

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SOLE SUPERVISORY DISTRICT  
FRANKLIN-ESSEX-HAMILTON COUNTIES**

# **DISTRICT-WIDE SCHOOL SAFETY PLAN**

**Originally Adapted June 21, 2001**

**Revised September 21, 2017**

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## **INTRODUCTION**

The Franklin-Essex-Hamilton BOCES District-Wide School Safety Plan is responsive to the needs of all schools within the BOCES and is consistent with the more detailed emergency response plans required at the school building level. BOCES and Districts are at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district, BOCES and school buildings.

The Franklin-Essex-Hamilton BOCES supports the SAVE Legislation, and intends to facilitate the planning process. The District Superintendent of Schools and the Board of Education encourages and advocates on-going BOCES-wide cooperation and support of Project SAVE.

## **SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

### **A. Purpose**

The Franklin-Essex-Hamilton BOCES District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Franklin-Essex-Hamilton BOCES Board of Education, the District 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 BOCES has created a District-Wide School Safety Team including the following persons:

<b>Position</b>	<b>Name</b>
Board of Education Representative	Richard Preston
Administration Representative	Cheryl Felt Stacy Vincent
Teacher Representative	Craig Paquin Barbara Hart
Parent Organization Representative	To Be Determined
School Safety Personnel	Fred Hauck Linda Shaw Ray Filley
Other School Personnel	Stephanie Bannon Shaun Lawrence Mary Dickerson Rick Swanston Rosemary Warner Jackie Snyder Julie Austin - Kormanyos

### **C. Concept of Operations**

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of the Building Level Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
3. Upon the activation of the **School Emergency Response Team**, the District Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
4. County and State resources through existing protocols may supplement emergency response actions, including Post Incident Response.

### **D. Plan Review and Public Comment**

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the North Franklin Educational Center on May 18, 2001, and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide School Safety Plan and Building-Level Emergency Response Plans on June 21, 2001. The most recent revision of the District-Wide School Safety Plan as reflected in this document was adopted by the Board of Education on September 15, 2016.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department on July 12, 2001. Building-Level Emergency Response Plans were sent to local and State Police by September of each year.
3. This 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 after its adoption by the Board of Education. A copy of the plan will be available at the Office of the District Superintendent of the Franklin-Essex-Hamilton BOCES.
4. While some 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.

## **SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION**

The Franklin-Essex-Hamilton BOCES utilizes identification badges, reference checks and fingerprinting in accordance with the SAVE requirements for all staff. Each instructional building will maintain their respective security policies and procedures, as appropriate, and may be found in the confidential Building-Level Plans.

### **A. Prevention/Intervention Strategies**

#### ***Program Initiatives***

The Franklin-Essex-Hamilton BOCES continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include, but are not limited to:

1. Use of resources such as the New York State Police Safe Schools Program for staff.  
The four modules of one hour each include:

- Awareness - identifies school violence as a problem. Defines and identifies the difference between conflict vs. violence, provides overview of conflict resolution and communication skills, identifies early indicators of violent behavior.
  - Prevention – discusses suggestions for the prevention of school violence. Provides calming and de-escalation techniques, discusses the identification of gangs and bullies, defines the difference between a prank and a crime, and provides suggestions for development of a student assistance program.
  - Effective Response – provides techniques in responding to specific incidents. Presents methods on how to respond to potentially violent situations, provides strategies for dealing with a disruptive person or hostage situation, and assists in developing post-incident response teams.
  - Incident Management – reviews guidelines for an incident management plan. Provides a guide to developing an incident management plan, supplies information on legal issues involving locker searches and school related crime, and assists in creating a list of resources and emergency support needed during all phases of an incident.
2. Code of Conduct – Follow Board Approved Policy
  3. Education programs are operated by BOCES and address the criteria under B-1, for those students who may be at risk to drop out of a formal education program.
  4. A Community Intervention Program (CIP), comprised of children and family services, BOCES and school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.
  5. Peer mediation and conflict resolution (STEPUP @ NFEC)– counselors, principals, student coordinators, psychologists, and teachers work with students who are potentially violent.
  6. Franklin-Essex-Hamilton BOCES encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

***Training, Drills, and Exercises***

The BOCES will conduct annual training for both staff and students in school safety issues. Training will be coordinated by Franklin-Essex-Hamilton BOCES Administration and as a result of new regulations, the BOCES will conduct four (4) lockdown drills and eight (8) evacuations drills pursuant to the regulation. The Franklin-Essex-Hamilton BOCES Professional Development Plan will address particular activities.

