this program. Some behaviors may require immediate law enforcement intervention where others may require disciplinary action or indicate a need for an Employee Assistance Program (EAP) referral or other employee assistance, if available.

Workplace issues that may trigger violence:

Listed below are two categories of common issues that may trigger workplace violence.

1. Employee issues (some examples include:

- Negative performance review
- School Climate/Student behavior
- Unwelcome change in role due to performance or reorganization issue
- Criticism of performance
- Conflict with coworker or supervisor
- Personal stress outside the workplace
- Increased workload or pressure, e.g., deadlines, projects, etc.

2. Workplace issues (any of the following may be an employee's perception of issues)

- No clearly defined rules of conduct
- Lack of training
- Inadequate hiring practices/screening of potential employees
- Insufficient supervision
- Lack of discipline or inconsistent discipline in workplace
- Lack of or inadequate employee support systems
- Failure to address incidents as they occur
- Overly authoritarian management style

Taking this into account, there are three key elements that may help to prevent a violent situation from occurring:

- Recognizing the early warning signs (such as a change in a person's behavior preceding an episode of violence)
- Recognizing issues or events that may trigger violence
- Early intervention to prevent a violent incident from occurring

Please note:

It is important to be careful when drawing assumptions or relying solely on any of the above behaviors as indicators of violence.

Reporting an incident

At the core of this Workplace Violence Prevention Program is the District commitment to work with its employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Any District employee, upon becoming aware of an instance of physical assault, threatening behavior, or verbal abuse occurring in the work setting must immediately report the facts and circumstances of said incident to their supervisor and/or to the contact person identified in the Policy Statement (Appendix 1). If employees observe or experience an incident of violence involving an employee or visitor to a District in which there is an immediate threat to their safety or the safety of others or where an injury has occurred, the employee will immediately obtain law enforcement and medical assistance by calling 911 and in addition notify their immediate supervisor. The supervisor will immediately conduct a preliminary inquiry into the facts and circumstances of the incident and make a prompt report to the Superintendent using the Incident Report in **Appendix 4**.

Where a developing pattern of workplace violence incidents which may involve criminal conduct or serious injury exist, the District will attempt to develop a protocol with the appropriate local District Attorney or Police agency to ensure that violent crimes committed against employees in the workplace are promptly investigated and appropriately prosecuted.

Retaliation against an employee who makes a good faith report of violence or other disruptive behavior is strictly prohibited and shall be subject to appropriate corrective or disciplinary measures. An employee who, in bad faith makes a false report, is also subject to disciplinary action.

Post-Incident Response

Any reported workplace violence incident will be thoroughly investigated. (Also see Program Review section below). The LEA and Superintendent shall investigate each reported incident.

- Assure that injured employees receive prompt and appropriate medical care (This includes, but is not limited to, providing transportation of the injured to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations
- Inform management about the incident in writing
- Secure the premises to safeguard evidence and reduce distractions during the post incident response process
- Prepare an incident report immediately after the incident, noting details that might be forgotten over time (Appendix 4 contains a sample incident report form)
- Address the need for appropriate treatment for victimized employees (In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.)

*If critical incident management or crisis counseling is needed following a workplace violence incident, arrangements will be made through management, employee unions, applicable supervisor, and/or the Superintendent.

*Note** - This is not a requirement of the law or regulation.

Employee Information and Training Outline

Training of every employee will be performed before initial assignment and annually thereafter. Retraining is required any time there is a significant change to the program, a risk factor, or work control. Required training topics are listed in the Training Outline in **Appendix 3**.

Recordkeeping Requirements

The record keeping requirements outlined in 12 NYCRR Part 801, Recording and reporting Public Employees' Occupational Injuries and Illnesses (DOSH 900 or OSHA 300), must be used to document recordable injuries sustained during workplace violence incidents.

In addition to Part 801, all incidents will be investigated and documented to ensure that all threats and workplace violence incidents are reported to management. These reports will provide written notification when a violence incident occurs so that management can develop an appropriate response. The Incident Report will also create a historical record that can be used in the annual review and program update.

Program Review

The Superintendent, with the Authorized Employee Representatives, shall evaluate the effectiveness of this Workplace Violence Prevention Program and reports submitted, at least annually or after any serious incident.

Review of Incident Reports

Each incident report must be investigated by the employer (or the employer's designated WPV team) when the incident occurs. An annual review of the incident reports collected shall be reviewed by the Local Education Agency (LEA), Designated Workplace Violence Administrator/Officer, and Authorized Employee Representative(s). A report that provides only a summary or statistics is not acceptable per the regulation.

Program Review

The program shall be reviewed at least annually. The review will focus on trends, addressing root cause, and the effectiveness of the control measures in place or the need to make changes. The review will also assess whether the reporting and record keeping systems have been effective in collecting all relevant information. **Appendix 5** will be updated with titles of those who perform the review.

Following the submission of a written notice of concern regarding the employer's workplace violence program or that an imminent danger exists, the employer must be afforded a reasonable opportunity to address the reported concern. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the District workplace violence prevention program still exists, the employee or authorized employee representative may request an inspection by notifying the Commissioner of Labor.

For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the Consultation Fact Sheet available at <https://dol.ny.gov/system/files/documents/2023/10/p206-pesh-consultation-fact-sheet.pdf>

APPENDIX 1 Policy Statement

Workplace Violence Prevention Policy Statement

The district is committed to establishing and maintaining a safe and secure workplace for employees. Workplace violence is a safety hazard to the district, its employees, and everyone in the workplace, and will not be tolerated. All employees are expected to work together to create and maintain a safe and respectful work environment for everyone.

Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All employees are responsible for notifying their supervisor or other designated contact person of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received. All acts of workplace violence will be promptly and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	Bill Dorritie	Name	John Mushtare
Title	Superintendent	Title	Building Principal
Department	District Office	Department	District Office
Phone	607-432-2050 ext.1120	Phone	607-432-2050 ext. 1220
Location	District Office	Location	District Office

As required by Labor Law §27-b, the district will develop and implement a Workplace Violence Prevention Program to comply with the law and its implementing regulations. The Program will include elements required by law and regulation, including:

- a. the risk factors present in the workplace
- b. the methods the district will use to prevent incidents of violence in the workplace
- c. the methods and means by which the district will address specific identified hazards
- d. a system to report workplace violence incidents in writing
- e. a written outline for employee training
- f. a plan for annual program and review

In developing the Workplace Violence Prevention Program, the district will conduct an evaluation to identify likely potential risks of violence in the workplace. Authorized employee representative(s) will be involved in:

- a. evaluating the physical environment
- b. developing the Workplace Violence Prevention Program
- c. reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken

Employee Notice and Training

As required by law, all employees will participate in Workplace Violence Prevention Training at the time of initial assignment and annually thereafter. Employees must be trained on:

- a. the details of the workplace violence prevention program
- b. the measures they can take to protect themselves from risks of violence
- c. the specific procedures the district has implemented to protect employees (such as appropriate work practices, emergency procedures, and the use of security alarms)

Additionally, at the time of initial assignment and at least annually, employees will be informed of the requirements of Labor Law §27-b, the risk factors identified in the workplace, and the location of the district Workplace Violence Prevention Program.

This policy must be posted where notices to employees are normally posted.

Allegations of Violations and Non-Retaliation

The process for employees to allege violations of the workplace violence prevention program to the state Commissioner of Labor, and the employment protections for doing so, is set forth in Labor Law §27-b and 12 NYCRR §800.6 and includes the following:

A "serious violation" of the workplace violence prevention program is the failure to develop and implement a program or address situations which could result in serious physical harm. "Imminent danger" is any condition or practice in the workplace where a danger exists which could reasonably be expected to cause death or serious physical harm immediately, or before the imminence of the danger can be eliminated through these complaint procedures.

Employees or their representatives who believe that a serious violation of the workplace violence prevention program exists or that an imminent danger exists (as defined above), must bring the matter to their supervisor's attention in writing, and must give the district a reasonable opportunity to correct the activity, policy or practice, before notifying the Commissioner of Labor. However, such prior written notice and opportunity for correction is not required if there is an imminent danger or threat to the safety of a specific employee, and the employee reasonably believes in good faith that reporting to a supervisor would not result in corrective action.

If, after the matter has been brought to a supervisor's attention and a reasonable opportunity to correct the issue has passed, the issue has not been resolved and the employee still believes that a violation of the workplace violence prevention program remains or that an imminent danger exists, employees or their representatives may request an inspection from the Commissioner of Labor in writing. The Commissioner will provide a copy of the request to the district, but the employee may request that their name be withheld.

A district representative and authorized employee representative may accompany the Commissioner of Labor during the inspection to assist in the inspection. If there is no authorized employee representative, the Commissioner will consult with district employees concerning workplace safety.

The district will not take retaliatory action (terminate, suspend, demote, penalize, discriminate, or other adverse employment action in the terms and conditions of employment) against any employee because they have alleged a serious violation of the workplace violence prevention program, or imminent danger exists, requested an inspection by the Commissioner of Labor, or accompanied the Commissioner on the inspection, as prescribed by state law and regulation.

Cross-ref:

5300, Code of Conduct

8130, School Safety Plans and Teams

Ref:

Labor Law §27-b

12 NYCRR §800.6

Adoption date:

APPENDIX 2 Risk Assessment

Site Risk Assessment

Date of Survey: 6/7/2024
Facility Name: Laurens Central School
Facility Address: 55 Main Street, Laurens, NY 13796

Names/Titles/Organization for those conducting assessment:

Employer Representatives: Bill Dorritie, John Mushtare, Lindsey Gifford, Amy Schlee, Pamela Weir

Outside Agency: Josh Reiss, ONC BOCES

Employee Representatives: Steve West, John Kessler, Beth West, Crystal Wust

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
General:			
Employees work in public setting	X		
Employees work late at night or early morning hours	X		
Employees work alone or in small numbers	X		
Employees exchange money as part of job	X		Mainly applicable to cafeteria staff
Employees work in area of previous security concerns		X	
Employees work in high crime area		X	
Does facility have posted evacuation plan/map	X		
Does facility conduct routine evacuation/fire drills	X		
Is shrubbery, trees and landscaping maintained to minimize obstructions to entrances and exits	X		
Employees work with volatile persons		X	Our numbers of incidents of dealing with volatile persons are extremely low.
Do employees receive De-escalation training	X		Some staff have received this training, but more staff need this.
Security:			

Is SRO, security or law enforcement present at this location?		X	We currently do not have an SRO in place, but have contracted for one starting with the 2024-2025 school year.
Is security/law enforcement posted at entrances If yes, list entrances		X	
Do security/law enforcement personnel patrol facility	X		We have walk-throughs done by NYSP or Sheriff's Dept. deputies approximately once a week.
Are I.D. badges required to be worn by all personnel	X		Remind all staff of this
Is card reader or equivalent required for entry to facility	X		
Is facility equipped with metal detectors		X	
Is facility equipped with panic buttons	X		Superintendent's Office, Main Office, DOF Office
Are visitors permitted to enter facility	X		
Are visitors required to wear visitor I.D. badges	X		
Are emergency contact names and phone numbers posted in each occupied room	X		
Is each room equipped with a telephone or radio to call for help when needed	X		
Is there adequate cell phone coverage in the area	X		Dependent on cell phone carrier. There is an AT & T tower near the school.
Parking Lots:			
Are parking areas patrolled by security/law enforcement personnel		X	
Are parking areas equipped with security cameras	X		
Are parking areas equipped with lights	X		
Offices:			
Do central office areas have controlled access	X		
Are office doors equipped with door locks to prevent unauthorized access	X		
Is office area separated from entrance with security glass		X	To be added in an upcoming capital project or capital outlay project
Is office area equipped with panic alarm	X		
Are offices equipped with telephones to call 911	X		
Are telephones or radios used to communicate with facility personnel	X		
Classrooms:			

Are classroom doors equipped with locks to restrict access	X		
Are classrooms equipped with telephones or radios	X		
Are classroom personnel exposed to violent behavior from students		X	Generally no, we have rare instances of students becoming physical with staff.
Is personal protective equipment relative to violence prevention provided to behavioral classroom personnel as needed	X		
Are classroom personnel informed of students with behavioral issues prior to student placement in classroom	X		
Have classroom personnel been provided with training on working with students with behavioral issues	X		More staff need this training.
Are windows locked to prevent uncontrolled access	X		
Is availability to items that can be used as weapons by students minimized	X		
Cafeteria:			
Is cafeteria equipped with security cameras	X		
Is cafeteria locked when not in use	X		
Are cafeteria staff provided with telephones and/or radios	X		
Auditorium:			
Are all entrances kept locked when not in use	X		
Is auditorium, stage, backstage equipped with security cameras	X		Auditorium is, backstage is not.
Is auditorium, stage, backstage equipped with security lighting		X	
Is backstage entrance restricted to authorized personnel only during events	X		
Are catwalks, light towers, etc. restricted to authorized personnel only	X		
Is auditorium patrolled by security/law enforcement during events		X	
Gymnasium:			
Does gymnasium have exterior lighting around all entrances and exits	X		

