

School Safety Plans

Guidance

Safe Schools Against Violence in Education (SAVE)

The University of the State of New York
The State Education Department
Albany, New York 12234

www.nysed.gov

June 2010

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Acknowledgements

Acknowledgement is provided to the following who contributed to the development of this document:

- Christine Downs, New York State Center for School Safety, New Paltz, NY
- Nicholas Forte, New York State Center for School Safety, New Paltz, NY
- Sgt. Renise Holohan, New York State Police, Averill Harriman State Office Bldg. Campus, Albany NY
- Mary Grenz Jalloh, M. P. H., M. S., C.A.S., C.H.E.S., Executive Director New York State Center for School Safety, New Paltz, NY
- Arthur J. Lange, Risk Manager/Coordinator of Health and Safety, Orange-Ulster BOCES, Monroe, NY, and President of The Association of Educational Safety and Health Professionals (AESHP)
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- Dave Clapp, Emergency Management Team Member and Fire Safety Coordinator, Office of Facilities Planning, New York State Education Department, Albany, NY
- Mary Ellen Colella, Associate, Office of Instructional Support and Development, New York State Education Department, Albany, NY
- Vicki Jones, Assistant in Office of Instructional Support and Development, New York State Education Department, Albany, NY, and
- Laura Sahr, Emergency Preparedness Liaison, New York State Education Department, Office of Organizational Effectiveness, Albany, NY

Introduction

The remarks of New York State Regents Chancellor Merryl H. Tisch reflect the support that school safety has at the highest level of educational policy making in New York State. In an August 2009 Press Release, Chancellor Tisch stated “[t]here is no issue more important to the Regents than ensuring the safety of our children” (University of the State of New York, The State Education Department, Office of Communications, 2009, August 27). New York State legislation supports safe schools as well. The Safe Schools Against Violence in Education (SAVE) Act of 2000 established the foundation for schools to create safer school environments. One of the requirements of SAVE is that school districts develop, review, and regularly update school safety plans at the district and building level. The district-wide school safety plan and building level emergency response plan are intended to define how each school district and all the buildings in the district will respond to acts of violence and other disasters through prevention, intervention, emergency response and management.

Since the SAVE legislation enactment, the New York State Education Department (SED) and its close working partner, the New York State Center for School Safety (NYSCSS), have visited schools, provided staff development, and developed technical assistance materials to help local education agencies, Boards of Cooperative Educational Services (BOCES) and Charter schools achieve safe school environments. As a result of this work, SED and the NYSCSS have identified the following seven steps schools can take to help ensure positive school climate and a safer learning environment for all (steps located at the following website: <http://www.emsc.nysed.gov/ssae/schoolsafety/save/sevensteps.html>) :

1. Develop and equitably enforce a Code of Conduct for the district and building. (Education Law – Chapter 16, Title II, Article 55 & 2801. Codes of conduct on school property.)
2. Conduct district safety plans and building emergency response plans to deal with serious situations and conduct drills, tabletops, and functional exercises to increase the level of preparedness.
3. Personalize the school environment.
4. Analyze Violent and Disruptive Incident Reporting (VADIR) and other student conduct data to provide information regarding pockets of concern that require attention and program strengths that could be replicated.
5. Implement programs and activities that have a proven record of achieving positive results; evaluate programs periodically for their effectiveness and potential improvement.
6. Actively involve and engage parents and other community members in addressing issues and concerns.
7. Make sure students, teachers, parents, administrators, and other school staff are aware of warning signs of violence and the need to communicate to others.

District safety plans and building emergency response plans are the district’s framework for preparing for, preventing, responding to, and recovering from emergency situations. The material that follows was first published in 2001 by SED in a document entitled “Project SAVE Guidance Document for School Safety Plans”. To the credit of the original authors of that document most of the material remains relevant and has been presented as originally prepared. Minor additions and Appendices have been included in parts of the text to reflect more current thoughts and practices.

Information about School Safety Plans

The development of school safety plans is a framework for the district to use in managing its initiatives for creating a safe and orderly school environment in which learning can take place. Planning teams should begin their work with a thorough review of the Education Law §2801-a and 8 NYCRR §155.17, as well as other relevant laws and regulations. The following information regarding the school safety planning requirements is provided to assist district and school building personnel with the process of school safety planning and the formation of school safety teams.

Who must adopt school safety plans?

Every Board of Education, BOCES, Charter School, County Vocational Education and Extension Board, and the Chancellor of the City School District of the City of New York must adopt:

- A District-wide School Safety Plan, and
- A Building-level Emergency Response Plan for each building in the district.

When do plans have to be updated?

The initial school safety plans were required to be developed and adopted by the Board of Education or the Chancellor in New York City by July 1, 2001. The plans must be reviewed and updated annually by July 1st of each year.

Who develops the plans?

The District-wide School Safety Plan is developed by a District-wide School Safety Team and the Building-level plan is developed by a Building-level School Safety Team and must be in a form developed by the Commissioner of Education.

Who are on the planning teams?

Legislation specifies the composition of school safety planning teams. While there are requirements of who must be on the planning teams, districts are encouraged to consider the inclusion of individuals beyond the minimum number required who can contribute to ensuring continuity between the district and the building-level plans.

- **The District-wide School Safety Team** is appointed by the Board of Education or the Chancellor in New York City and includes, but is not limited to, representatives of the School Board, students, teachers, administrators, parent organization representatives, school safety and other school personnel.
- **The Building-level School Safety Team** is appointed by the building principal and includes representatives of teachers, administrators and parent organizations, school safety and other personnel, community members, local law enforcement officials, local ambulance or other emergency response company personnel, and any other representatives that the School Board, Chancellor or other governing body deems appropriate.

Are the plans subject to public comment?

The District-wide School Safety Plans and a summary of the Building-level Emergency Response Plans must be made available for public comment at least thirty days prior to their adoption by the School Board. Since Building-level plans are confidential and are not subject to disclosure under article 6 of the Public Officers Law or any other provision of law, only a summary of a building-level plan can be made available for public comment. The School Board may adopt the plans only after at least one public hearing has been held which provides for the participation of school personnel, parents, students and other interested parties.

How and where are the plans submitted?

A copy of each District-wide School Safety Plan and any amendments to the plan must be submitted to the Commissioner of Education no later than thirty days after their adoption. A copy of each Building-level Emergency Response Plan and any amendments must be filed with appropriate local law enforcement officials and with the State Police within thirty days of adoption. (See, Resources Section for State Police addresses.)

Are there any differences in requirements for cities with over 1,000,000 inhabitants?

Except where explicitly exempted, the provisions of 8 NYCRR §155.17 apply to the City School District of the City of New York.