Drills and other exercises may 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.

Staff will be offered at least two (2) hours of violence prevention and mental health trainings annually. Additional staff development will take place as needed.

Screening of potential new employees includes:

- Providing a resume'
  - Providing three references
  - Fingerprinting
1. Training of new employees may utilize the New York State Police Safe Schools Program or other similar programs as outlined in the Franklin-Essex-Hamilton BOCES Professional Development Plan.
  2. As of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Section 10-10 of the New York State Education Law.

### ***Implementation of School Security***

The world has changed since September 11, 2001. We remain a nation at risk to terrorist attacks and will remain at risk for the foreseeable future. In accordance with this increased risk, the United States Department of Homeland Security has developed the "**National Terrorism Advisory System (NTAS)**" consisting of information specific to the particular threat and will not use a color-coded scale. This new system related the Color-coded homeland Security Advisory System (HSAS) on April 26, 2011. The NTAS alert system will be monitored by placing a "widget" on the FEH BOCES webpage at [www.fehb.org](http://www.fehb.org) This site will be monitored by the Health and Safety Officer. At all threat conditions, we must remain vigilant and prepared.

Therefore, the BOCES will consider and implement, where prudent, the recommended school actions for the current threat level as declared by the Department of Homeland Security. Building-specific plans will include more detailed actions.

In addition to the above, regardless of the threat level, the following security measures are in place at all times.

1. Every door will be accessible as an exit.
2. All external doors will remain locked.
3. A sign at the main entrance (door #1) will prompt visitors to report to the Main office.
4. All visitors will enter through the main door (door #1) through an *external door security* system and be prompted to state name and nature of business.
5. All visitors are required to sign in, stating name, time, date, and purpose of visit; issued a Visitor's Pass and/or escorted by an employee if access is needed to other areas of the building.
6. All inside classroom doors will be locked when unattended and unlocked during instructional hours.
7. Main office and classroom doors will have windows with an unobstructed view of the hallway.
8. Cameras and monitors have been strategically placed for safety and security purposes.

### ***Vital Educational Agency Information***

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

- School population
- Number of staff
- Transportation needs

- Business and home telephone numbers of key officials of each educational agency

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

## **B. Early Detection of Potentially Violent Behaviors**

1. There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. The early warning signs include:
  - Social withdrawal
  - Excessive feelings of isolation
  - Excessive feelings of rejection
  - Being a victim of violence
  - Feelings of being picked on
  - Low school interest and poor academic performance
  - Expression of violence in writings and drawings
  - Uncontrolled anger
  - Patterns of impulsive, chronic hitting and bullying
  - History of discipline problems
  - History of violent and aggressive behavior
  - Intolerance for differences and prejudicial attitudes
  - Alcohol and drug use
  - Affiliation with gangs
  - Inappropriate access/use of firearms
  - Serious threats of violence

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

2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The District Superintendent will set specific times for the building principal(s), in conjunction with the Franklin-Essex-Hamilton BOCES Professional Development Plan, to organize activities of particular concern.

## **C. Hazard Identification**

BOCES has established procedures in the Building-Level Emergency Response Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan shows the results of this procedure.

## SECTION III: RESPONSE

The BOCES uses the Incident Command System model for emergency actions. For BOCES-wide emergencies and emergency planning, the Incident Commander and Chief Emergency Officer will be the District Superintendent. In building-level emergencies, the District Superintendent or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building-Level Emergency Response Plan. Information regarding the Franklin-Essex-Hamilton BOCES Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building-Level Emergency Response Plans.

### A. Notification and Activation (Internal and External Communications)

1. Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Emergency Response Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.
2. The BOCES 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. The following forms of communication may be utilized:

Telephone	Intercom
Cellular Phones	BOCES Radio System (Portable)
Fax/Email	Local Media
Emergency Alert System (EAS)	Website of Burlington NWS
Texting	New York Alert
	Others As Appropriate
3. The BOCES will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.