Are locker rooms locked or monitored to prevent unauthorized entry	X		
Is the area patrolled by security/law enforcement during events		X	
Is gymnasium equipped with security cameras	X		
Athletic Fields			
Is security/law enforcement present for all sporting events home & away		X	
Are athletic fields protected from unauthorized entry with fences		X	
Are athletic fields equipped with security/event lighting		X	
Are I.D.s required to be worn by school personnel at sporting events		X	Administrators and chaperones will start doing this.
Bus Garage & Buses			
Are all buses equipped with radios	X		
Are all buses equipped with security cameras	X		
Is somebody available to respond to all radio calls from drivers that are on road	X		
Are I.D.s required by individuals getting on buses		X	
Are two employees on board for each bus run		X	
Are busses secured or locked when not in use	X		
Is bus garage equipped with security cameras		X	To be added in a future capital project
Is bus garage locked when vacant	X		
Field Trips:			
Do school personnel have a copy of emergency contact names and numbers for administration	X		
Does school personnel verify I.D. of each student at beginning and end of trip		X	
Do chaperones receive security briefings prior to trip	X		
Is more than one chaperone present	X		
Building & Grounds:			
Is facility equipped with security cameras	X		
Is facility equipped with security lighting	X		

Are buildings/rooms locked when not in use	X		
Are employees provided with radios	X		
Is equipment locked up when not in use	X		
Staff Meetings Board Meetings & Conferences:			
Do security/law enforcement personnel patrol facility during these events		X	
Are metal detectors utilized for after hour activities such as conferences & meetings		X	
Are student disciplines/superintendent hearings dealt with in a safe manner?	X		
Is employee discipline/dismissal dealt with in a safe manner?	X		

Assessment completed by:

Name	Title	Signature
William F. Dorritie	Superintendent	
John Mushtare	Building Principal	
Lindsey Gifford	Director of Instructional Support	
Steve West	Director of Facilities	
John Kessler	Head Bus Driver	
Beth West	Cafeteria Manager/CSEA President	
Amy Schlee	District Treasurer	
Crystal Wust	School Nurse	
Pamela Weir	District Clerk	

Identified Risks and Control Methods

Risks identified in the hazard assessment and corresponding control methods to reduce those risks, are shown in the tables below for each of our facilities:

District- Identified Risk	Selected Control(s)	Comments
Do employees receive De-escalation training	The district will provide this type of training for all staff	
Are I.D. badges required to be worn by all personnel	All staff will receive regular reminders to wear their ID during work	
Is office area separated from entrance with security glass	This will be added to the vestibule in a future project	
Are I.D.s required to be worn by school personnel at sporting events	This district will start requiring this off all staff working during an after hours event	
Is bus garage equipped with security cameras	Interior and exterior cameras will be added in a future project	

APPENDIX 3 Training Outline

Workplace Violence Prevention Training Outline

Information and training for all employees:

1. Overview of Requirements of the Workplace Violence Regulations
 - a. Develop a written policy statement - employers must develop a written policy statement about the employer's workplace violence prevention program goals and objectives and provide for full employee participation through an authorized employee representative. The policy statement must be posted where notices to employees are normally posted.
 - b. Conduct a risk evaluation - employers must examine their workplace to determine if existing or potential risk factors exist that might place employees at risk of occupational assaults or homicides.
 - c. Develop a workplace violence prevention program- employers must develop a program, with input from employees or an authorized employee representative, that, among other things, includes the following: risk factors identified through the risk evaluation; how the identified risks will be addressed; the methods that will be used to try to prevent workplace violence incidents; a system to report and record any workplace violence incidents may occur in the workplace; a written outline or lesson plan for employee program trainings; and a plan to review and update the program at least once a year.
 - d. Provide training and information for employees- employers must provide each employee with information and training on the risks of workplace violence in their workplace(s) at least once a year and any time significant changes are made to the workplace violence prevention program.
2. Risk factors and measures that were identified in the risk evaluation
 - a. Need for District-wide de-escalation training
 - b. Need for installation of cameras at bus garage facility
 - c. Need for all staff to wear school ID's at all times, including at extracurricular events
 - d. Need for installation of security glass in vestibule area
 - e. Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as:
 - i. Incident alert and notification procedures
 - ii. Appropriate work practices
 - iii. Emergency procedures
 - iv. Use of security alarms and other devices
 - v. Other existing policies, procedures and work practices relevant to WPV
 - vi. Procedures to report incidents of workplace violence
3. Location of the written workplace violence prevention program and how to obtain a copy (only employers with 20 or more full-time permanent employees are required to maintain a program in writing).
4. Privacy Concerns
 - a. How will sensitive information be handled?
 - b. Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

APPENDIX 4 Incident Report

Workplace Violence Incident Report

Date of Incident:

Workplace location where incident occurred:

Time of day/shift when incident occurred:

DESCRIPTION:

Names and job titles of involved employees:

Detailed description of the incident, including events leading up to the incident and how the incident ended:

Name or other identifier and job titles of involved individuals:

Nature and extent of injuries arising from the incident:

Names of witnesses:

Note: If the case is a "privacy concern case," remove the name of the employee who was the victim of the workplace violence and enter "PRIVACY CONCERN CASE" in the space normally used for the employee's name. Privacy concern cases include cases involving:

- Injury or illness to an intimate body part or the reproductive system
- Injury or illness resulting from a sexual assault
- Mental illness
- HIV infection
- Needle stick injuries and cuts from sharp objects that are or may be contaminated with another person's blood or other potentially infectious material; and
- Other injuries or illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the report.

APPENDIX 5 Program Review

Workplace Violence Program Maintenance and Review

Program review (annual) completed on: _____ (date)

Stakeholders and authorized employee representatives (where applicable)

Plan and Contact information:

The most current version of this plan will be made available to employees, their authorized representatives, and to representatives of the NYS Department of Labor by contacting or visiting the District website. See the district safety plan:

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	Bill Dorritie	Name	John Mushtare
Title	Superintendent	Title	Building Principal
Department	District Office	Department	District Office
Phone	607-432-2050 ext.1120	Phone	607-432-2050 ext. 1220
Location	District Office	Location	District Office

**RESOLUTION FOR THE
CERTIFICATION OF LEAD EVALUATORS**

BE IT RESOLVED THAT, William Dorritie is hereby certified as a Qualified Lead Evaluator of both classroom teachers and building principals having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
- (4) Application and use of the State-approved rubrics selected by the Laurens Central School District for use in the evaluation of classroom teachers and/or building principals, including training on the effective application of such rubric to observe classroom teacher's and/or building principal's practice;
- (5) Application and use of the assessment tools that the Laurens Central School District utilizes to evaluate its classroom teachers and /or building principals, including, but not limited to formal and informal classroom observations, formal and informal observations of classroom teachers and/or building principals at anytime they are interacting with students, parents, and community members as a part of their daily responsibilities, classroom walk-throughs, structured portfolio reviews; student, parent, teacher, community feedback; achievement of professional growth goals*; achievement/implementation of school improvement goals, etc.;
- (6) Application and use of the State-approved locally selected measures of student achievement used by the Laurens Central School District to evaluate its classroom teachers and/or principals;
- (7) The scoring methodology utilized by the Department and the Laurens Central School District to evaluate a classroom teacher and/or building principal under 8 NYCRR §30-2, including:
 - (a) how scores are generated for each subcomponent and the composite effectiveness score for classroom teachers and for building principals, and
 - (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating for classroom teachers and for building principals and their subcomponent ratings; and
- (8) Specific considerations in evaluating classroom teachers and/or building principals of English language learners and students with disabilities.
- (9) Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.

This certification has been issued in accordance with the process for certifying lead evaluators described in the Laurens Central School District's annual professional performance review plan.

Board President Signature (Cynthia Struckle)

Date Adopted

**RESOLUTION FOR THE
CERTIFICATION OF LEAD EVALUATORS**

BE IT RESOLVED THAT, John Mushtare is hereby certified as a Qualified Lead Evaluator of classroom teachers having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
- (4) Application and use of the State-approved rubrics selected by the Laurens Central School District for use in the evaluation of classroom teachers, including training on the effective application of such rubric to observe classroom teacher's practice;
- (5) Application and use of the assessment tools that the Laurens Central School District utilizes to evaluate its classroom teachers, including, but not limited to formal and informal classroom observations, formal and informal observations of classroom teachers at anytime they are interacting with students, parents, and community members as a part of their daily responsibilities, classroom walk-throughs, structured portfolio reviews; student, parent, teacher, community feedback; achievement of professional growth goals*; achievement/implementation of school improvement goals, etc.;
- (6) Application and use of the State-approved locally selected measures of student achievement used by the Laurens Central School District to evaluate its classroom teachers;
- (7) The scoring methodology utilized by the Department and the Laurens Central School District to evaluate a classroom teacher under 8 NYCRR §30-2, including:
 - (a) how scores are generated for each subcomponent and the composite effectiveness score for classroom teachers, and;
 - (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating for classroom teachers and their subcomponent ratings; and
- (8) Specific considerations in evaluating classroom teachers of English language learners and students with disabilities.
- (9) Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.

This certification has been issued in accordance with the process for certifying lead evaluators described in the Laurens Central School District's annual professional performance review plan.

Board President Signature (Cynthia Struckle)

Date Adopted

**RESOLUTION FOR THE
CERTIFICATION OF LEAD EVALUATORS**

BE IT RESOLVED THAT, Lindsey Gifford is hereby certified as a Qualified Lead Evaluator of classroom teachers having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
- (4) Application and use of the State-approved rubrics selected by the Laurens Central School District for use in the evaluation of classroom teachers, including training on the effective application of such rubric to observe classroom teacher's practice;
- (5) Application and use of the assessment tools that the Laurens Central School District utilizes to evaluate its classroom teachers, including, but not limited to formal and informal classroom observations, formal and informal observations of classroom teachers at anytime they are interacting with students, parents, and community members as a part of their daily responsibilities, classroom walk-throughs, structured portfolio reviews; student, parent, teacher, community feedback; achievement of professional growth goals*; achievement/implementation of school improvement goals, etc.;
- (6) Application and use of the State-approved locally selected measures of student achievement used by the Laurens Central School District to evaluate its classroom teachers;
- (7) The scoring methodology utilized by the Department and the Laurens Central School District to evaluate a classroom teacher under 8 NYCRR §30-2, including:
 - (a) how scores are generated for each subcomponent and the composite effectiveness score for classroom teachers, and;
 - (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating for classroom teachers and their subcomponent ratings; and
- (8) Specific considerations in evaluating classroom teachers of English language learners and students with disabilities.
- (9) Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.

This certification has been issued in accordance with the process for certifying lead evaluators described in the Laurens Central School District's annual professional performance review plan.

Board President Signature (Cynthia Struckle)

Date Adopted

Laurens Central School Tax Levy Worksheet 2024-2025

2023-2024 Levy	\$2,950,785		
2024-2025 Levy	\$3,037,833	% Change	2.95%
	\$87,048		

SWIS Code	Town	Roll Year	Assessed Value- Total	Exemptions	School Taxable	Equaliz. Rate	Full Value Apportionment	% of full Value	Levy	Rate/\$1000
363200	Hartwick	2024	3,189,270	1,500	3,190,770	82.18	3,882,660	1.644%	49,941.97	15.659375
363401	Laurens	2024	137,622,538	0	137,622,538	70.50	195,209,274	82.671%	2,511,406.92	18.248515
364089	Milford	2024	2,246,490	0	2,246,490	78.00	2,880,115	1.220%	37,061.56	16.497542
364289	Morris	2024	1,933,478	0	1,933,478	77.82	2,484,552	1.052%	31,958.00	16.528765
364400	New Lisbon	2024	25,430,729	0	25,430,729	81.00	31,395,962	13.296%	403,910.28	15.882764
364889	Otego	2024	239,717	0	239,717	87.00	275,537	0.117%	3,554.26	14.826919
Total			\$170,662,222	\$1,500	\$170,663,722		\$236,128,100	100.000%	\$3,037,833	

08/15/2024

Date :

William F. Dondanville

Signature :

Superintendent
Laurens Central School

VI. CODE OF CONDUCT

A. INTRODUCTION

The Laurens Board of Education is committed to providing a safe and orderly school environment where quality education may be delivered and received without disruption or interference. As stated in the District's Mission Statement, the Laurens School will create a learning environment which ensures success for all students, while providing opportunities to prepare all students to become active and responsible citizens in a multicultural democratic society. Responsible behavior by students, teachers, administrators, staff members, parents, and visitors is essential to achieving this goal. The Board also recognizes that a positive school climate is maintained through the efforts of parent, guardians, students, and all school personnel. Each of these stakeholders is expected to work positively toward this goal and to respect individuals and the rights of every person.