- 8 NYCRR §155.17(c) – Definitions – has been amended to modify the definitions of Emergency Response Team and Post-Incident Response Team. Rather than requiring all schools in New York City to have unique teams in each of its schools, the amended regulation allows such teams to be created on the district level with building-level participation.
- 8 NYCRR §155.17(e)(1)–District-wide School Safety Plans–has been amended in relation to the components required for District-wide School Safety Plans in New York City. The following subparagraphs of 8 NYCRR §155.17 (e)(1) will not be required in New York City District-wide School Safety Plans: (ii), (vii), (viii), (ix), (x), (xix) and (xx).
- It should be noted that 8 NYCRR §155.17(g) – Communication Liaisons – does not identify a chief communication liaison in New York City for local or State emergencies.

Guidelines for Developing School Safety Plans

Background

The District-wide School Safety Plan provides the framework for a school district to identify and implement appropriate strategies for creating and maintaining a safe and secure learning environment for all its students. Developed by the District-wide School Safety Team, the district's plan provides the overall guidance and direction for development of the Building-level Emergency Response Plan for each of the school buildings in the district. While the district-wide plan covers a broad scope of activities, including violence prevention, intervention and response, the building plan focuses more directly on critical actions that must be taken to protect the safety of students and adults in the event of an emergency. Taken together, the district and building plans provide a comprehensive approach to addressing school safety and violence prevention and the structure where all individuals can fully understand their roles and responsibilities for ensuring the safety of the entire school community.

Ensuring that schools remain safe places of learning requires a major strategic commitment. The effectiveness of any safety plan hinges on the ability of school administrators and their safety teams to assess the district's unique concerns and security needs, and to identify and implement appropriate strategies for creating and maintaining a safe school environment.

SAVE recognizes that effective school safety planning works best when school administrators, school staff, students, parents and community members undertake an honest and critical appraisal of a school's safety program and security needs. Developing a school safety plan requires a systematic assessment of school safety and security, followed by the development or modification of a school safety plan that addresses the problems and needs identified by the assessment. Only then can a school safety plan truly meet the needs of its school community.

The key to success is a community's ability to build a mechanism for true collaboration through involving law enforcement, schools, human services agencies, grass roots and faith-based community organizations, parents, and business people. Many districts across the State have established collaborative relationships in order to promote safer schools.

Guiding Principles

A school safety planning workgroup of key state and regional personnel with expertise in school safety, violence prevention and risk management developed a set of guiding principles for school safety planning. The principles are:

- Schools should build on what is already in place.
- Plans should be developed through an open process with broad community participation. Students, parents, teachers, school leaders, public safety agencies and other key partners should be involved in a meaningful way in planning and development. Broad participation by community members will gain their acceptance and support of the school plans.
- Planning should be comprehensive and include the encompassment of activities from early prevention through crisis response. Schools should focus on a process-driven approach to planning.

- Planning should be based on an assessment of data. School safety plans will be more responsive to particular school needs when data related to the school is used as a basis for planning.
- Plans should be user-friendly, easy to read, and understandable. The plans should be widely disseminated within the community to foster broad acceptance and participation.
- Plans should clearly define roles and responsibilities. It is crucial that all key people know their roles and responsibilities, as well as the roles and responsibilities of others in the event of a crisis situation.
- Plans should include contingency provisions to enable implementation when key individuals are unavailable or not in a position to perform their roles.

Staff development should be included in the planning process. For plans to be effective, staff and other involved individuals need to develop their knowledge and skills about the components of the plans and actions to be taken for implementing the components in appropriate situations.

- Plans should be coordinated with nonpublic schools and recognize the needs of special school populations. The needs of students and staff with disabilities, limited English speaking students, and other special needs populations should be addressed in all plans.
- Plans should be continually reviewed and updated to remain current. Changes in personnel, local conditions and other factors necessitate periodic review and updating of plans to ensure their applicability to current conditions.

Suggestions

The school safety planning workgroup developed a list of suggestions based on their prior experience in similar planning efforts. These include the following:

- Schools should build upon existing plans and activities, as well as draw upon the experiences of others who have developed and implemented effective plans.
- Leadership is needed throughout the planning process. School and community leadership needs to be continuously provided to build and maintain the momentum for effective planning.
- Effective planning takes time. The planning process must include adequate time in order to ensure broad participation and active involvement of key partners in the development of plans.
- Beware of “packaged products”. The temptation to seek an easy solution by purchasing or obtaining an “off the shelf”, prepackaged school safety plan should be avoided.
- Consider formal agreements, if necessary. Changes in personnel, new organizational arrangements or other factors within the schools and partner agencies may necessitate formal agreements with periodic reviews and updates to ensure the viability of plans over time.

The New York State Center for School Safety developed a list of practical suggestions based on their most recent review of plans. The list is as follows:

- Include in the District-wide Safety and Building-level Emergency Response Plans any reconfigurations of buildings or capital construction within the district.
- Use positions instead of names in the District-wide Safety and Building-level Emergency Response Plans.
- Include in the District-wide Safety and Building-level Emergency Response Plans information on an acceptable use policy for cyber safety.
- Post the location of Automated External Defibrillators, (AEDs).
- Install an externally visible signal for each school building indicating the building is in lock down.
- Provide line-of-sight markings for each classroom.

- List room numbers on the bottom of doors.
- Have student attendance sheets or rosters for each classroom.
- Have letters of agreements or Memorandums of Understanding (MOU) with emergency and community partnerships available.
- Have a secure point of entry and exit outlined in the plan.
- Encourage the posting of informative signs, such as: Drug-free, Weapon-free, and Smoke-free Zone.
- Encourage staff and middle and high school students to wear ID badges.
- Lock all classrooms or other rooms of the school when not in use.
- Promote respect, and tolerance for differences; promote appreciation of diversity in individuals in all buildings.
- List and make known the school's bullying and other school safety and prevention programs in the District-wide Safety and Building-level Emergency Response Plans.
- Have a telephone with caller-ID capability in the main office.
- Have a dedicated telephone line for outgoing calls in the event of an emergency.
- Use wire style trash cans wherever possible.
- Maintain and regularly update contact information for administration, staff, students, parents and guardians.
- Emphasize the use of data to inform, develop or revise District-wide Safety and/or Building-level Emergency Response Plans (VADIR, OORS, discipline and referral data, suspension records and the like.).

The Planning Framework

The following framework is useful as school safety teams prepare plans at the district and school building levels. For districts that have plans, or have substantially completed their own planning process, the information below may be a useful tool for ensuring that their plans have met all statutory and regulatory requirements.