### B. Situational Responses

#### ***Multi-Hazard Response***

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

Emergencies include, but are not limited to:

Civil Disturbance	Natural/Weather Related
Environmental	School Bus Accident/Breakdown
Fire and Explosion	Systems Failure
Hazardous Material	Threats of Violence
Hostage/Kidnapping	Weapons Found on Property/Student
Medical	Others as Deemed Necessary

#### ***Responses to Acts of Violence: Implied or Direct Threats***

The BOCES 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 herein as Appendix 5 of this document. (*see also BOCES Code of Conduct*).

The normal procedures to respond to implied or direct threats of violence act or when the risk for suicide is raised by any peer, teacher, or other staff member that identifies a student as potentially suicidal will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Contact parents or guardians and school officials when a suicidal student is identified
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform District Superintendent/Designee

***Response Protocols***

The BOCES recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building-Level Emergency Response Plans detail the appropriate response to such emergencies utilizing the following protocols:

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

***Procedures for Obtaining Emergency Assistance from Local Government***

During emergencies, local government agencies, including emergency services, can be obtained by contact with the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance from these agencies.

911	911
Essex County Emergency Services	(518) 873-6410
Franklin County Emergency Services	(518) 483-2580
Hamilton County Emergency Services	(518) 548-6223
Malone Village Police	(518) 483-2424
New York State Police	(518) 483-5000/897-2000
Saranac Lake Village Police	(518) 891-4422

The BOCES resources, which may be available during an emergency, include the following:

- Red Cross
- Fire Department
- NYS/Village Police
- Private Industry
- Private Individuals

- Citizen Advocates, Inc.
- NYS Department of Environmental Conservation
- NYS Department of Transportation
- NYS Department of Health (518-891-1800)
- Village/Town Official
- State Emergency Management Office (SEMO 518-457-2200)
- Department of Homeland Security (202-282-8000)
- CHEMTREC (800-424-9300)
- Religious Organizations
- Others

Specific resources are identified in the Building-Level Emergency Response Plans.

***BOCES Resources Available for Use in an Emergency***

The BOCES has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building-Level Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Emergency Response Plans.

***Procedures to Coordinate the Use of BOCES Resources and Manpower during Emergencies***

The BOCES uses the Incident Command system model for emergency actions. For BOCES-wide emergencies the Incident Commander will be the District Superintendent, or his/her designee. In Building-Level Emergency Response Plans, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Response Plans. Building-Level Incident Command staff is identified in the Building-Level Emergency Response Plans.

***Protective Action Options***

Depending on the emergency, response actions may include: school cancellation, early dismissal, evacuation and sheltering. Elements to be considered for these actions include:

- School Cancellation
  - Monitor any situation that may warrant a school cancellation – District Superintendent or Designee
  - Make determination – District Superintendent or Designee
  - Contact local media
- Early Dismissal
  - Monitor situation – District Superintendent or Designee
  - If conditions warrant, close school – District Superintendent or Designee
  - Contact component schools to arrange transportation
  - Contact local media to inform parents of early dismissal – incident reporting form
  - Set up an information center so that parents may make inquiries as to the situation
  - Retain appropriate BOCES or district personnel until all students have been returned home
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
  - Determine the level of threat – District Superintendent or Designee
  - Contact component schools to arrange transportation – Designee
  - Clear all evacuation routes and sites prior to evacuation

- Evacuate all staff and students to pre-arranged evacuation sites. BOCES buildings are on ground level so all persons, including all non-ambulatory students, staff and visitors, shall evacuate the building to an alternate location. Nearby staff shall aid non-ambulatory personnel, including students, staff and visitors, in exiting the building. Staffs that are in component school buildings should be aware of that building's procedure for non-ambulatory personnel.
  - Account for all student and staff population. Report any missing staff or students to Building Principal
  - Make determination regarding early dismissal – Designee
  - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
  - Ensure adult supervision or continued school supervision/security
  - Set up an information center so that parents may make inquiries as to the situation
  - Retain appropriate BOCES or district personnel until all students have been returned home
- Sheltering Sites (internal and external)
    - Determine the level of threat – District Superintendent/Incident Commander/Designee
    - Determine location of sheltering depending on nature of incident
    - Account for all students and staff, report any missing staff or students to Designee
    - Determine other occupants in the building
    - Make appropriate arrangements for human needs
    - Take appropriate safety precautions
    - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
    - Retain appropriate BOCES or district personnel until all students have been returned home