The district has a long-standing set of expectations for conduct on school property and at school functions. These rules promote civility, mutual respect, citizenship, character, tolerance, honesty and integrity. Personal responsibility is the goal but, when students cannot accept responsibility and violate school rules, they are required to accept penalties and more regulated supervision.

The Board recognizes the need to clearly define these expectations for acceptable conduct, to identify the possible consequences of unacceptable conduct, and to ensure that discipline is administered promptly and fairly. Furthermore, the Board and school administrators reserve the right to amend, change, or modify all said consequences relative to violations of the Laurens School Code of Conduct. These changes in consequences may occur on a situational, frequency, and severity basis.

B. STUDENTS' RIGHTS AND RESPONSIBILITIES

We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Responsibility is inherent in the exercise of every right and it must be emphasized that lack of responsibility means a weakening of rights. It is the student's responsibility to know and abide by these procedures; and to accept responsibility for personal actions which are contrary to school policies and rules.

It is the Student's Right to:

Be respected as an individual entitled to his/her personal dignity and integrity.

Be afforded equal and appropriate educational opportunities.

Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, or disability.

Attend school in the district in which his/her parent or legal guardian resides.

It is the Student's Responsibility to:

Demonstrate appreciation for the dignity and integrity of all.

Be aware of available educational programs, work to the best of his/her ability and strive toward his/her highest level of achievement possible.

Refrain from participating in any discriminatory practices against others - students, teachers, parents, other school/community members.

Attend school and classes regularly and on time, and to be prepared with the necessary learning materials. Be responsible for all class work, quizzes, homework, and tests.

It is the Student's Right to:

Expect that the school will be a safe and orderly place for all students to gain an education.

Be afforded due process in the event of disciplinary action brought against him/her, including suspension and/or expulsion.

Have access to school rules and receive an explanation of the rules from school personnel.

Present his/her version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

Be afforded channels of communication to the Board of Education.

Have his/her student records available for inspection by his/her parent or legal guardian upon request, or by the student him/herself if 18 years or older.

Be afforded mechanisms for the expression and resolution of grievances which cannot be resolved through informal discussion.

It is the Student's Responsibility to:

Be aware of and abide by all school rules, regulations, and expectations regarding student behavior. Conduct him/herself in accordance with these guidelines and contribute to maintaining a safe and orderly school that is conducive to learning and to show respect to other persons and to property.

Be willing to volunteer information in disciplinary cases if he/she has knowledge of importance in such a case.

Ask for clarification or explanation of rules when necessary from the appropriate school personnel when necessary.

Honestly express his/her version of the relevant events.

Express views concerning the operation of the school system with supporting rationale.

Be aware of right to access and guidelines governing such access.

Seek help in solving problems that might lead to discipline.

Dress appropriately for school and school functions.

Be responsible for one's behavior and accept responsibility for personal actions.

Immediately comply with any staff members' reasonable request to carry out school rules.

Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold oneself to the highest standards of conduct, demeanor, and sportsmanship.

C. ESSENTIAL PARTNERS

1. Board of Education Responsibilities:

- a. To adopt a fair and consistent discipline policy and code of conduct which establishes clear standards of student behavior, as well as expectations for district personnel and visitors on school property and at school functions.
- b. To review the discipline policy and code of conduct at least annually, and to evaluate its effectiveness to ensure fair, consistent implementation.
- c. To lead by example by conducting board meetings in a professional, respectful, and courteous manner.
- d. To respect the right of confidentiality of all members of the school community.

2. Parent Responsibilities

- a. To recognize that the education of their child(ren) is a responsibility shared by the parents and the school community.
- b. To work to the best of his/her ability to provide the necessary materials and positive home learning environment.
- c. To make sure that the child attends school regularly and that the school receives notifications of the reasons for absences.
- d. To assume legal responsibility for the behavior of the child as determined by law.
- e. To know the school rules and be sure that the child is familiar with the discipline policy, regulations, and code of conduct.
- f. To teach the child self-discipline, respect for authority, and respect for the rights of others.
- g. To maintain communication with the school and to inform school officials of changes in the home situation that may affect student conduct or performance.
- h. To work with the school staff in cooperation to develop strategies that benefit the child.
- i. To respect the right of confidentiality of all members of the school community.

3. Teacher Responsibilities:

- a. To communicate information and expectations to students and parents on course objectives, grading procedures, assignment deadlines, and the classroom discipline plan.
- b. To provide opportunities for all students to develop self-discipline and respect for the rights of others.
- c. To encourage self-discipline and respect for others.
- d. To be prepared to teach, to demonstrate a concern for student achievement, and to provide appropriate learning opportunities for all students.
- e. To accept shared responsibility for control and discipline of students throughout the building, on school property, and at school functions.
- f. To know and abide by school policies, regulations, and guidelines for school discipline.
- g. To use positive reinforcement, whenever possible.
- h. To confer with school support staff in pursuit of possible solutions to inappropriate student behaviors.
- i. To report to the parent at regular reporting periods and at other times, when appropriate, regarding a student's behavior.
- j. To utilize all reasonable classroom strategies in addressing disruptive behavior before referring a student for out-of-class disciplinary action.
- k. To refer a disruptive student, in writing, for out-of-class discipline when appropriate teacher-initiated strategies have been unsuccessful or the severity of the offense makes it necessary.
- l. To respect the right of confidentiality of all members of the school community.

4. Administration Responsibilities:

- a. To administer a uniform and just application of the discipline procedures.
- b. To maintain order and promote a safe environment.
- c. To discipline students and to assign duties to teachers with regard to discipline, pursuant to the authority given by the policies adopted by the Board of Education.
- d. To assume responsibility for implementing rules and procedures that are necessary to establish standards of acceptable student behavior.
- e. To be readily available to handle disruptive behavior, discipline, and emergency situations.
- f. To monitor and evaluate all programs on a regular basis, making modifications when needed, and to provide in-service training to staff related to a sound disciplinary program.
- g. To inform the staff, parents, and community when modifications are made in the school's discipline policies and procedures.
- h. To report certain acts to law enforcement. When the administrator has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the administrator will immediately report the act to the appropriate local law enforcement agency.
- i. To be available to students, staff, and parents so communication can occur.
- j. To communicate effectively to parents the expectations of the school discipline program and the role of the parent.
- k. To respect the right of confidentiality of all members of the school community.

5. School Visitor Responsibilities:

- a. To sign-in at the designated areas, obtain and wear ID tag.
- b. To know and follow district policies, regulations, and guidelines.
- c. To assume responsibility for your behavior and the behavior of others in your charge.
- d. To respect the personal, civil, and property rights of all members of the school community.
- e. To respect the right of confidentiality of all members of the school community.
- f. To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- g. To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- h. To immediately comply with any staff member's reasonable request to carry out school rules.

6. Volunteer Responsibilities

In addition to the visitor's responsibilities listed above, the following apply:

- a. To support all students in developing self-discipline and respect for others.
- b. To consider the physical, social, intellectual, and emotional development of students.
- c. To follow established personal behavioral expectations, including proper attire, throughout the school building and property.
- d. To confer with support personnel for solutions to inappropriate student behavior.
- e. To use positive reinforcement, whenever possible.
- f. To be prompt and responsible for volunteer commitments.
- g. To respect the right of confidentiality of all members of the school community.

7. **Failure to follow the Rights and Responsibilities could result in:**

- Conference with administrator (Supt. or Building Principal)
- Conference with teacher
- Letter of Admonition
- Conference with Board of Education
- Disciplinary action as per employee contract
- Removal from school property
- Being banned from school property

D. **DISCIPLINE and LEGAL VIOLATIONS**

1. **Statement of Purpose**

Be aware of actions which constitute serious and dangerous wrong-doing and refrain from such acts.

Pursue informal discussion to resolve any perceived grievance before moving to formal state.

Refrain from participating in any discriminatory practices against others.

Demonstrate appreciation for the dignity and integrity of all. The purpose of this discipline procedure is to help deter unacceptable behavior. It is further intended to pursue uniformity and fairness for all students.

2. **Goals**

To establish a positive learning environment for all; to insure understanding and respect for the rights of all persons; to protect the property rights of all; and to promote individual responsibility and self control.

3. **Definitions**

For purposes of this code, the following definitions apply.

“Contraband” means: Any illegal item in the handbook and in law; items reasonably determined to be a threat to the safety or security of others.

“Corporal Punishment” means: Any act of physical force upon a student for the purpose of punishing that student.

“Disruptive Student” means: An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means: Parent, guardian, or person in a parental relation to a student.

“Serious Violent Incident” means: An incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students an/or staff.

“Sexual Harassment” means: any action of a sexual nature that is unwanted and unwelcome.

“Violent student” means: a student who is under the age of 21 who:

- a. Commits an act of school violence upon a school employee, or attempts to do so.

- b. Commits, while in, on, or at any enforcement area listed under "Enforcement Areas", an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- c. Possesses, while in, on, or at any enforcement area listed under "Enforcement Areas", a weapon.
- d. Displays, while in, on, or at any enforcement area listed under "Enforcement Areas", what appears to be a weapon.
- e. Threatens, while in, on, or at any enforcement area listed under "Enforcement Areas", to use a weapon.
- f. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function, or any area listed under "Enforcement Areas".
- g. Knowingly and intentionally damages or destroys school district property.

"Weapons" means: a firearm as defined for purposes of the Gun-Free Schools Act. It also may include, but not be limited to, any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, stiletto, switchblade knife, box cutter, cane sword, leaded cane, electronic dart gun, throwing star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

"School property" means: in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law Statute 142, or property used by the school for school related activities.

"School function" means: any school-sponsored extracurricular event or activity.

4. **Enforcement Areas**

This procedure shall be applied under the following circumstances:

On all school property and/or properties used by the school for school related activities
During attendance at school.

In all school vehicles or any vehicles used by the school to transport students

At all school functions, including extracurricular activities, field trips and over night trips.

On all occasions when a student is in some manner representing Laurens Central School or attending an event where other LCS students are representing the Laurens Central School.

This procedure shall also apply to any student whose conduct at any other time or place has a direct and immediate affect on maintaining order and discipline or protecting the safety and welfare of the students or staff in the school(s).

5. **Procedural Issues and Referrals**

Law Enforcement Notification:

The Superintendent or a designee will call law enforcement officials.

Pupil in Need of Supervision (PINS)

In the event that a student requires intervention beyond those services available through the school, a PINS referral may be generated. Referrals must be accompanied by all available documentation for substantiation. In a situation where a PINS referral is appropriate for a student classified by the CSE team, the CSE team must be consulted and involved to determine, as per IDEA whether the PINS referral will constitute a “change of placement”. The PINS referral may be submitted to the School Counselor who will inform a school administrator.

Human Services: DSS and Child Abuse Contact

Students who have been incarcerated or housed in a residential treatment facility must meet with the Superintendent and School Counselor before being allowed to enroll or continue in Laurens Central School. The Superintendent or a designee will make a decision concerning appropriate placement and the parent and student will be notified in writing.

Any school official must report any suspected case of child abuse or maltreatment if the person who suspects the child abuse is a staff member, he or she must immediately notify the school counselors and the administration, who must then make a report to the commissioner of social services. The Social Services law provides legal penalties for failure to report cases of suspected child abuse. The law also provides immunity from liability for the school official making such a report in good faith.

Stay Put Rule:

Students who are being tested for possible placement in a CSE Program must remain in current placement until the testing is complete. In some instances students in violation of the Code of Conduct may qualify for a 45 day placement (drug and/or weapon violation). The administration will review any drug or weapon violation and make an appropriate determination.

Preventive Services:

Any student who meets the criteria of a student in danger of placement in foster care may be referred to Otsego County’s Department of Social Services Preventive Service Program. Referral forms would be available after consulting the School Counselor.

6. Discipline Procedures**Report of Infractions**

School personnel who are aware of an infraction of the discipline code should submit a discipline form to the Building Principal.

Processing Reported Infractions

When a student is sent to an administrator for disciplinary action, teacher removal, or conferencing concerning an incident, the steps below will be followed:

The Building Principal:

- > Investigates evidence and facts when necessary. In teacher removals, if the administrator finds lack of evidence, the removal will be reversed.
- > Advises the student of the charges.
- > Advises the student of the facts on which the charge(s) are based.
- > Gives the student an opportunity to present his/her version of the facts to the administrator imposing the disciplinary penalty.
- > Provides written verification of the proposed disciplinary actions to the parent.

- > Makes every effort to notify the student's parent by telephone if immediate action will be taken to suspend the student.
- > Notifies law enforcement of violations that constitute a crime.
- > Notifies appropriate extracurricular advisors including advisors to the National Junior and/or Senior High Honor Society.