A. Sample Format: A sample format for both the District-wide Safety (pp. 8-14) and Building-level (pp. 15-20) Emergency Response Plans is provided following the present section, "A Planning Framework". A Sample Outline for the Building-level Emergency Response Plan for Public Hearings is also provided (p. 21). Both the District-wide School Safety and the Building-level Emergency Response Plans contain a series of requirements that must be included in the plans. These requirements have been organized into a series of broad categories that group similar activities and strategies in order to reduce any redundancy or overlap in policies and procedures. Samples for both the District-wide School Safety and the Building-level Emergency Response Plans which are included in this document are organized according to these four categories:

- I. General Considerations and Planning Guidelines
- II. Risk Reduction/Prevention and Intervention
- III. Response
- IV. Recovery

B. Resources: A series of resources have been developed to assist in developing school safety plans. These resources, contained in the Appendices of this document, are helpful in the planning process and are as follows:

Appendix A.1

- A.1 Federal Emergency Management Agency (FEMA): Training Courses provided by the Emergency Management Institute (EMI) promote integrated emergency management principles and practices through the National Response Framework, National Incident Management System, and an all hazards approach. The EMI Independent Study (IS) Program, a Web-based distance learning program open to public, delivers extensive online training including Introduction to the Incident Command System (ICS) and (NIMS).

Appendix A.2

- A.2 National Incident Management System (NIMS): Key personnel involved in school emergency management and incident responses are required to complete courses in order for an individual or organization to be considered NIMS compliant. NIMS' guides establish standardized incident management processes, protocols and procedures that all responders (Federal, State, tribal and local) will use to coordinate and conduct response actions.

1.

Appendix A.3

- A.3 State Emergency Management Office (SEMO): Emergency Planning; Intermediate and Advanced Incident Command System (ICS); Community Emergency Response Team: Train-the-Trainer; Hazardous Weather and Flooding Preparedness, and Multi-Hazard School Safety Courses.

Appendix A.4

- A.4 Incident Command System (ICS) for Schools: A structure of NIMS, it is a standardized, on scene, all hazard incident management system. Information and language provided for verbal and written instruction for operations, planning, logistics, finance and administration.

Appendix A.5

- A.5 New York State Related Contacts and Resource entities.

Appendix A.6

- Appendix A.6 New York State Police Troops and contact numbers.

Appendix A.7.1 and A.7.2

- A.7.1 and A.7.2 Commissioner's Regulations: Tables that provide a reference for districts to identify the requirements of 8 NYCRR §155.17, for the District-wide School Safety and the Building-level Emergency Response Plans.

Appendix A.8.1 and A.8.2

- A.8.1 and A.8.2 Guiding Statements: Represent a series of statements for each of four categories, general considerations and planning guidelines, risk reduction, prevention and intervention, response, and recovery, in both the District-wide and Building-level School Safety Plans.

Appendix A.9.1 and A.9.2

- A.9.1 and 9.2 Safety Plan Worksheets: includes Tables for use as tools in planning for specific components of Project SAVE and in detailing or identifying the tasks and decisions that should be accomplished in the process of planning.

Appendix A.10.1 and A.10.2

- A. 10.1 and A.10.2 Safety Plan Checklists: Show items in District Wide Safety and Building Level Safety Plan Checklists which are part of the review by the New York State Center for School Safety (NYSCSS).

Appendix A.11

- Appendix A.11 A list of BOCES Health, Safety and Risk Management Services Centers & Contacts.

Appendix A.12

- Appendix A.12 Web Resources.

C. Using the Sample Formats and Resources as a Framework for Planning

The framework for planning provided in this document is a tool to ensure that all the required elements are included in the district and building plans. It also provides a format for communicating among entities participating in the planning process. The following 10 steps provide a suggested framework for developing school safety plans:

Step 1

The courses, trainings, and steps explained under FEMA, NIMS, SEMO, and the ICS System in the body of this document and the Appendix are of foremost importance to the schools' safety planning. One of the first things the school personnel who are deemed to be key for the school emergency planning need to know is the NIMS course content with its framework and the vocabulary it provides for school emergency preparedness and planning. It is important to use the vocabulary provided for all communication.

Step 2

Review the “Guiding Principles” (pp. 3-4) and the “Suggestions” (pp.4-5) in this section with the school safety planning teams. Combined with knowledge of the laws and regulations, they provide a good starting point for discussion on where to begin the process among team members. Based upon their knowledge and experiences, team members may wish to modify and add principles or notes of caution that more fully reflect local needs and conditions.

Step 3

Determine if these categories (General Considerations and Planning Guidelines; Risk Reduction/ Prevention and Intervention; Response; and Recovery) are ways of organizing school safety planning activities for your district or school. These categories are suggested as one way of grouping similar tasks and activities for ensuring that all required elements are included in the district and school building plans. Depending upon local needs, planning team members may wish to consider other categories for grouping activities.

Step 4

Use the guiding statements as an initial checklist of items that need to be addressed in the school safety plans. The guiding statements incorporate all the required components. In many instances schools have policies and procedures that can be used in their plans. In other cases, the guiding statements will serve to identify areas where additional work or more comprehensive approaches are needed. Based upon their own experiences within the local school and community, planning team members may suggest additional statements that should be considered in their plans.

Step 5

Review the SAVE School Safety Plan Worksheets, A.9.1 and A.9.2, with planning team members.

Step 6

Examine the list of plan requirements. Discuss and clarify with team members what is included within each requirement so everyone has a clear understanding. Examine existing plans developed by the district or school to determine which requirements may need further work.

Step 7

Select a set of guiding statements that need to be addressed by planning team members.

Step 8

Identify the resources that are known and available to the district for use by the planning team in developing the school safety plan. A listing of these resources on the worksheet will enable all individuals to better understand the resources that were used as a basis for selecting certain strategies or activities.

Step 9

Determine the tasks and activities that need to be completed in order to develop all the required components in the school safety plan. For example, a policy for reducing potential acts of violence may call for a new system for registration of all visitors and the wearing of a visitor pass when an individual visits a school. The task could be to establish visitor protocols for schools, with activities including: developing sign in sheets, identifying the roles and responsibilities of school staff when a visitor arrives, and specifying rules for school visitations. The planning worksheets can be used to document the person(s) or group who will complete the activities including a timeframe.

Step 10

Review and consider the Sample Outlines for the District-wide and Building-level School Safety Plans as a potential format for developing the school safety plans. Sample outlines are provided as one way of organizing the information for presentation in the plan. These sample plans provide the structure for the information to be entered for each plan at the district and building levels. For the School Building-level Emergency Response Plan, a sample summary outline is also provided since the plan itself is confidential and Education Law §2801-a(6) and 8 NYCRR §155.17(e)(3) require that only a summary be provided for public comment. All legislative and regulatory components must be included in the plans. A concise summary of the key strategies and activities should be prepared and included in each category as a way of summarizing for all individuals the important elements in the school safety plan.