## **SECTION IV: RECOVERY**

### **A. BOCES Support for Buildings**

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

- Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
  - Determine nature of team involvement
  - If team is needed, acquire release from currently assigned responsibility
  - Inform District Superintendent of nature of the incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma (target population).
- Step 4: Assist building administrator in the following areas:
- Arrange staff meeting
  - Formulate staff meeting agenda
  - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
  - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)

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

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrators to plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

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

Step 8: Follow-up plans for ending Crisis Team involvement

- Staff meeting
- Alert staff to important aspects of responses to grief and loss
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs
- Referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

## **B. Disaster Mental Health Services**

The Franklin-Essex-Hamilton BOCES will work closely with local mental health services to:

- Provide services to child(ren) and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of child(ren) and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors which affect the child(ren) and family.
- Provide opportunities for child(ren) and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

## APPENDICES

### APPENDIX 1:

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>	<b>Work Phone Number</b>
Adirondack Educational Center	711 NYS Route 3 Saranac Lake, NY 12983	Cheryl Felt Stephen Shafer Rick Swanston Shaun Lawrence Stacy Vincent Fred Hauck	(518) 483-6420 (518) 483-6420 (518) 891-1330 (518) 483-5230 (518) 483-6420 (518) 483-6420
North Franklin Educational Center	23 Huskie Lane Malone, NY 12953	Cheryl Felt Mary Dickerson Stephen Shafer Shaun Lawrence Stacy Vincent Fred Hauck Julie Austin-Kormanyos	(518) 483-6420 (518) 483-5230 (518) 483-6420 (518) 483-5230 (518) 483-6420 (518) 483-6420 (518) 483-6420

**APPENDIX 2:**

**Building Risk Determination**

<b>Building</b>	<b>Address</b>	<b>Internal Hazard</b>	<b>External Hazard</b>
Adirondack Educational Center	711 NYS Route 3 Saranac Lake, NY 12983	See Below	See Below
North Franklin Educational Center	23 Husky Lane Malone, NY 12953		

**Internal Hazards**

Civil Disturbance

- Explosive/Bomb Threat
- Hostage
- Intruder
- Kidnapped Person
- Civil Unrest
- Bio-terrorism

Fire and Explosion

- Explosion
- Fire

Systems Failure

- Electrical System Failure
- Fuel Shortage
- Gas Leak
- Heating System Failure (loss of heat)
- Roofing Failure (leak)
- Sewage System Failure
- Structural Failure
- Water System Failure

Medical Emergency

- Allergic Reaction/Bleeding/Blow to the Head
- Broken Bones/Burns/Choking/Diabetic Shock
- Epileptic Convulsions/Shock
- Bites
- Blood/Body Fluid Exposure (infection control)
- Electric Shock
- Epidemic
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Epidemic

Death/Suicide

**External Hazards**

Natural/Weather Related

- Flood/Mudslide
- Storm/Snow/Ice/Wind/Hurricane
- Thunderstorm
- Tornado

Environmental

- Air Pollution
- Flood/Mudslide
- Hazardous Material Spills/Releases
- Radiological
- Storm/Snow/Ice/Wind/Hurricane
- Extreme Cold/Heat
- Thunderstorm/Lightning Storm
- Tornado
- Toxic Material Spill/Releases
- Water Contamination
- Biological
- Epidemic

Other External Hazards

- Airplane Crash
- School Bus Accident
- Earthquake

### **APPENDIX 3:**

Regulation references

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

### **APPENDIX 4:**

Building-Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building-level plans are filed.

- Adirondack Educational Center – NY State Police, Saranac Lake Police Department
- North Franklin Educational Center – NY State Police, Malone Village Police Department

### **APPENDIX 5:**

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:

- Corporal Punishment Policy
- Alcohol and Other Substances Policy
- Child Abuse and Maltreatment Policy & Procedures
- Drug Free Workplace Policy
- Firearms in School Policy
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Policy Against Sex Discrimination and Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights/Age Discrimination Policy
- DASA (Dignity for All Students Act)
- Mental Health

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