Disciplinary Actions

1. Students who are found to have violated the Code of Conduct may be subject to the following penalties, either alone or in combination.
 - a. Oral warning
 - b. Written warning
 - c. Written notification to parent
 - d. Lunch and lunch/recess detentions
 - e. After School/Study Hall Detention
 - f. Suspension/removal from athletic participation
 - g. Suspension from transportation
 - h. Suspension/removal from social or extracurricular activities
 - i. In-school suspension, Out-of-school suspension
 - j. Removal from classroom by teacher
 - k. Short-term suspension from school
 - l. Long-term suspension from school
 - m. Permanent suspension from school
 - n. Removal from National Junior and/or Senior High Honor Society
2. Any consequences for student discipline take precedence over extracurricular activities (i.e. detentions will not be scheduled around games.)
3. The administration reserves the right to modify disciplinary action as necessary.

Detention

This is a period of time when a student is detained on his/her own time for minor infractions of the rules and regulations of LCS, or where removal from the classroom or suspension might be inappropriate. When a student is assigned, (s)he should receive a detention notice, the parent will be called and a letter of notification will be mailed home. Students must attend detention when it is assigned. If a student cannot make it on the day assigned, (s)he must contact the administrator, state the problem, and abide by the decision of the administrator; otherwise, absence constitutes truancy. Disciplinary action will be taken.

- a. Detention will be two hours and will be held as assigned by the Building Principal, Superintendent or teacher.
- b. Students will be absolutely quiet and may be assigned work if they don't provide their own work.
- c. All Student Handbook rules apply.
- d. Students will not be allowed to eat or drink during detention.
- e. If a student is late or absent from detention, an in-school suspension may be assigned and the detention will have to be made up.
- f. Detention starts at 3:00 and ends at 5:00.
- g. These regulations and guidelines in no way limit teachers' use of proper discipline in their rooms but will supplement that use.
- h. Transportation may be provided if necessary.

- i. Classroom teachers may assign detentions to students. The teacher will call the parent to confirm that there is not a parental objection to the penalty and the student has appropriate transportation home following detention. Documentation will be submitted to the Building Principal prior to detention being served.

In-School Suspension

In-School Suspension is assigned at the discretion of the administration with the authorization of the Board and up to five days may be assigned. The Board recognizes a student's need to attend school but it must be balanced with the need for order. When a student is suspended in school, the following procedure will be used:

- a. The student will receive notice of the charged misconduct leading to suspension and, if the student denies the misconduct, will be provided an explanation of the reasons for such action.
- b. The student and/or parent will be given an opportunity for an informal conference with the administrator if requested.
- c. The parent or guardian of a suspended student will be given written notice by mail, and by phone if possible.
- d. Any student who is on an in-school suspension will have the responsibility to make up any homework, quizzes, tests, etc., that were assigned during the suspension period. It is up to the student to get this make-up work from the teachers. All work must be completed by the day of return to class after the suspension has ended unless other arrangements are made with the teacher involved.
- e. A student who is on in-school suspension cannot participate or be in attendance at any of the school activities during the suspension, including all interscholastic activities and any evening activities. The student should arrive by 8:05 am and leave at 2:59 p.m., unless a detention is to be served immediately following the day of suspension. Each day of suspension is for a 24-hour period. If a suspension is on a Friday and Monday, the student cannot participate in any activities over the weekend.
- f. Students will not be used for help in the office, running of errands, etc., when serving an in-school suspension.
- g. If a major test is given that day, the monitor may administer it and return it to the classroom teacher.
- h. No eating will be permitted during an in-school suspension, other than lunch at a designated time, under the supervision of the monitor. Bathroom breaks will be supervised and limited.

Out of School Suspension

Suspension from school is a severe penalty and the Board authorizes the administrators to impose out-of-school suspension upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct endangers the safety, morals, health, or welfare of others.

- a. The student suspended during the school day must be signed out of school by the administration before leaving school.
- b. A suspended student is not permitted in Laurens Central School or on school property during his/her suspension period. A student who is on out of school

suspension cannot participate or be in attendance at any of the school activities during the suspension, including all interscholastic activities and any evening activities. A day of suspension is a 24 hour period. The student will be declared loitering and immediate and appropriate legal action will be taken if a student attempts to be in school during an out of school suspension. Such act shall be deemed an act of insubordination pursuant to §3214(3)(1) of the Educational Law of New York.

- c. No student will be exempt from or have his/her date of suspension changed due to an athletic event, concert, or any other extra-curricular activity.
- d. Any student who is serving an out-of-school suspension will have the responsibility to make up any homework, quizzes, tests, etc., that was assigned during the suspension period. It is up to the student to get this make-up work from the teachers. All work must be completed by the day of return to class after the suspension has ended unless other arrangements are made with the teacher involved.
- e. The above rules may be modified at the Superintendent's discretion.

Teacher disciplinary removal of disruptive students

In accordance with the Safe Schools Against Violence Education Act (SAVE), teachers have the authority to remove "disruptive" students from class who are substantially disruptive to the educational process or substantially interfere with the teacher's authority over the class.

A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. The disruption may include, but not be limited to, repeated use of profanity or obscene gestures, continued resistance to reasonable requests (insubordination), excessive arguing with the teacher, or frequent interruptions of class instruction.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for the removal. The student must have an opportunity to explain his or her version of relevant events before the removal from class.

If the student poses a danger to himself/ herself or others, or causes an on-going threat of disruption, the teacher may order the student to be removed from the class immediately. The teacher must explain to the student why he/she was removed and be given a chance to present his/her version of relevant events within 24 hours.

A substantially disruptive student may be removed from a classroom by a teacher for a minimum of two days and up to a maximum of five days.

The teacher removing the student will be responsible for notifying the parent(s) of the removal by mail on a district approved removal form and by phone both within 24 hours. The teacher will notify an administrator of the action before the end of the school day. The parent has a right to request an informal conference and, if one is requested, the teacher may be required to attend. The teacher and administrator must keep a log of all removals of students from class.

The student may not return to class until the administration determines that the removal was not supported by “substantial evidence,” or the period of removal expires (whichever comes first). Administration may overturn the removal of the student from class if the administration finds any of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student’s removal is otherwise in violation of law or the code of conduct.
- c. The conduct warrants suspension from school.

Any disruptive student removed from the classroom by the classroom teacher will be offered continued educational programming until he/she is permitted to return to the classroom.

Removal of a student with a disability will require prior approval of administration or the chairperson of the Committee on Special Education to avoid violations of state or federal law or regulation.

Short-term (5 days or less) suspension from school:

- > the student is notified orally
- > an explanation of the basis for the suspension is given if the student denies charges.
- > the student’s parents are notified in writing of the suspension, are given a description of the charges and the incident, and are informed of the right to request an immediate informal conference.
- > after such conference the suspending administrator will advise parents in writing of a decision and offer the option of making a written appeal to the superintendent within 5 business days to which the superintendent will respond in writing within 10 business days of receiving the appeal
- > the student’s parents may file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent’s decision. Only final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

Long-term (more than 5 days) suspension from school:

- > reasonable notice of a fair hearing will be given to the student and parents.
- > the Superintendent or a designee hearing officer will hear and determine the proceeding.
- > an appeal of the decision of the Superintendent may be made to the Board. This must be in writing and submitted to the district clerk within 10 business days.
- > final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

When in-school or out-of-school suspension is the action to be taken, the Administration will notify the parent in writing.

Traditional classroom management techniques may be employed by a teacher to restore control to the classroom. They might include, but are not limited to, proximity, verbal warning, non-verbal warning, moving a student’s location in class, lunch detention, or short-term “time out” in another setting. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of the SAVE legislation.

7. Special Notes

- (a) Infractions of the rules and regulations that are repeated will be dealt with each time more severely (progressive discipline). Category II infractions will have

more serious consequences than Category I infractions. Category III infractions will have more serious consequences than Category II infractions, etc.

- (b) Rules, regulations and disciplinary action may apply that are not listed in the Student Handbook - ex. Board Policies, other handbooks (Guidance, Band, Color Guard, Athletic, etc.) Laws of New York State and the Commissioner's Rules and Regulations.
- (c) Any student who willfully vandalizes any property belonging to the school will be responsible for financial restitution and/or the work equivalent at the prevailing minimum wage scale.
- (d) Any student who is readmitted, following a leave of absence, must meet with the guidance counselor to discuss educational placement and with an administrator to discuss expected behavior.
- (e) Teachers and the administration (and teachers when they assign a detention) will notify parents/guardians of code violations.
- (f) When a student has received three discipline referrals (Category II or above) from a teacher, the teacher will hold a face-to-face meeting with the parent for the purpose of developing a plan to improve their child's behavior.

E. DISCIPLINE CATEGORY INFRACTIONS

CATEGORY I INFRACTIONS:

Loitering

Failure to bring in excuse for being absent or tardy

Sitting in car during school hours

Littering

Eating out of the cafeteria without written permission by a classroom teacher

Running in hallway

Hat, bandana, or wearing any hat-type apparel

Profane language/obscene gestures - student to student

Tardiness to class

Inappropriate displaying of affection

Inappropriate dress and/or dress code violation

Use of electronic device in hallways

Other infractions as determined by the Administration

Late to school (automatic detention assigned after 3 incidents)

Category I penalties will be assigned by the Administration and will be progressive in nature. They can include verbal warnings, written warnings, detentions, loss of study hall privileges, and in-school suspensions.

Three-Month Rule:

If there are no further Category I infractions in a three-month period, the discipline procedures revert to the beginning as if it was a first offense.

A student may lose study hall privileges for a designated length of time, at the discretion of the Administration.

CATEGORY II INFRACTIONS:

Leaving school grounds without permission - including lunch recess

Inappropriate behavior in class or on school property or classroom disruption

Missing BOCES bus (reason unrelated to school activities)

CATEGORY II INFRACTIONS CONTINUED:

Theft (minor) (could be category three)

Leaving class early

Vandalism - minor

Fighting or threatening another student with physical harm (could be Class III)

Insubordination - including recess/lunch time

Forgery of signature/altering passes, notes, grades, permissions slips

Inappropriate use of camera device (could be Category III)

Cutting class/study hall or any other assigned activity

Misuse of driving privilege - including noon hour and BOCES

Cheating/Plagiarism involving homework

Signing out without permission from school official

Physically abusing another student (could be Class III)

Profanity

Other infractions as determined by the Administration

Inappropriate use of school computers (could be Category III)

Inappropriate use of electronic devices (could be Category III)

Category II penalties will be assigned by the administration and will be progressive in nature. They can include detention, loss of privileges, in-school suspension, out-of-school suspension, suspension from activities and long term suspension.

Fighting Rule: Students who get into a fight during the school day may be sent home or placed in an in-school suspension-like setting in addition to the regular consequences of such behavior. Should the severity of the fight warrant a student being sent home, the student will not be allowed to participate in any extracurricular activity on that same day.

CATEGORY III INFRACTIONS:

Not reporting to detention/failure to follow detention rules

Writing harassing letters/notes to another student

Indecent exposure

Physically harming another student

Bullying, harassing, intimidating, menacing another student or cyberbullying

Minor altercations involving physical contact and no physical injury

Reckless endangerment – subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious injury but no actual physical injury.

Sexual harassment

Vandalism – major (including school computers)

Theft - major

Cutting all or part of a school day at Laurens or BOCES Occupation Education Program

Threatened or actual physical abuse directed towards a staff member

Profane speech, obscene gestures, or verbal abuse directed at any staff member

Cheating/Plagiarism involving quiz, test, mid-term, final exam, etc.

Misuse of non-controlled substances

Use or possession of tobacco or electronic cigarettes

Use, possession, or sale of controlled substances, including synthetic cannabinoids

Use, possession, or sale of alcoholic beverages

Use, possession, or sale of harmful items (could also be a Category V)

False alarms and bomb threats (Could also be a Category IV)

Selling or giving away a non-controlled substance which is misrepresented as an illegal substance

CATEGORY III INFRACTIONS CONTINUED:

Possession of drug paraphernalia

Racial, ethnic, gender, or religious derogatory verbal comments

Other infractions as determined by the Administration

Inappropriate use of school computers (Could be Category II)

Inappropriate use of electronic devices (Could be Category II)

CATEGORY III PENALTIES:

Category III penalties will be assigned by the administration and will be progressive in nature. They will include up to five days of In-school or Out-of-school suspension by the principal and/or Superintendent's Hearing which may lead to a long-term suspension from school, plus additional possible action by civil authorities, plus mandatory meeting with parents. The student involved may be directed to meet with the appropriate Counselor.

CATEGORY IV INFRACTIONS AND PENALTIES:

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis, pursuant to Education Law 3214.