Sample Outline for District-wide School Safety Plan

Background

Background: *The sample introduction provided below is one potential format for consideration to initiate this section. The Introduction is used to provide information about the background of the plan. Since the district-wide plan is subject to public comment prior to its adoption, the introductory section offers an opportunity for a district to provide important background information, describe its philosophy that guided the planning process, and include any other information that may aid people who will be reviewing the plan. The district may state its intent to invite the greater school community to assist in providing a safe school environment, and discuss the collaboration that is critical to the plan. The district may also want to discuss its process for needs assessment, the data sources used to develop the plan, and include any data specific to the need for the plan. The school district may also wish to include any information that is relevant to violence prevention and school safety. The District specific information should be added to reflect the individual characteristics of the school district.*

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. Analysis of Violent and Disruptive Incident Reports is a valuable tool to determine issues that require attention. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence and natural and technological disasters. This *School Safety Plans Guidance Document* is designed to assist in the comprehensive planning effort that is needed to address risk reduction and prevention, intervention, response, and recovery with respect to the variety of emergencies that confront or could confront school districts and their schools.

Describe the process used by the district in developing the school safety plan, including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the district in keeping with the intent of SAVE.

Section I: General Considerations and Planning Guidelines

Background: *Section I is used to provide information about key considerations and planning guidelines that were used in developing the district-wide plan. The sample format shown below, for example, includes the purpose of the plan; an identification of the District-wide School Safety Team; an identification of the overall concepts of operation included in the plan; and a description of the plan review and public comment process that will be used in the district. As the district develops this section of its plan, specific information should be provided, such as the positions or affiliations of individuals on the planning team; and how this plan supports the development and coordination of the Building-level Emergency Response Plans. This may be a section where the district describes what data collection methods it intends to use to identify school safety issues, how the data will be analyzed, which problems it wishes to resolve, and what implementation and evaluation strategies it will develop. This section should include the procedures for public review and comment on the plan; date(s) for review and adoption of the plan by the Board of Education; and any other information deemed pertinent.*

A. Purpose (“ABC” is used to designate any school district)

The “ABC” District-wide School Safety Plan was developed pursuant to Education Law §2801-a and 8 NYCRR §155.17. At the direction of the “ABC” School District Board of Education, the Superintendent of “ABC” School District appointed a District-wide School Safety Team and charged it with the developing and maintaining the District’s School Safety Plan.

B. Identification of School Teams

The “ABC” School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parents, school safety, and other personnel. The members of the team are identified by their positions and telephone numbers are included.

C. Concept of Operations

- Describe how the District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- Describe the methodology used to develop the district-wide plan, including the involvement of the community and what data was used to determine the key elements of the plan.
- Indicate that 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; include what processes are in place to notify the district.
- Indicate that upon the activation of the School Emergency Response Team, the Superintendent of Schools or his or her designee will be notified and, where appropriate, local emergency officials also.
- Describe how county and state resources could supplement the districts efforts through existing protocols.

Plan Review and Public Comment

- Pursuant to Education Law §2801-a(6) and 8 NYCRR §155.17(e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan 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.
- Full copies of the District-wide School Safety Plan and any amendments to it must be submitted to the New York State Education Department within 30 days of their adoption.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1st of each year after its adoption by the Board of Education. A copy of the plan will be available at (list location).

Section II: Risk Reduction/Prevention and Intervention

Background: Section II of the plan is used to identify and describe the district's policies and procedures for reducing the risk of violence, implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate. The sample format below provides an example for consideration by districts of one way of organizing the information in the plan.

A. Prevention/Intervention and Strategies/Program Initiatives

Describe the programs and activities the district has used for improving communication among students and between students and staff and the reporting of potentially violent incidents such as the establishment of:

- Non-violent conflict resolution training programs;
- Peer mediation programs and youth courts;
- Extended day and other school safety programs;
- Youth-run programs;
- Creating a forum or designating a mentor for students concerned about bullying or violence;
- Establishing anonymous reporting mechanisms for school violence; and,
- Other programs and activities based on district needs.

The district may also want to describe what strategies it will develop, based on its needs assessment, to create a positive, safe learning environment for students, such as community involvement in the school's mentoring programs, and adjusting schedules to minimize the potential for conflicts and altercations.

B. Training, Drills, and Exercises

1. Describe the policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. For example, the district may have established one or more of the following procedure(s) for annual multi-hazard school safety training for staff and students and would explain these procedures in this section: early go-home drill; table top exercise; live drill; and Emergency Management Team exercises. Although procedures may be written, it is recommended that the schools carry out these procedures in practices.
2. Describe the procedures the district uses for the review and conduct of drills and other exercises to test the components of the emergency response plan, including the use of tabletop exercises in coordination with local and county emergency response and preparedness officials.
3. Provide a description of the duties, hiring and screening process, and required training of hall monitors and other school safety personnel acting in a school security capacity. This description could include collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained; training includes de-escalating potentially violent situations.

C. Implementation of School Security

Provide a description of the policies and procedures related to school building security, including, where appropriate: use of school safety officers, security devices, and procedures. Examples of school building security measures include: entrance guards; hall monitors; visitor badges and sign in procedures; video surveillance; metal detectors, including building or handheld; security officers; security audits; random searches and search dogs.

D. Vital Educational Agency Information

Describe how the district maintains certain information about each educational agency located in the school district including information on: school population, number of staff, transportation needs, and business and home telephone numbers of key officials of each such educational agency.

E. Early Detection of Potentially Violent Behaviors

Explain how the district would implement policies and procedures for the dissemination of informative materials and the use of VADIR for early detection of potentially violent behaviors, including, but not limited to, the identification of family, community and environmental factors to teachers, administrators, parents (and other persons in parental relation to students), the board of education members and other persons deemed appropriate. The district may want to describe programs, training and services that are designed to prepare for violent incidents or lessen their impact, identify early warning signs in students, and early intervention and prevention strategies.

F. Hazard Identification

Identify sites of potential emergencies, which includes the process for identifying the sites, the potential internal or external hazards or emergency situations, and the location of the potential sites. The list of sites of potential emergencies should include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips, and other potential emergencies that the district's planning team chooses to identify.

Section III: Response

Background: Section III of the plan is used to identify and describe the district's policies and procedures for responding to acts of violence and other school emergencies. The sample plan format below provides one way for organizing important information about the district's plans for response, including policies for communication; responses to specific situations; response protocols; and procedures for obtaining, or providing, emergency assistance in cooperation with local government officials.