(Refer to the definition of "Violent Student" in this code of conduct)

CATEGORY V INFRACTIONS AND PENALTIES:

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. (Refer to the definition of "Weapons" in this code of conduct)

In deciding whether to modify the penalty for a Category IV or V Infraction, the Superintendent may consider the following:

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

F. DRESS CODE

1. It is a matter of school policy in the Laurens Central School District that a traditional neat manner of dress is appropriate for school attire. Students and their parents have the primary responsibility for acceptable student dress and appearance. The good judgment and cooperation of all students is needed to maintain the school's standards. The way a student dresses may often be related to the way (s)he performs in class.
2. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails shall be safe, appropriate, and not disrupt or interfere with the educational process or environment.
 - a. Bare feet and/or socks alone will not be permitted. Footwear appropriate to the educational activity must be worn by all students at all times. Footwear that is a safety hazard will not be allowed.

- b. Certain insignias designated as inappropriate or obscene or in bad taste will not be permitted.
 - c. Hats/bandanas/hoodies and other types of hat type apparel must be removed upon entering any classroom (including the gym for PE class), during the Pledge of Allegiance and during any assembly. Hats/bandanas/hoodies may be worn in hallways and the cafeteria ONLY.
3. Clothing which displays the anatomy, is tight-fitting, is excessively brief, or inappropriate will not be allowed. Clothing that is a distraction, interferes with learning, or has the potential to interfere with learning is not allowed.
4. Undergarments are to be covered at all times.
5. Extremely brief garments are not permitted. Specifically,
- a. No shirts with cutout sides may be worn.
 - b. Belly buttons AND midriffs must be covered at all times.
 - c. Shirts/blouses with plunging necklines are not permitted. Breasts must be covered at all times.
 - d. Buttocks must be covered at all times.
 - e. Skirts or dresses must extend to mid-thigh.
 - f. Shirt/dress straps must be at least as wide as the straps of any undergarments.
6. In the event the student's dress is indecent, inappropriate, or causes disruption to the normal learning situation, the student may be asked to put on appropriate clothing, may be offered appropriate clothing, or may be removed from class and/or school until the situation is corrected.
- a. Boys must wear some form of footwear, pants or long shorts, and a shirt (must be buttoned at all times).
 - b. Girls must wear some form of footwear, slacks, or a skirt, long shorts, and some type of blouse, or a dress.
7. The following types of clothing are not allowed:
- any article of clothing (including head covering) that contains, exhibits, promotes, endorses, or refers to illegal drugs, alcohol, or tobacco and/or encourages other illegal or violent activities
- any article of clothing (including head covering) that displays or refers to, sex, profanity, or other inappropriate phrasing.
- any article of clothing (including head covering) that is libelous or denigrates others on account of race, color, religion, national origin, gender, sexual orientation, or disability.
- pajamas/slippers
- This list is not meant to be all inclusive. The district reserves the right to make final decisions regarding clothing deemed inappropriate for school attire.
8. The matter of hair length will be up to the student's choice; however, it should not be so long that it is dangerous.

9. Students may not wear sandals or flip-flops during recess or PE. Students in grades PreK-6 may not wear flip flops at any time during the school day or during the CROP afterschool program.

G. INAPPROPRIATE DISPLAY OF AFFECTION

Students should not be overly demonstrative of their affections. If the spirit of the intent of this regulation is violated, appropriate disciplinary action may be warranted. Holding hands is the only contact allowed.

H. INSUBORDINATION

Insubordination is an act which evidences a willful or deliberate disrespect to or disobedience of authority of the rules and regulations set forth in this Student Handbook, those established by the Board of Education (Laurens), the New York State Legislature, Board of Regents and the Commissioner's Rules and Regulations. Disciplinary action according to the handbook will be taken if it appears that the charge of insubordination is valid.

I. PROFANITY

The use of profanity directly to a staff member or other students in an unreasonable manner by students is absolutely prohibited in school, on school grounds or in school vehicles.

J. VANDALISM

Vandalism is defined as willful or malicious destruction of any property, as well as misappropriation or stealing of school property. Perpetrators will make restitution for damages at cost of material and labor, as per Board Policy, and with assigned duty to work at clean-up and repair. Parents will be notified and suspension of up to five days will be made from school until the matter is resolved. Acts of vandalism can be referred to civil authorities in addition to school discipline. A Superintendent's Hearing may be initiated.

K. CHEATING

Any student who submits work that is copied from another student, or allows work to be copied by another student is cheating. Also included is any student that copies from another, or allows another person to copy from him/her on a test, quiz, project, etc. (See Penalties & Infractions for disciplinary action).

1. Penalty for Cheating on an Examination/Test

If it is determined that a student cheated on an Examination/Test, they will be assigned a grade of zero (0) for that work. This grade will be averaged into their ten-week grade for that course.

2. Penalty for Cheating on Classroom Assignments (i.e., daily work, homework term papers, project, etc.)

If it is ascertained that the work turned in by a student (on any particular assignment) is not the work of the student whose name is on the assignment:

- a. the classroom teacher retains the discretion to determine whether the work is that of the student or whether it was obtained by cheating.

- b. a grade reduction will occur. In such a case, the classroom teacher has the authority to reduce the amount of credit given for the assignment. The student allowing work to be copied may also have their grade reduced.

L. PLAGIARISM

A general definition of **plagiarism** is: submitting work done (in whole or part) by others as if it were one's own (<http://www.shenet.org/high/acadintegrity.htm>).

The following are all examples of plagiarism:

- copying passages from someone else's writing without using quotation marks and giving the author credit
- paraphrasing someone else's writing without giving credit
- using someone else's facts or ideas without acknowledgement
- handing in work for one course that you handed in for credit for another course without the permission of both instructors
- producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work
- using AI, such as Chat GPT, to produce documents that should be your own independent work (<http://www.services.unimelb.edu.au/plagiarism/policy.html>)

In today's technologically advanced society, students have countless opportunities to access other peoples' work over the Internet. Students who commit plagiarism using Internet-based materials while on school computers are in violation of our Acceptable Use Policy and are subject to having their in-school access suspended.

The consequences for plagiarism are the same as those for cheating. Students who plagiarize on classroom assignments (as determined by the teacher) will be assigned a zero. Students who plagiarize on an examination/test will be assigned a zero for that work. The zero will be averaged into their ten-week grade for that course. Software may be used to check student work for plagiarism and AI use.

M. STUDENT CARS

1. Cars must not be driven during school hours. This includes lunch hour and/or recess.
2. Students are not to drive to or from the Occupational Center unless they have been granted permission from BOCES, a parent, and the Principal or Superintendent.
3. Students are to park their car in the designated student parking area, which is the back lot of the school. Students are not permitted to park in the staff lot on the side of the school building or in the lot across from the generator.
4. Students who drive to school cannot use or be in the car during school hours (it must remain parked 8:05 AM to 2:59 PM).
5. Students driving to/from college courses must submit their schedule to the School Counseling Office. Students in this category must go directly to and return directly from their college course.
6. Students may not sit in cars or go to cars during the school day.
7. Students driving cars may not enter the main parking lot from 7:30 AM to 3:30 PM. Students may enter/exit through the back parking lot.
8. Students are to drive in a safe manner while on school property.
9. Failure to comply with these regulations will be met with disciplinary action.
10. Students who park their vehicle on school grounds during the day may be subject to search if there exists "reasonable suspicion" that the search will result in evidence that the

owner/driver violated the law or the district code of conduct. Refusal to submit to a search could result in immediate forfeiture of driving privileges and possibly additional disciplinary consequences as well.

N. MISUSE OF NON-CONTROLLED SUBSTANCES

The Board of Education prohibits misusing any non-controlled substance for the purpose of achieving an intoxicating or narcotic effect in themselves or others in the school building, on school grounds, in school buses, or at activities for which the Board has assumed or retained supervisory responsibility.

O. TOBACCO/ELECTRONIC CIGARETTES AND ALCOHOLIC BEVERAGES

Tobacco/Electronic Cigarettes, herein defined as any use, possession, or sale of (smoking, chewing, vaping etc.) within any building(s) of or on any premises of Laurens Central School District, or while riding on any conveyance owned or operated by Laurens Central School District or at any activities at which the Board of Education has assumed or retained supervisory responsibility is hereby prohibited.

The use, possession, or sale of alcoholic beverages or the use of alcoholic beverages prior to or within any building(s) of or on any premises of Laurens Central School District, or while riding on any conveyance owned, or operated by Laurens Central School District, or at any activities at which the Board of Education has assumed or retained supervisory responsibility or at "away" events at which Laurens Central School is represented by participating students and attending Laurens Central School students is hereby prohibited.

P. CONTROLLED SUBSTANCES (DRUGS) RULES

The possession, control, transportation, abandonment, use or sale, of any controlled substance as defined in §3306 of the Public Health Law, except as expressly allowed by Articles 33, 33-A, or 33-B of the Public Health Law, by any person, prior to or while on the premises of Laurens Central School District, or while riding on any conveyance owned or operated by the school district, or while off the premises of Laurens Central School District during regular school hours, including lunch break of a school day on which the person has appeared on the premises or conveyances of Laurens Central School District, or while at any activity at which the Board of Education has assumed or retained supervisory responsibility, or at "away" athletic events at which Laurens Central School is represented by participating student athletes and attending Laurens Central School students, is hereby prohibited.

Possession, use, or sale of drug paraphernalia is also covered by the above rules. Drug Paraphernalia is defined as: Equipment used to take, store, measure, weigh, or in any way, use drugs. Drug users are creative with paraphernalia - many are made at home or put together from common items. Though possession of drug paraphernalia does not always mean a student is using drugs, finding such items or equipment may be cause for concern. Some of the more common drug paraphernalia include: cigarette papers, pipes, small mesh screens, "roach" clips (alligator clips used to hold a marijuana cigarette), measuring scales, plastic bags, empty pill containers, small vials, hypodermic needles, straws, plastic or glass tubing, razor blades, small or bent spoons, and any form of vaping device.

Q. CORPORAL PUNISHMENT

Corporal punishment may not be administered by a staff member, employee, or agent. as a means of discipline. However, in situations where alternative procedures or methods not

involving the use of force cannot be reasonably employed, the use of reasonable physical force is permissible to:

- protect oneself or others from physical injury;
- protect the property of the school or of others;
- restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties or if that student has refused
- to refrain from further disruptive acts.

R. BULLYING, CYBERBULLYING, DISCRIMINATION, HARASSMENT

DASA Coordinator: John Mushtare, Building Principal

Definitions

Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Cyberbullying

Harassment/bullying, as defined above, through any form of electronic communication. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under “Harassment,” below).

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or, gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The District is mindful of its responsibilities under the law and in accordance with District policy regarding civil rights protections.

Reporting of Bullying, Discrimination or Harassment

Reporting and Investigation

Although it can be difficult to step forward, the District cannot effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked, and handled in accordance with the regulations and procedures associated with Board of Education Policy and the Code of Conduct.

Students or parents who wish to report an incident of bullying, discrimination or harassment should do so by contacting the Building Principal/DAC or by submitting a "Bullying Reporting Form." A copy of the form can be obtained from the Building Principal/DAC or can be printed off from the school's web site, www.laurencs.org. Students may also report an incident using the Say Something Anonymous reporting system. There is a link provided on the home page of the school's website.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to the Building Principal, the Superintendent or their direct supervisor. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to the Building Principal, the Superintendent or their direct supervisor. Supervisors will refer the information to the Building Principal or the Superintendent for investigation as designated in regulation. A District employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

The results of the investigation shall be reported back to both the target and the accused.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are unacceptable and that the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and must be consistent with the District's Code of Conduct.

VII. BUSES

A. BUS RULES

For the sake of safety, as well as courtesy and good will, the students are expected to give full cooperation to their bus driver and to maintain reasonable quiet and order. A few other special rules apply:

1. The driver is in charge.
2. Students will not be allowed on the bus beyond their home or meeting place and may not ride a bus other than that to which they are assigned unless special permission is given by

the Main Office after written request from the parent or guardian. Only Laurens students are to ride buses.

3. Pick up and discharge points will be designated at which students will be picked up and discharged.
4. Wait for the bus off the highway.
5. Cross the highway to board bus when bus has stopped, red lights are on, and traffic as been stopped in both directions.
6. Remain seated or hold onto proper device if standing while a bus is moving.
7. Offer to hold belongings of person who is standing while a bus is moving.
8. Do not make unnecessary noises or cause distractions.
9. After leaving bus, do not run along side as it starts up.
10. Students are not allowed to enter or leave the bus while it is in motion.
11. If the driver permits the student to leave the bus in order to cross the road in front of the bus, student should go 10 ft. along side of road in front of bus before crossing, look both ways and also look at driver for signal to cross.
12. Students must not thrust their heads or arms out of open windows.
13. Smoking, use of vaping devices and/or drinking alcoholic beverages is not allowed on the buses.
14. Special bus emergency drills will be staged according to law several times during the year. Help your bus driver maintain a high standard of safety.
15. All regular school rules apply while a student is traveling on one of the school buses.
16. Students should not expect buses to wait for them in the morning; allow 5 minutes either way depending upon weather. Dress warmly in winter in event the bus is delayed.
17. Junior-Senior High School students should be considerate of the younger elementary children.
18. Students must occupy the seat assigned by the driver.
19. The same regulations pertain to the use of the bus when on special field trips or when traveling to athletic contests.
20. Students riding the bus "home" from extracurricular activities will be brought back to the school only. They will not be dropped off at their house.