A. Notification and Activation (Internal and External Communications)

- Describe the policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. The district's procedures might include maintaining a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

Ensure that the people listed in the chain of command in the District-wide Safety Plan understand their role and that they are known to emergency responders. The Incident Command System (ICS) chain of command in each school building includes the following roles:

- Incident commander;
 - Command staff (public information officer, safety officer and a liaison officer);
 - General staff (operation chief, planning chief, logistics chief and a finance and administration chief).
- Include in the District-wide Safety Plan the designated location of the ICS facilities that include: ICS post, staging area, base station, and helipads.
 - Include in the District-wide Safety Plan guidance on family reunification plans and procedures.
 - Ensure key school personnel have completed the NIMS IS-700: An Introduction and the IS-100.SC an Introduction to the Incident Command System, I-100 for Schools.
 - Include in the District-wide Safety Plan that NIMS and ICS terminology are used during all tabletops, drills, and actual emergencies.
 - Incorporate in the District-wide Safety Plan a structure for conducting after-incident debriefings of drills and real incidents and incorporate corrective actions into the District-wide Safety Plan.
 - Become familiar with, train and incorporate ICS/NIMS language throughout the District-wide Safety Plan. N.B. For more information on the ICS, see the Fact Sheet: "Incident Command System for Schools" on the New York State Center for School Safety's website, <http://nyscenterforschoolsafety.org/ics.pdf>.

- Describe the system that has been established for informing all educational agencies within a school district of a disaster or an act of violence. The system could include forms of communication (where the communication systems are interoperable with emergency personnel) as follows:

- | | |
|-------------------------|------------------------------|
| • Telephone | Intercom |
| • Fax/FaxBlast/Email | Local Media |
| • District Radio System | Emergency Alert System (EAS) |
| • NOAA Weather Radio | Others as appropriate |

The system may specify that in the event of an emergency, or impending emergency, the district will notify all principals or designees of facilities within the district to take the appropriate action.

- Describe the policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The district might include using local media in some instances, or using a phone tree with emergency contact cards provided by students.

B. Situational Responses

Multi-Hazard Response

Describe the district's multi-hazard response plans for taking actions in an emergency that may include the following situations:

- | | |
|--|-------------------------------|
| • Threats of Violence | Intruder |
| • Hostage/Kidnapping | Explosive/Bomb Threat |
| • Natural/Weather Related | Hazardous Material |
| • Civil Disturbance | Biological Material |
| • School Bus Accident | Radiological/Nuclear Material |
| • Gas Leak | Epidemic |
| • Others as determined by the District-wide School Safety Team | |

C. Responses to Implied or Direct Threats

Describe the district's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) might be used by the district:

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

The district may also describe the training and professional development that is available to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior. It is strongly recommended that staff know the procedures to ensure timely responses.

D. Responses to Acts of Violence

Describe the district's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedure(s) could be used by the district:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

E. Response Protocols

Identify the district's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings. The following protocols are provided as examples:

- Identification of decision makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify or contact the non-public schools of the emergency.
- Procedures to notify media.
- Debriefing procedures.

F. Arrangements for Obtaining Emergency Assistance from Local Government

Provide a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following examples are the types of arrangements that could be used by the district:

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.

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

Identify the procedures the district will use for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies could include the following:

- Superintendent/Designee in an emergency will contact the emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police, private industry, private individuals, religious organizations and others).

H. District Resources Available for Use in an Emergency

Identify the district resources which may be available during an emergency, which could include the identification of resources, such as facilities, buses and trucks. It is recommended that a detailed inventory checklist be included in the plan to ensure accurate resource assessment.

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

Describe the district's procedures to coordinate the use of school district resources and manpower during emergencies, including the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies. This would include notifying non-public schools to ensure that efforts are coordinated.

J. Protective Action Options

Describe plans for taking the following actions in response to an emergency where appropriate: school cancellation, early dismissal, evacuation, and sheltering. Examples of actions could include the following and could be made in cooperation with local emergency responders:

- a. School cancellation
 - Monitor any situation that may warrant a school cancellation.
 - Make determination.
 - Contact local media.
- b. Early dismissal
 - Monitor situation.
 - If conditions warrant, close school.
 - Contact Transportation Supervisor to arrange transportation.
 - Contact local media to inform parents of early dismissal.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.
- c. Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – Superintendent or Designee.
 - Contact Transportation Supervisor to arrange transportation – Designee.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all staff and students to pre-arranged evacuation sites.
 - 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.
 - Complete an Incident Reporting Form.
 - Ensure adult supervision or continued school supervision and security.

- Set up an information center so that parents may make inquires as to the situation.
- Retain appropriate district personnel until all students have been returned home.

d. Sheltering sites (internal and external)

- Determine the level of threat.
- Determine location of sheltering depending on nature of incident.
- Account for all students and staff. Report any missing students or staff 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 district personnel until all students have been returned home.

Section IV: Recovery

Background: Section IV of the plan is used to identify and describe the district's actions that will be taken after acts of threats or actual violent incidents or other emergencies that have had a major effect on the well being of students, school staff and the community at large have occurred. SAVE requires coordination of Building-level School Safety Plans with the statewide plan for disaster mental health services to assure that schools have access to federal, state and local mental health resources in the event of a violent incident. If the district chooses, Section IV can be used as the overall guidance for recovery that can facilitate plans at the building level.

Educators may also use the recovery, sometimes referred to as the postvention phase, to evaluate their current plan, and develop additional strategies, such as school safety team training in crisis management and post-crisis procedures.

A. District Support for Buildings

Describe how district resources will support the Emergency Response and the Post-Incident Response Teams in the affected school(s).

B. Disaster Mental Health Services

Describe how the district office will assist in the coordination of Disaster Mental Health Resources in support of the Post-Incident Response Team, in the affected school(s).

The district may wish to describe how the recovery phase will result in reevaluation of current violence prevention and school safety activities and what the school can do to improve its plan.

Suggested topics for appendices for district's District-wide School Safety Plan

(Not required to be filed with the Commissioner of Education)

1. Listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings, contacts, and telephone numbers for building staff.
2. Copies of all Building-level Emergency Response Plans. Identification of local and state law enforcement agencies where building-level plans are filed.
3. Memoranda of Understanding or agreements relevant to implementation of the District-wide School Safety Plan and, where appropriate, Building-level Emergency Response Plans.

Sample Outline for Building-level Emergency Response Plan

Background: The sample introduction provided below is one potential format for consideration for the Building-level Emergency Response Plan and building specific information should be included. The Introduction is used to provide information about the background of the Building-level Emergency Response Plan, including how the plan is coordinated with the District-wide School Safety Plan. Since a summary of the Building-level Emergency Response Plan is subject to public comment prior to its adoption, the introductory section offers the opportunity for a school district to provide important background information, describe its philosophy that guided the planning process, and include any other information that may aid people who will be reviewing a summary of the plan.

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York enacted SAVE. SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to the variety of emergencies that can and/or do occur in schools.

Describe the process used by the building in developing this Building-level Emergency Response Plan, including any strategies such as community or student involvement and collaboration. The school may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the school in keeping with the intent of SAVE.