B. STUDENTS RIDING BUSES

1. At 2:59 PM, when the students are dismissed -
 - a. All students must board their respective buses (the one they ride from home to school).
 - b. Once on the bus, the students can not get off. The bus drivers have been instructed not to allow any students off the bus after once they have boarded the bus.
 1. Parents who want to pick up their children tell them in the morning where to meet you at 2:59 PM.
 2. Parents - do NOT expect the bus driver to let your child(ren) off the bus (at 2:59 PM) after once they have boarded.
2. Students must go home on the bus they normally ride to school.
 - a. The students must bring a written note to school (written by the parent) and delivered to the Main Office by 8:05 AM.
The note should contain a telephone number where a parent/guardian can be reached for verification.
 - b. The school secretary will call the parents involved to confirm the request.
 - c. Every effort will be made to honor requests, written or phoned, after 2:00 PM.

- d. The bus drivers will be notified not to allow any non-regular student on the bus without the completed and signed permission form from the Main Office.
 - e. No students will be allowed on a different bus, other than what he/she is assigned, without a permission slip from the Main Office.
 - f. No student will be let off the bus other than at his/her home without a verified permission slip.
- 3. Students must board the bus as soon as they are dismissed from school.
 - a. Any student who leaves school property, for whatever reason, will not be allowed to board the bus.
 - 4. Parents - do not stop the bus on route and expect to take your child off the bus. Once on the bus, students will be delivered to their home.

The reason for this procedure is that -

- a. Bus drivers have a definite responsibility and personal liability for the students assigned to their bus.
- b. The school also shares in that responsibility and personal liability.
- c. Parents expect the school to be responsible for their children at all times that they are under school supervision.
- d. The time allocations are reasonable for the request to be accomplished and to "fit in" with the normal daily school activity.
- e. The school bus is not public transportation - it is for the transportation of students to and from school and any other school sponsored activities.

RIDING THE BUS IS A PRIVILEGE WHICH CAN BE TAKEN AWAY.

C. SEATING ASSIGNMENTS

- 1. All students will be assigned seats for morning and afternoon bus runs.
- 2. Bus drivers will do bus inspections before and after each run.
- 3. Students will be held responsible for any damages to their assigned seat.
- 4. If a student chooses not to sit in his/her assigned seat, and damage occurs in the assigned seat, s/he will still be held responsible for the cost of repair to the seat.
- 5. Extracurricular groups will also be held responsible for damages that occur during transportation to and from events.

D. The Building Principal is responsible for student discipline on school buses. The Head Bus Driver will make recommendations to the school administration for any offense leading to In School Suspension/Out of School Suspension or suspension from transportation.

E. There are three levels of **bus discipline**. They are:

Class I

- 1. Violation of Safety Procedures (could also be a class 2 or 3)
- 2. Excessive mischief

3. Eating - drinking - littering
4. Rude - discourteous - annoying
5. Unacceptable language - student directed
6. Any infraction listed as a Class I violation in the student handbook

Consequences - Class I

- Offense 1 - Warning
- Offense 2 - Detention
- Offense 3 – 2 Detentions
- Offense 4 – 3 Detentions
- Offense 5 & beyond – Determined by Administration and may include suspension from transportation.

These are for Category I infractions only. Category II or III infractions may lead to an immediate level 3 disciplinary action. In addition, regular disciplinary category infractions will apply to buses.

Class II

1. Violation of Safety Procedures (could also be a class 1 or 3)
2. Fighting, pushing, tripping (could also be a class 3)
3. Writing on bus, bus seats, etc.
4. Any infraction listed as a Class II violation in the student handbook

Consequences - Class II

- Offense 1 - 1 Detention
- Offense 2 - 2 Detentions
- Offense 3 - 3 Detentions

Offense 4 & beyond – Determined by Administration and may include suspension from transportation.

Class III

1. Violation of Safety Procedures (could also be a class 1 or 2)
2. Destruction of property
3. Fighting, pushing tripping (could also be a class 2)
4. Unacceptable language - driver directed
5. Use, possession, or sale of tobacco and/or controlled substances
6. Use, possession, or sale of alcoholic beverages (see page 56 for definition)
7. Any infraction listed as a Class III violation in the student handbook

Consequences - Class III

1 to 5 days In-School Suspension or Out-of-School Suspension, or suspension from bus as determined by Administration.

LAURENS CENTRAL SCHOOL

SPECIAL EDUCATION PLAN

2024-2026

William Dorritie, Superintendent of Schools

Board of Education:

Cynthia Struckle, President

Thomas Francisco, Vice President

Peggy Bush, Member

Jerry Murello, Member

Margaret Wikoff, Member

Respectfully submitted by Lindsey E. Gifford, Director of Instructional Support Services

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Introduction

Commissioner's regulations 200.2 (c) require that each Board of Education prepare satisfactory special education plans as required by subdivision 10 of section 3602 of Education Law. Each plan shall include, but not be limited to, the following:

- A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district;
- Identification of the number and age span of students and preschool students to be served by the type of disability and recommended setting;
- Method used to evaluate the extent to which the objectives of the program have been achieved;
- Description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- Description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards Of Cooperative Education Services (BOCES);
- Description of how the district intends to ensure that all instructional materials to be used in the school district will be made available in a usable alternative format;
- Estimated budget to support the plan; and
- The date on which such plan was adopted by the Board of Education

This plan will meet the requirements indicated above for the period of 2022-2024.

Laurens Central School District Special Education Program Principles

- The Laurens Central School District is dedicated to the premise that all children can learn.
- Working cooperatively with the home and the community, Laurens Central School will create a learning environment conducive to ensuring the success of all students.
- The skills and knowledge gained through education at Laurens Central School will provide the foundation for lifelong learning.
- The Laurens Central School will provide opportunities to prepare all students to become active and responsible citizens in a multicultural, democratic society.
- All children will have access to the general education curriculum to the maximum extent possible.
- All special education instruction will be based on the New York State Common Core Curriculum Standards.
- Student data will be collected and analyzed to improve and implement instruction.
- All children will receive instruction designed to ensure that upon graduation they are college and career ready.
- The District encourages student independence and promotes and teaches self-advocacy and self-determination skills.
- In consideration of the child's unique and individual needs, the District will provide special education supports and services that are developmentally appropriate and capitalize on the student strengths, abilities, preferences, and interests. All supports and services will be planned and delivered in collaboration with a multi-disciplinary team specific to the individual child and delivered in a supportive learning environment.
- The Laurens Central School respects the role of the child's family in the educational process and will encourage active participation in all aspects of educational planning and decision-making.
- The Laurens Central School deeply respects the diversity within our community. The District recognizes that each family shares values, beliefs, ideas, attitudes, customs, traditions, and practices unique to the child's and family's background.

Description of District and Nature and Scope of Special Education Programs and Services

The Laurens Central School District is a rural school district of approximately 318 students located seven (7) miles northwest of Oneonta, New York. The education programs for kindergarten through Grade 12 and special education are housed in one main building. Socioeconomically, the Laurens area is middle class to lower middle class and, consistent with other schools in our geographic area, is experiencing a decline in student enrollment. The Laurens Central School, through its Board of Education, Committee on Special Education, Committee on Preschool Special Education and Section 504 Committee, provides a continuum of educational programs and services to students ages 3-21 in accordance with Part 200 of the Commissioner's Regulations and the Individuals with Disabilities Education Act. At all times, the Committee seeks to act in the best interest of children and in complete accordance with the rules, policies, and regulations established by the state of New York and the United States Department of Education pertaining to the education of students with disabilities.

The Laurens Central School District is committed to providing a free, appropriate public education to all students with disabilities (ages 3-21) in the least restrictive educational environment, consistent with federal and state laws and regulations. Least restrictive environment means that placement of students with disabilities in special classes, separate schools, and other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall: provide the special education needed by the student; provide for the education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and be as close as possible to the student's home.

The Laurens Central School District continues its commitment to educating children in the least restrictive educational environment through the provision of quality inclusive education. Inclusion is a broad term that refers to the opportunity for students with disabilities to have access to, inclusion in, and participation in all activities of the total school environment. It is a philosophy that embraces the importance of children with disabilities attending the school they would attend if they were not disabled. The commitment to educating children in their neighborhood school provides the child with disabilities the opportunity to make friends in his/her home school and strengthen ties within the community.

The Laurens Central School District has developed an educational system that values diversity and promotes the interaction of students with and without disabilities. It is our belief that inclusive educational programs ultimately prepare all students for full participation in a diverse American society.

Instruction for children with disabilities focuses on developing concepts, skills, and knowledge through access to the general education curriculum to the maximum extent possible. Beyond the realm of academic instruction, students also learn and practice the 21st century skills needed for success within and beyond the classroom setting. 21st century skills include critical thinking, creative thinking, collaborating, communicating, leadership, and social skills. Students with disabilities are given the opportunity to receive the instruction necessary to meet the New York State Next Generation Standards in English/Language Arts and Mathematics and the New York Next Generation Learning Standards in all other subjects. Consideration continues to be given to individual learning styles, abilities, developmental levels, long-term goals, interests, ambitions, and background of experiences in helping students to meet the rigor of the standards established by New York State. All students are given the opportunity to participate in the New York State assessments designed to measure student growth and achievement.

The Laurens Central School annually appoints a Committee on Special Education. Members for the 2024-2026 school year are as follows:

Lindsey Gifford, Director of Instructional Support Services
Kelly Gardner, School Psychologist
Ross Gardner, Elementary School Counselor
Thomas Lisi, Secondary School Counselor
Shannon Safford, Speech and Language Provider
Crystal Wust, Nurse
Dr. Kerrie LaBlanc, School Physician (if requested 72 hours in advance)
Christine Watson, Parent Representative (if requested 72 hours in advance)
A parent may be a representative up to two years after their child has graduated. In June of 2027, a new Parent Representative will be need to be appointed.
The child's general education teacher *
The child's special education teacher and/or related service provider
The child's parent(s) or guardian(s)
The child with a disability, whenever appropriate

*The child's teacher means at least one general education teacher of the child (if the child is, or may be, participating in the general education environment). This also means at least one special education teacher, or where appropriate, at least one special education provider (i.e., a related service provider) of the child.

The general education teacher of the child, as a member of the Committee, must, to the extent appropriate: participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies.

Federal law requires membership by a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. Staff members who meet this requirement are William Dorritie, Superintendent; Lindsey Gifford, Director of Instructional Support Services; John Mushtare, Principal; Lori Peck, Special Education Teacher; Erica Roeckline, Special Education Teacher; Michelle Kane, Special Education Teacher; Lori Peck, and Sue Mathieson, Special Education Teacher. Further federal mandates require a representative who is knowledgeable about the general curriculum, which would include special education staff, general education staff, and school counselors. A representative who is also knowledgeable about the availability of resources of the local educational agency is also mandated.

Federal law also mandates that a member of the committee be an individual who can interpret the instructional implications of evaluation results, who may be selected from the child's regular or special education teacher or the representative of the local educational agency.

The committee may also include, at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

New York state law requires additional members on the CSE (a school psychologist, parent member, school physician, if requested by the parent at least 72 hours in advance of the meeting).

The Laurens Central School District offers a continuum of special education supports and services designed to meet the educational needs of students with disabilities. In order to meet individual student needs, the district offers a range of special education programs, supports, and services. These services range from general education classes with supplementary aids and services, general education classes with related services, general education classes with consultant teacher services, general education classes with resource room support, and a 12:1:1 Special Class Program that focuses on ELA and math during the morning and life skills in the afternoon. Laurens Central School students also have access to BOCES-operated programs and related services, including the Career Pathways Program, Basic Academic Program, Behavioral Adjustment Program, Therapeutic Learning Center, Behavioral Adjustment/Basic Life Skills Program, and the Trust Program. At times, the District contracts with neighboring school districts should the need for a program our district does not offer is needed. These recommendations are made in the best interest of our students. State-approved private school placements, residential day placements, and home/hospital instruction are services also available to students under certain unique circumstances.

The Laurens Central School operates resource room programs at both the elementary and secondary levels. Resource room teachers are certified in special education and may also hold certifications in other areas of instruction. The resource room program serves students needing less than 50% of the school day in individual or

small group intervention settings. The program is organized in accordance with Commissioner's Regulations 200.6.