Section I: General Considerations and Planning Guidelines

Background: Section I is used to provide information about key considerations and planning guidelines that were used in developing the building-level plan. The sample format shown below, for example, includes the purpose of the plan; an identification of the building-level teams including the School Safety Team, the School Emergency Response Team, and the Post-incident Response Team; an identification of the overall concepts of operation included in the plan; and a description of the plan review and public comment process that will be used for the building's plan. As the school building develops this section of its plan, specific information should be provided, such as the names and positions or affiliations of individuals on the school's teams; procedures for public review and comment on the plan; date(s) for review and adoption of the plan by the Board of Education and any other information deemed pertinent for inclusion in this section.

A. Purpose (“ABC” is used to designate any school district.)

The “ABC” School’s Building-level Emergency Response Plan is developed pursuant to Education Law §2801-a and 8 NYCRR §155.17. At the direction of the “ABC” School District Board of Education, the Principal of “ABC” School appoints a Building-level School Safety Team and charged it with the development and maintenance of the Building-level Emergency Response Plan. It is important to know who is on each safety team, that is, the School Safety and Response Teams, and the role of each team within the emergency response plan.

B. Identification of School Teams

The “ABC” School develops three emergency teams:

- Building-level School Safety Team.
- Building-level School Emergency Response Team.
- Building-level Post-incident Response Team.

Provide a description of the roles of each team. Relationships should be established with emergency services organizations and local governmental agencies through safety team meetings.

C. Concept of Operations

- The initial response to all emergencies at “ABC” School will be by the School Emergency Response Team.
- The School Emergency Response Team designates a person to activate them. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his or her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

- Pursuant to 8 NYCRR §155.17(e)(3), a summary of this plan must be made available for public comment at least 30 days prior to its adoption. 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 plans must be formally adopted by the Board of Education. Cautions regarding summaries for public hearings can be found on page 21.
- Pursuant to Education Law §2801-(a)(6) and 8 NYCRR §155.17(e)(3), Building-level Emergency Response Plans must be confidential and are not subject to disclosure under article 6 of the Public Officers Law or any other provision of law.
- Full copies of the Building-level Emergency Response Plans must be supplied to both local and State Police within 30 days of their adoption.
- Building-level Emergency Response Plans must be reviewed periodically during the year and must be maintained by the Building-level School Safety Team. The required annual review must be completed on or before July 1st of each year after their adoption by the Board of Education. The plans need to include specific procedural instructions for obtaining advice or assistance from county or city officials responsible for implementation of article 2-B of the Executive Law (Declaration of a State Disaster Emergency).

Section II: Risk Reduction/Prevention and Intervention

Background: Section II of the plan is used to identify and describe the building's policies and procedures for reducing the risk of violence; implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. The sample format below provides an example of organizing the information in the Building-level Emergency Response Plan. The three teams listed below are required by Education Law §2801-a and 8 NYCRR §155.17.

A. Designation of School Teams

Identify the members of the Building-level School Safety Team. (This team, appointed by the building principal, develops the school Emergency Response Plan.) As required by Education Law §2801-a(4) and 8 NYCRR §155.17(c)(11), the School Safety Team must include:

- School safety personnel;
- State and local law enforcement officials (Note: In NYS State troopers participate on school safety teams; in some other states, troopers engage in highway patrol only);
- Representatives of teacher, administrator, and parent organizations;
- Local ambulance and other emergency response agencies;
- Other representatives whom the Board of Education, or in regards to New York City, the Chancellor, deems appropriate;
- Other school personnel;
- Community members.

Identify the members of the Building-level Emergency Response Team, including the following members required by 8 NYCRR §155.17(14) (This team is designated by the Building-level School Safety Team):

- Appropriate school personnel;
- Local law enforcement officials;
- Representatives from local, regional, and State emergency response agencies.

Identify the members of the Building-level Post-incident Response Team, including the following members required by 8 NYCRR §155.17(15) (This team may be part of or separate from the Building-level Emergency Response Team and is also designated by the Building-level School Safety Team [several members might be the same people]):

- Appropriate school personnel;
- Medical personnel;
- Mental health counselors;
- Others that can assist the school community in coping with the aftermath of a seriously violent incident or emergency.

However, it should be noted that in a school district in a city having a population of more than one million inhabitants, a post-incident response team may be created on the district-level with building-level participation, and any such district will not be required to establish a unique team for each of its schools.

B. Prevention/Intervention Strategies

1. Building Personnel Training

Training for emergency teams and safety officers, including de-escalation training, should be conducted as determined in the district-wide plan. This section of the building's plan could be used to describe the training provided to all personnel acting in a school security capacity in the building.

It is recommended that the following drill exercises should be practiced on a quarterly basis; lockdown, lockout, shelter in place and evacuation. It is recommended that these drills be table-topped, functional, and full scale exercises. *See*, drill fact sheets by the New York Center for School Safety (New York State Center for School Safety, NYSCSS, 2008, May).

2. Coordination with Emergency Officials

Describe the procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. Describe the role that the Emergency Response Team plays in coordinating these exercises.

Schools should have agreements with state, county and city agencies for the use of school owned facilities and vehicles during disasters and include those agreements in the plan.

3. Annual Multi-hazard Training for Staff and Students

The District-wide School Safety Plan requires annual multi-hazard training for students and staff. This section of the school's plan could describe how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-wide School Safety Plan requires an identification of sites of potential emergency. This section of the building's plan can be used to describe how the Building-level School Safety Team will work to identify both internal and external hazards that may warrant protective actions, such as evacuation and sheltering of the school population.

Section III: Response

Background: Section III of the plan is used to identify and describe the school building's policies and procedures for responding to acts of violence and other school emergencies. The sample plan format below provides one way for organizing important information about the building's plans for response, including assignment of responsibilities, continuity of operations during an emergency, notification and activation of the plan, guidelines for specific emergencies and hazards, evacuation procedures, access to floor plans, and crime scene security.

A. Assignment of Responsibilities

- Provide a description of the chain of command consistent with the National Incident Management System (NIMS) and the Incident Command System (ICS) that will be used in response to an emergency including the role of the Building-level Emergency Response Team. In the event of an emergency, the response team may adapt NIMS/ICS principles based on the needs of the incident. Within a BOCES District, the BOCES Superintendent is to be the Chief Liaison to educational agencies within that district. It is recommended that drills, tabletop, functional and full scale exercises be used to conduct drills on a quarterly basis. See drill sheets by the (NYSCSS, 2008, May) as mentioned above.
- Adopt and implement the National Incident Management System (NIMS) in close coordination with members of the local and county emergency response communities. Schools and local educational agencies that receive Federal preparedness funding through either the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) or the Emergency Management for Higher Education (EMHE) Discretionary Grant Program, local educational agencies and schools, are required to adopt and implement NIMS.