Resource room students are enrolled in the Laurens Central School District's K-12 program. As mandated by the Part 200 regulations, resource room class sizes do not exceed five students in any given instructional period. Elementary resource room programs are limited to twenty students, and the secondary resource room program is limited to twenty-five students. The district's resource room programs are non-categorical and serve children of varying disability classifications. While most resource room students have been identified as learning disabled by the Committee on Special Education, teachers also work with students who hold different classifications. Based on student needs at this time, resource room teachers are instructing students who are classified with autism spectrum disorders, emotional disabilities, other health impairments, speech or language impairments, intellectual disabilities, or multiple disabilities.

Resource room teachers work closely with the student's regular education teachers, related service providers, and paraprofessionals in order to maximize learning. Special education teachers as well as general education teachers provide input at CSE meetings and are actively involved in the development of Individualized Education Programs. At the age of 15 or during the year in which the student turns 15, students with disabilities assist in the development of his or her individual transition plan. Students, whose Individual Education Programs specify the need for testing accommodations, are able to take state and local assessments in the resource room, if needed. Curriculums in use are designed to integrate specially designed instruction with the student's general education program, meet the New York State Next Generation Learning Standards, and provide the skills necessary to become college and career ready.

Students placed in self-contained special education classes are grouped by similarity of need and within a three-year age span. The academic, management, social and physical needs of the students are considered prior to placement, and students are placed in classes in accordance with the Part 200 regulations.

The District also provides skilled nursing services to students with disabilities. The school nurse administers medication to students as per a physician's prescription. Careful documentation of medicines needed, administration dates, and dosages are also kept on file on behalf of each student.

Progress for each student is reported to the parent and CSE on a quarterly basis. In the spring of each school year, recommendations for the next school year are made for each student based on progress the student has made toward satisfying the goals established by the local CSE. This is referred to as a student's annual review and is required by law. Annual review means an evaluation, conducted at least annually by the Committee on Special Education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose

of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

DESCRIPTION OF BOCES PROGRAMS

Students who need educational programs not offered by the District are sometimes recommended to attend educational programs operated by the Otsego-Northern Catskill BOCES Innovative Programs Department. These programs are housed in a variety of locations throughout the BOCES district and are organized in accordance with Commissioner Regulations 200.6.

Programming for students with disabilities is a cooperative effort among parents, classroom teachers, special education teachers, supplemental school personnel, and related service providers. For some students with disabilities programming also includes BOCES staff. New program needs are explored every year by both the local district's special education staff and by the staff at the Otsego-Northern Catskill BOCES. Continuing program development is a result of this collaborative exploration.

The Otsego-Northern Catskill BOCES Innovative Programs department offers a variety of program and related service options. The program titles are listed as follows. A brief description of each program is offered.

TRUST Program (8:1:2 Special Class Placement)

This program is a service-intensive model for students with severe behavioral and/or social/emotional difficulties. This program, housed at the Otsego Area Occupational Center, includes full-time, on-site counseling, a highly structured learning environment, intensive behavior management, and inclusion in general education classes as recommended in a student's IEP.

BEHAVIORAL ADJUSTMENT (BA) PROGRAM (8:1:1 Special Class Placement)

This program provides educational experiences for the student with minimal learning problems and moderate behavioral and/or social/emotional difficulties. Elementary, middle, and high school students are instructed with appropriate mainstreaming opportunities provided in general education classes per each student's IEP. Secondary students ages 14-21 have the option to combine their academic classes with CTE classes or Career Pathways.

The program includes academic instruction and counseling. Classes are staffed by certified or licensed personnel who have been trained in behavior management strategies. In addition, BOCES has an adolescent and child psychologist consultant on staff to provide direct service and to support BOCES programs.

INDIVIDUALLY PACED BASIC ACADEMIC PROGRAM (BAP) (15:1:1 Special Class Placement)

This program provides educational experiences for the student with moderate learning difficulties and/or minimal social/emotional difficulties who is likely to attain the academic, social and/or vocational skills necessary for success, but who cannot maintain the pace of a traditional school program.

Academic instruction and vocational training are blended at the secondary level to provide the student with the necessary skills to assist him or her in making the transition from a school environment to independent living.

CAREER PATHWAYS

This is a custom designed, multi-year vocational program for students with disabilities between the ages of 14 and 21 who have been unsuccessful in traditional academic or vocational classes. First and second year students are actively involved in a variety of career modules that provide prevocational training, critical thinking skills, job training, and other fundamental life skills.

Career Pathways is a half-day program that can be combined with another Innovative Program or with home-school district programs. Third year students have two career strands from which to choose - Career Pathways III or a Career and Technical Education program. Students recommended for CPIII, when ready, enroll in a half-day job-training placement in the community. A job coach provides support and/or supervision as needed.

The Career Pathways Program includes job coaches who provide job and task analysis prior to student placement in the community. The program also includes a Vocational Assessment Specialist who provides Level II assessments for all students in the program. The specialist furnishes valuable information regarding student's strengths and weaknesses in vocational areas and is helpful in developing students' transition plans.

BASIC LIFE SKILLS PROGRAM (BLS)/BEHAVIORAL ADJUSTMENT PROGRAM (12:1:1+3 Special Class Placement)

The Basic Life Skills Program (BLS) program has been combined with a Behavioral Adjustment program. The program provides educational experiences for the student with limited communication skills and severe learning difficulties. Students are instructed in special classes located in BOCES buildings. Learning activities are designed to include practical applications in daily life.

THERAPEUTIC LEARNING CENTER (TLC)

The Therapeutic Learning Center (TLC) is a comprehensive, transitional program linking the family, school district, local mental health providers, related services, and other outside agencies.

The TLC helps special needs children who are experiencing severe emotional crises by identifying and addressing related problems at home, at school, and in the community. It also assists students in making a stable transition from a hospitalization or other placement back to the community and home school district.

The TLC is an appropriate program for special needs children and adolescents with long-term functional problems who are in crisis and can be stabilized to pre-crisis levels.

ADAPTED PHYSICAL EDUCATION

An Adapted Physical Education program provides instruction in the development of physical fitness, perceptual motor functions, fundamental motor skills and patterns, rhythms, individual and group games, aquatics, and leisure time recreational sports skills. Adapted Physical Education consists of modified activities and exercises that are adapted according to the interests and abilities of students who may not safely or successfully engage in activities of the regular Physical Education programs.

Adapted Physical Education services are recommended by the local Committee on Special Education and must be approved by the local Board of Education as part of the student's IEP.

PRIVATE SCHOOL DAY RESIDENTIAL PLACEMENTS

There are times when neither district-operated programs nor BOCES-operated programs are able to meet individual student needs. The District then seeks appropriate educational placements, programs, and services through contracts with Pathfinder Village School, Springbrook, Upstate Caring Partners, and Andus. All of these private facilities offer a range of programs with a low student/teacher ratio, Adapted Physical Education, and related services. These programs are able to meet the needs of students in locations that are close to the homes of our students.

RELATED SERVICES

Within the regular education program, BOCES Special Education Program, or a district operated special education program, a student with a disability may receive related services by appropriate specialists.

These services are recommended by the Laurens Committee on Special Education and are approved by the Laurens Board of Education. The frequency and duration of related services is based on related service providers' evaluations, reports, and professional recommendations. Services are provided through itinerant or shared service personnel. These services may involve direct contact with a student or consultation with the classroom teacher or both depending on the specific student's needs.

Related services include the following: speech and language therapy, visually impaired, hearing impaired, counseling, assistive technology, occupational and physical therapy. A brief program description is provided for each service.

HEARING IMPAIRED

The ONC BOCES program for the Hearing Impaired serves children with medically diagnosed physiological hearing problems. Each student's program is based upon the amount of residual hearing. Students with hearing impairment in the mainstream are encouraged to be as independent as possible in the classroom.

Deaf and hearing-impaired students develop competency in the communication modes of speech, speech reading, audition, signing, finger spelling, reading and writing. Course work is presented using a total communication approach.

BOCES teachers work individually with their students following a resource room type format. The BOCES teacher also works with the student's other teachers. This includes providing a program within the student's classroom as well as in a pullout format. The BOCES teacher also works with the student's parents in order to facilitate follow up and drill at home.

VISUALLY IMPAIRED

The ONC BOCES program for the Visually Impaired serves students with medically diagnosed physiological eye problems. Each student's program is based upon the amount of their remaining vision, their use of functional vision skills, and a combination of other factors such as need and ability. Students with visual impairment in the mainstream are encouraged to be as independent as possible in the classroom. They are instructed in the adaptive skills that are needed to complete tasks and assignments. Examples of such adaptive skills include Braille instruction, listening skills, orientation and mobility (including concept development and body awareness), accessing computers, state stylus, and improvement of functional vision skills. It is the responsibility of the

vision program to obtain and provide students with special materials such as Braille and large print textbooks, dark lined paper, Braille rulers, and talking calculators.

As of this date, Visually Impaired Services are not available through ONC BOCES. They are currently advertising for providers. We are currently seeking to provide these services through a contract with the Oneonta City School District.

SPEECH AND LANGUAGE THERAPY

The Laurens Central School, through a contract with Otsego-Northern Catskill BOCES, operates a Speech and Language Therapy Program with a full time equivalent of .60. This program serves children identified as speech/language impaired by the Committee on Special Education due to articulation disorders; phonological processing disorders; voice impairments; hearing impairments; phonemic awareness; pragmatic/social communication/social skill disorders; oral motor skill deficits for feeding/swallowing; fluency; auditory processing; or language disorders. In addition, the program provides speech as a related service to other students with disabilities who have speech/language deficits for the reasons noted above. The speech therapist also serves as a member of the screening team and, at times, as a member of the Committee on Special Education.

Speech and language services include evaluations, diagnosis, program planning and implementation, as well as consultation.

A child may be referred for evaluation from many sources including parents, classroom teachers, or other related service providers. This referral is made to the student's home school Committee on Special Education. Speech pathologists or teachers of the speech and hearing handicapped then administer a number of tests to determine whether a speech or language problem is present. These results are then reported to the Committee on Special Education, along with specific recommendations for therapy and program.

Speech and language therapists in the ONC BOCES area serve students with a wide range of communication problems which might result from physical disabilities, emotional disabilities, learning disabilities, intellectual disabilities, or other environmental variables. There are increasing numbers of students utilizing prosthetic communication systems, ranging from basic picture or word communication boards to highly sophisticated computer systems. Progress reports are made quarterly to the parents and the Committee on Special Education.

Certified therapists work with students who have severe speech problems and who have been recommended for service by the district's Committee on Special Education.

COUNSELING

A variety of counseling services are available to students whose behavior, emotional adjustment, or interpersonal relationships are causing them (or others) distress and/or interfering with learning. A referral for counseling can be initiated by a teacher, a parent, or other support staff, or the individual student. Following an evaluation of the student's current status and needs, the final decision of whether to include counseling in the educational program, is made by the Committee on Special Education. The elementary school counselor provides counseling services to elementary and secondary special education students. BOCES provides certified counselors to work with Laurens students attending BOCES programs.

PHYSICAL THERAPY

Physical therapy as a related service is directed toward the development and maintenance of the student's physical potential for optimal functioning in all educationally related activities. These students must require this service to benefit from their IEP or to be mainstreamed in the least restrictive environment.

To include physical therapy in the student's Individual Education Plan, the procedure of referral, evaluation, and level of services, follows the standard procedures of working through the Committee on Special Education in the student's home school. A written referral and consent of the parents are required before an evaluation can be done. Additionally, a prescription from a physician requesting the physical therapy evaluation is needed. PT services are provided with a doctor's prescription.

Working with the student's education team, the physical therapist recommends the level of therapy to be included within the student's Individual Education Plan.

Direct physical therapy services may include improving gross and fine motor activities, muscle strength, cardiovascular and cardiomuscular fitness, breathing techniques, gait and ambulation, skill care, posture, management of bowel and bladder control, increasing joint mobility, minimizing the possibility of contractures, developing daily living skills, and the use of adaptive equipment.

Physical therapy plays an essential role in the education program of students with disabilities by assisting them in reaching their highest physical potential, thus enabling them to benefit more fully from their educational programs.

At this time, the District is contracting with Access Therapy Services to provide students with physical therapy services.

OCCUPATIONAL THERAPY

Occupational therapy uses a variety of service delivery patterns. As a related service, occupational therapy is provided both on a direct and indirect basis. The therapist who provides training or consultation to teachers who work with a student on a regular basis is providing "indirect services." Services, which require the occupational therapist to plan and implement intervention with the student, are classified as a "direct service."

A referral may be requested to receive occupational therapy services by any member of the student's educational team, the district's Committee on Special Education, parents, a legal guardian, a physician or the agency responsible for the student. A written request for the evaluation must be given to the local Committee on Special Education. With approval from the Committee on Special Education, written parental consent, and the physician's prescription for an evaluation, a New York State Licensed Occupational Therapist completes an Occupational Therapy Education Evaluation. Results are reported to the Committee on Special Education, along with specific program recommendations.