- Formally adopt, as required, the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events, as well as the incorporation of NIMS and ICS into all emergency management training and exercises. It is further required that key school and campus personnel complete
 - specific NIMS training, including the Introduction to the National Response Framework (IS-800), the Introduction to NIMS (IS-700), and the Introduction to ICS (ICS-100) courses. These free on-line courses may be accessed at: <http://training.fema.gov/IS/NIMS.asp>.
- Define the chain of command using an ICS format. To meet this requirement, key school personnel involved in emergency activities must complete the IS-100 course, including those districts that do not apply or receive preparedness funding (see, 8 NYCRR §155.17[e][2][V]).
- For more information on NIMS and school compliance, please see: <http://rems.ed.gov/index.cfm?event=NIMS>
- Ensure that the people listed in the chain of command in the Building-level Emergency Response Plan understand their role and that they are known to emergency responders. The ICS chain of command in each school building includes the following roles:
 - Incident commander;
 - Command staff (public information, safety, and liaison officers);
 - General staff (operation, planning, logistics, and finance and administration chiefs).
- Include in the Building-level Emergency Response Plan the designated location of the ICS facilities that include: ICS post-staging area, base station, and helibase.
- Include in the Building-level Emergency Response Plan guidance on family reunification plans and procedures.
- Include in the Building-level Emergency Response Plan that NIMS and ICS terminology are used during all tabletops, drills, and actual emergencies.
- Incorporate in the Building-level Emergency Response Plan a structure for conducting after-incident debriefings of drills and real incidents and corrective actions for such.
- Know, train and incorporate ICS/NIMS language throughout the Building-level Emergency Response Plan.
- N.B. For more information on the ICS, see the Fact Sheet: “Incident Command System for Schools” on the New York State Center for School Safety’s website, <http://nyscenterforschoolsafety.org/ics.pdf> and for NIMS and school compliance, see: <http://rems.ed.gov/index.cfm?event=NIMS> .

B. Continuity of Operations

- This section can be used to describe how the building will continue operations during an emergency. A potential format for describing continuity of operations is as follows:
In the event of an emergency, the Building Principal or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
- After relinquishing command, the Building Principal or his or her designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency. It is also important to note that the emergency management functional and live exercises are to be used to test the usefulness of the communications and transportation systems during emergencies.
- The school will establish a chain of command to ensure continuity of operations.

C. Access to Floor Plans

- Describe the procedures that have been developed to assure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school’s interior, school grounds and road maps of the immediate surrounding area. This should include a description for responding to school cancellations. In addition, a description for responding to early dismissal needs to be included in the plan.

D. Notification and Activation

- Describe the internal and external communication systems that will be used in emergencies. The description could include, by way of example, some or all of the following:
 - Telephone
 - Intercom
 - District radio system (portables)
 - Local media
 - Emergency Alert System (EAS)
 - Bull horns
 - Bus radio system
 - Runner system
 - NOAA Weather Radio

The following information is required; school population, number of staff, transportation needs and the business and home telephone numbers of key officials from each educational agency in the school district, including private schools and other educational agencies within the district. The Superintendent shall notify the commissioner should a school close as a result of activating a safety plan.

This section of the plan should also include the following elements concerning notification and activation of the Building-level Emergency Response Plan:

- The report of an incident or a hazard's development will be reported to the Building Principal or his or her designee as soon as possible following its detection.
- In the event of an emergency, the Building Principal or his or her designee will notify all building occupants to take the appropriate protective action.

Further district notification procedures have been addressed and outlined in the district-wide plan.

E. Hazard Guidelines

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. This section of the building's plan could be used to describe building-specific guidelines that could include the following types of emergencies:

- Threats of Violence
- Hostage/Kidnapping
- Natural/Weather Related
- Civil Disturbance
- School Bus Accident
- Gas Leak
- Others as determined by the Building-level School Safety Team
- Intruder
- Explosive/Bomb Threat
- Hazardous Material
- Biological/Nuclear
- Radiological
- Epidemic

F. Evacuation Procedures

Describe the policies and procedures that have been developed for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which include at least the following topics:

- Evacuation before and during school hours and during after-school hours (including security during evacuation).
- Evacuation routes (internal & external).
- Sheltering sites (internal & external).
- Procedures for addressing medical needs.
- Transportation.
- Emergency notification of persons in parental relation to the students.
- Other procedures as determined by the Building-level Safety Team.

G. Security of Crime Scene

Describe the policies and procedures that have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property. Examples of policies and procedures that may be considered include the following:

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

Section IV: Recovery

Background: Section IV of the plan is used to identify and describe the actions of building personnel that will be taken after a severe act of violence or other emergency that has had a major effect on the well being of students, school staff, and the community at large. SAVE requires coordination of Building-level School Safety Plans with the statewide plan for disaster mental health services to assure that schools have access to federal, state and local mental health resources in the event of a violent incident.

Describe how the Building-level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident. An example of the types of recovery actions that a building could consider, including the provision of mental health resources, is as follows:

The building's Post-incident Response Team has developed the following procedures for dealing with post-incident response:

A. Short term

- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

B. Long term

- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Other

Suggested topics for appendices for school district's Building-level Emergency Response Plan:

1. District Street Map: to include the emergency response traffic control map.
2. Building floor plan or schematic maps to include:
 - i. Evacuation Routes
 - ii. Utility Shut-offs
 - iii. Emergency Response Area Layout
 - iv. Shelter Locations.
3. District Organization in a manner consistent with NIMS and ICS, including ICS Position Descriptions.
4. Emergency Supplies Inventory: Emergency supplies inventory should include: "Gotta Go Bags" (NYSCSS, 2008, May).
5. District-owned vehicle inventory: to include buses and other vehicles.
6. Shelter agreements with American Red Cross and layout maps for such agreements.

7. Memoranda of Understanding.
8. Name, address, and contact numbers of building staff.
9. Local resources' telephone numbers.

Cautions Regarding the Building-Level Emergency Response Plan for Public Hearing

Pursuant to 8 NYCRR §155.17(e)(3), each board of education, chancellor or other governing body must make each district-wide and building-level school safety plan available for public comment at least thirty days prior to its adoption, provided that only a summary of each building-level emergency response plan must be made available for public comment. Such district-wide 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. Each district must file a copy of its district-wide comprehensive safety plan with the Commissioner and all amendments to such plans must be filed with the Commissioner no later than thirty days after their adoption. A copy of each building-level safety plan and any amendments thereto, must be filed with the appropriate local law enforcement agency and the state police within thirty days of their adoption. Building-level emergency response plans must be confidential and are not subject to disclosure under article six of the Public Officers Law or any other provision of law.