It may be determined that the student does not require any level of occupational therapy services to support the education program. However, when an educationally related therapy program is recommended to meet the student's individual needs, the therapist proposes a level of service consistent with educating the child in the "least restrictive educational environment." The recommendation may remain at the direct service level, or may progress to indirect service. All services are provided only with a doctor's prescription.

The occupational therapist incorporates into individually planned therapy programs some of the following skills: correct movement patterns, perceptual motor skills, fine motor skills, sensory integration, self-help skills, developing muscle strength, and range of motion. Using occupational therapy techniques, the student with special needs learns to function independently to his/her greatest ability.

The Laurens Central School District contracts with ONC BOCES for Occupational Therapy services.

PSYCHOLOGICAL SERVICES

The Laurens Central School District employs a full time school psychologist that is shared with two neighboring districts. School psychologists provide precise information on a student's academic, psychological, and emotional status. Psychologists administer a variety of individual educational tests to help teachers better understand the learning needs of the student.

The school psychologist is a mandated member of the Committee on Special Education and attends committee meetings as designated in the Part 200 regulations.

SUPPORTS FOR TEACHERS AND PARAPROFESSIONALS

A conference day for all elementary and secondary teaching staff is devoted annually to discuss the needs of individual students and to review Individual Education Plans to ensure proper implementation. IEPs are disseminated as per the Part 200 regulations to all teachers working with students with disabilities in an online format.

The Laurens Central School District supports high quality intensive personnel development for teachers who work with children with disabilities. Personnel development helps to ensure that teachers continue to develop the skills and knowledge necessary to help students meet developmental goals, and to the maximum extent possible, the learning standards established by New York State for all children.

EXTENDED SCHOOL YEAR PROGRAMS FOR STUDENTS WITH DISABILITIES

The Laurens Central School provides a twelve-month special education program for students determined to be eligible in accordance with the Commissioner's Regulations. The District operates a summer school program for children with autism and contracts with the Otsego-Northern Catskill BOCES for extended school year services for students with emotional disturbance, intellectual disabilities, or multiple disabilities. The purpose of all extended school year programs is to prevent substantial regression. Substantial regression is defined as a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. The summer program operates for at least 30 days during the months of July and August, except for those programs providing related services only. Related services are provided with the frequency and duration specified in the student's Individualized Education Program.

TRANSITION PLANNING

Transition services as defined in the Individuals with Disabilities Education Act means a coordinated set of activities for a student designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or

community participation. The activities must be based upon the individual student's needs; take into account the student's preferences and interests; and must include instruction, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

In addition to defining transition services, IDEA requires that such services must be specifically addressed in a student's IEP. The federal definition of IEP has been amended by New York State to include:

A statement of the needed transition services including, when appropriate, a statement of interagency responsibilities or linkages (or both) before the student leaves the school setting. The federal government has designated 15 as the age when a transition plan must be developed while the state of New York has determined the transition plan to be implemented no later than the age of 14. The plan must be updated annually.

In order to create and implement this IEP, parents, the student, adult service agencies, and the CSE must jointly consider the total life needs of the student and identify transition services which both support the individual needs of the student in school and after the child leaves school.

The IEP must be outcome oriented. The educational program that includes transition services will prepare students for their roles as successful members of the adult community. Once the CSE has targeted adult outcomes/goals, the annual goals, objectives and activities to reach these goals incrementally are then identified. Transition planning and services need to look comprehensively at preparing students for adult participation, in the areas of: recreation and leisure activities, legal and advocacy needs, financial and income considerations, personal skills and residential options, medical and health maintenance, employment preparation and options, post-secondary or continuing education, transportation accessibility, and other support needs.

Transition requirements are addressed at the local level through promoting involvement of students and families in the transition process; building interagency linkages to facilitate service coordination; developing comprehensive assessments of student's interests, abilities and special needs; developing comprehensive and functional curricula.

ASSISTIVE TECHNOLOGY

Federal and state regulations now mandate that children with disabilities have access to technology services that assist disabled students in education, communication, mobility and independence. The need for such services must be discussed at each student's IEP meeting. This service also includes consultation to classroom teachers, as well as direct services to students. A technology specialist will provide expertise in

evaluations and assessments of educational technologies for each teacher and student and assist in the acquisition of a variety of assistive devices, specialized hardware/peripherals, and software to provide the appropriate computer access for each student.

MATERIALS AVAILABLE IN ALTERNATIVE FORMAT

The Laurens Central School District will ensure that all instructional materials to be used in the school district are available in a usable alternative format for each student with a disability in accordance with the student's education needs and course selections at the same time that such materials are available to non-disabled students. Alternative format is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. Any electronic files will be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The District will give preference in the purchase of the instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats.

The District will ensure that, when an electronic file is provided, it will convert to an accessible format for use by the student.

Prior to ordering new instructional materials, the District will contact the Director of Instructional Support Services to identify the needs of students with disabilities residing in the district for alternative format materials.

The District will ensure that ordering timelines for both alternative format materials and regular format materials are strictly adhered to so that materials are available to both disabled and non-disabled students at the time they are needed for instruction.

The District will initiate without delay the ordering of materials in alternative format for those students requiring such formats for students who move into the school district during the school year.

PRESCHOOL SPECIAL EDUCATION

The Laurens Central School Board of Education has established a Committee on Preschool Education to assist in the identification, evaluation and provision of services to children with disabilities ages 3 and 4. The Committee on Preschool Special Education acts to assure the rights and due process protections designated in the Individuals with Disabilities Education Act for preschool children with disabilities.

The Laurens Central School, in compliance with Part 200 of the Commissioner's Regulations, has taken the following measures to implement the law and regulations:

1. Preschool children with disabilities are included in the register of students with disabilities maintained by the Laurens Board of Education.
2. The Board of Education has developed administrative practices and procedures to ensure that each preschool child with a disability has the opportunity to participate in appropriate preschool special education programs. These procedures are on file for public inspection.
3. The Board of Education has appointed a Committee on Preschool Special Education Committee (7/04) comprised of the following members:

*Lindsey E. Gifford, Chairperson, and the local education agency representative who is qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of children with disabilities who is knowledgeable about the general curriculum and about the availability of resources of the local educational agency and the individual who can interpret the instructional implications of evaluation results.

*Parent Representative

*A professional who participated in the evaluation of the child for any meetings prior to the initial recommendation for a child for whom services are first being sought.

*Otsego County Representative, a person from the municipality who is an appropriately certified or licensed professional.

*An appropriately licensed or certified professional from the Department of Health's Early Intervention Program for a child in transition from early intervention programs and services. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services.

*The child's regular education teacher (if the child is, or may be, participating in the regular education environment).

*The child's special education teacher, or where appropriate, at least one special education service provider.

*The child's parent(s)

4. Upon request, the Board of Education will provide the parents of a preschool child suspected of having a disability with a list of programs that have been approved by the State Education Department to conduct evaluations.

5. Upon consent of the parent, the Board of Education will arrange for the program provider that the parent has selected to conduct an evaluation.
6. Upon completion of the evaluation, within 30 days of obtaining parental consent, the CPSE will make a recommendation to the Board of Education. If the child is determined to be eligible, the CPSE may recommend for the Board's approval programs and services identified in accordance with Section 200.16(i) of the Regulations of the Commissioner. The CPSE will recommend a program on the list approved by the State Education Department that is appropriate for the child.
7. The CPSE will recommend for the Board of Education's approval a program, public or private, from the SED list of approved preschool education programs.
8. If the child is receiving regular education services in a program approved or licensed by an appropriate governmental agency and the child requires an itinerant related service, the CPSE will recommend such an itinerant, related, service from a list of providers maintained by the municipality. In its recommendation to the Board, the Committee will identify the location at which the itinerant service will be provided. If the preschool child requires two or more itinerant services, the Committee will recommend a site or program.
9. With 30 days of the recommendation of the CPSE, the Board will make a determination and arrange for the preschool child to receive services. The Board will notify the parent, the appropriate municipality, the designated program, and the Commissioner of its determination.
10. The CPSE will complete a SED, STAC-1 form requesting special education, itinerant services(s), and maintenance, if appropriate, and sign the STAC-1 form attesting to the approval of the recommended services by the Board of Education. The CPSE will retain a copy for its records and submit the remainder of the copies to the municipality. It is the responsibility of the municipality to complete the transportation section of STAC-1 form, sign the attestation on the back, retain a copy for their records and submit copies to the education service provider and the SED. This STAC-1 form will serve as notification of determination of placement to the municipality. The Preschool Student Evaluation Summary Report Form will be completed by the evaluator and be provided to the child's parents, members of the CPSE, and the county prior to the CPSE meeting.
11. The CPSE will develop Individualized Education Programs for three and four

year old children with disabilities. The CPSE will review, at least annually, the status of each preschool child receiving services within the district.

Currently, all preschool students identified by the Laurens CPSE are receiving special education itinerant services or related services at Head Start sites in Morris, Cooperstown, or Oneonta as well as the Prekindergarten Program at Laurens Central School. Preschool students may also receive special education itinerant services within his/her home. Kids Unlimited and Tots Unlimited are additional early intervention programs for infants, toddlers and preschoolers with disabilities or other special needs. Whispering Pines Preschool also provides preschool students with a disability services that meet his/her educational needs. Individual programs are developed jointly among educators, parents and therapists and are tailored to each child's strengths and needs. Kids' Unlimited and Tots Unlimited and all itinerant service providers are state-approved. Students that will attend the Laurens Central School Pre-Kindergarten Program will also have access to special education itinerant services

Children with special education needs ages 3-5 who require intensive levels of service are usually at Springbrook. These students are served in one of three classrooms on site. Each class is available 5 days a week for at least 5 hours per day. Small classes of 6-8 children are staffed by certified special education teachers and trained supplemental school personnel.

Services offered by the Springbrook include:

- *Therapy – Speech/Language; Physical; Occupational
- *Individualized Education Program
- *Consultation
- *Information and Referral
- *Advocacy
- *Evaluations

Coordinators and staff work closely with parents to provide the most appropriate medical, educational and social services for each child.

They make follow-up visits to subsequent classes and attend Committee on Preschool Special Education meetings.

Otsego County, as well as a host of agencies in other counties, is also an evaluator for children referred to the Committee on Preschool Special Education. Otsego County assumes the financial responsibility for all evaluations and programs provided to children with disabilities at the preschool level. The District, however, is responsible for locating all service providers. Though the County bears the cost of the services, it is ultimately the responsibility of the Board of Education to ensure the delivery of all services and transportation recommended in a child's IEP.

BOE Policies to Ensure Classroom Space for Special Education Programs

Planning for the BOCES space needs takes place as a function of the Special Educational Services Advisory Committee. This Committee is part of the BOCES cabinet of Superintendents. The Laurens Central School District is a participating member of the Cabinet and its Committee system.

The Laurens Central School Board of Education is currently providing space for 4.0 resource room/consultant teacher programs, one full-time teacher serves students in the elementary school through the provision of resource room services. One full-time teacher serves students primarily in grades 5-8 and one full-time teacher serves students in grades 9-12. One full-time teacher serves students in a 12:1:1 Special Class Program that serves elementary students that need intense instruction in reading and/or math. This teacher also serves students that are recommended by the Committee to take part in the New York State Alternate Assessment. Space is also being provided for counseling services, occupational therapy, physical therapy, speech and language therapy. Speech and language therapy services and occupational therapy services are provided by therapists from BOCES. Physical therapy services are provided by qualified therapists through a contract with Access Therapy. It must be noted that all related services are being provided within office space in the main building.

Mainstreaming opportunities are provided to all students with disabilities as designated in the IEP and whenever appropriate. The Laurens Central School staff has participated in in-service training sessions to familiarize them with mainstreaming and inclusion.

Estimated Budget to Support Special Education

The total estimated special education budget for the Laurens Central School District for the 2024-2025 school year is \$1,729,482. The budget, which was approved by the Board of Education, was voted on by the taxpayers May, 2024.

Part B, Sections 611 and 619 of the Individuals with Disabilities Education Act (IDEA) Formula Grants are provided to states to assist in providing a free appropriate public education in the least restrictive environment for child with disabilities ages 3 through 21. The 611 and 619 Grants are applied for each year and approximately \$100,000 in Special Education costs are covered by these grants.

Percentage of Students with Disabilities in the District

As of August, 2024, the Laurens Central School District has an enrollment of 318 students. Fifty students have been classified as having a disability of some kind. This converts to a percentage 15 %, which is above the state average of 13%. The District has seen a decrease in the percentage of classified students over the past five years.

The Special Education Department and the many children and parents it serves are thankful to the Administration and the Board of Education for its commitment to the education of students with disabilities within the Laurens Central School District.

Date Plan was Adopted by Board of Education

The Special Education Plan will be presented for adoption by the Board of Education at its meeting on August 21, 2024.