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Appendices

Federal Emergency Management Agency (FEMA) Training Resources

The **FEMA Emergency Management Institute (EMI)** provides first class training free-of-charge. EMI, located in Emmitsburg, Maryland, is the lead national emergency management training, exercising, and education institution. The institute shares a 107-acre campus with U.S. Fire Administration and the National Fire Academy. The campus is designated as the National Emergency Training Center (NETC).

EMI promotes integrated emergency management principles and practices through the National Response Framework, National Incident Management System, and an all hazards approach. More than 400 courses are offered to the emergency management community, which includes: FEMA staff and disaster employees; Federal partners; State, Tribal, and local emergency managers; volunteer organizations; and first responders. Some of the residential courses offered on the EMI campus include Integrated Emergency Management: All Hazards Preparedness and Response; Building Design for Homeland Security; Multi-hazard Program for Schools; Train-the-Trainer; and Floodplain Management.

The EMI Independent Study (IS) Program, a Web-based distance learning program open to the public, delivers extensive online training including Introduction to the Incident Command System (ICS); Introduction to the National Incident Management System (NIMS); Animals in Disasters; A Citizen's Guide to Hazardous Materials; Exercise Design; and an Introduction to Continuity of Operations Planning.

In regard to the Multi-Hazard School Safety Training program mentioned above the course listing for school emergency preparedness can be found at <http://training.fema.gov/emiweb/emischool/>.

EMI course listings may be accessed at: www.training.fema.gov.

Note: Please contact the SEMO training office directly for detailed guidance on applying for FEMA EMI residential courses at: SemoTraining@semo.state.ny.us or phone 518-292-2351.

National Incident Management System (NIMS) Compliance

National Incident Management System (NIMS) establishes standardized incident management processes, protocols, and procedures that all responders (Federal, State, tribal, and local) will use to coordinate and conduct response actions. With responders using the same standardized procedures, they will all share a common focus, and will be able to place full emphasis on incident management when a homeland security incident occurs whether terrorism or natural disaster. In addition, national preparedness and readiness in responding to and recovering from an incident is enhanced since all of the Nation's emergency teams and authorities are using a common language and set of procedures.

Schools that receive Federal preparedness funding through the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) and Emergency Management for Higher Education (EMHE) Discretionary Grant Program, local educational agencies and schools are required to adopt and implement the National Incident Management System (NIMS) in close coordination with members of their local and county emergency response community.

This includes, but is not limited to, the formal adoption of the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events, as well as the incorporation of NIMS and ICS into all emergency management training and exercises. It further includes a requirement that key school and campus personnel complete specific NIMS training, including the Introduction to the National Response Framework (IS-800), the Introduction to NIMS (IS-700), and the Introduction to ICS (ICS-100) courses. These free on-line courses may be accessed at: <http://training.fema.gov/IS/NIMS.asp>.

Key personnel who need to have knowledge of the content of the course(s) and are involved in school emergency management, school safety team or incident responses are required to complete the four following courses in order for an individual or organization to be considered NIMS compliant:

- **IS-100:** *Introduction to the Incident Command System*
- **IS-200:** *ICS for Single Resources and Initial Action Incidents*
- **IS-700:** *NIMS, An Introduction*
- **IS 800.B:** *National Response Framework, An Introduction*

NOTE:

1. Completion of IS-100.SC *Introduction to the Incident Command System, I-100, for Schools*, constitutes completion of course IS-100. This course was specifically designed to provide NIMS ICS training within a k-12 school based context.
2. A new course, IS 800.B *National Response Framework* has replaced the previously existing IS-800, *National Response Plan* training. If personnel have completed the previous version, they do not need to take the replacement course. However, it is recommended they complete the updated course in order to have the same information as their partners.

Pursuant to 8 NYCRR §155.17(e)(2)(v), all building-level emergency plans must define the chain of command using an incident command system (ICS) format. Thus, key school staff involved in emergency activities should complete the IS-100 course, including staff in districts that neither applied for nor received preparedness funding.

For more information on NIMS and school compliance, please see: <http://rems.ed.gov/index.cfm?event=NIMS> and http://www.nimsonline.com/nims_3_04/glossaryof_key_terms.htm

Appendix A.3

State Emergency Management Office (SEMO) Courses and Trainings

The mission of the New York State Emergency Management Office (SEMO) is to protect the lives and property of the citizens of New York State from threats posed by natural or man-made events. To fulfill this mission, SEMO coordinates emergency management services with Federal and State agencies to support county and local governments. SEMO routinely assists local government and voluntary organizations through a variety of emergency management programs. Programs involve hazard identification, loss prevention, emergency planning, training, operational response to emergencies, technical support, and disaster recovery assistance.

SEMO Headquarters

State Emergency Management Office
1220 Washington Avenue
Suite 101, Building 22
Albany, NY 12226-2251
State Emergency Coordination Center - Staffed 24 Hrs: (518) 292-2200

SEMO Regional Offices

Region	Counties Served	Ph. Contact No.
1	Bronx, Kings, Nassau, New York, Queens, Richmond, Suffolk	(631) 952-6322
2	Columbia, Delaware, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan Ulster, Westchester	(845) 454-0430
3	Albany, Clinton, Essex, Franklin, Fulton, Hamilton, Herkimer, Montgomery, Otsego, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington	(518) 793-6646
4	Broome, Cayuga, Chenango, Cortland, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, Schuyler, Seneca, St. Lawrence, Tioga, Tompkins	(315) 438-8907
5	Allegany, Cattaraugus, Chautauqua, Chemung, Erie, Genesee, Livingston, Monroe, Niagara, Ontario, Orleans, Steuben, Wayne, Wyoming, Yates	(315) 331-4880

SEMO Courses and Training

SEMO provides expert training throughout New York State. Preregistration is required for all SEMO courses and, in most cases, is accomplished via SEMO's online registration system.

Some of the courses offered include Emergency Planning; Intermediate and Advanced Incident Command System (ICS); Community Emergency Response Team: Train-the-Trainer; and Hazardous Weather and Flooding Preparedness. In addition there is the "Multi-Hazard School Safety Course". Course listing for school emergency preparedness can be found at <http://training.fema.gov/emiweb/emischool/>.

SEMO coordinates with the National Weather Service (NWS) and other sources for weather-related training and information. A variety of weather-based links can be found on the SEMO home page to aid in obtaining weather facts, forecasts, and hazardous weather information.

Additional links and information on a variety of SEMO programs can be found on the SEMO home page at: <http://www.semo.state.ny.us>. Links include guidance from the SEMO Planning Section, information from the Hazard Mitigation Section and links to local emergency management officials.

The full SEMO course catalog may be accessed at: www.semo.state.ny.us/programs/training/catalog.cfm. The SEMO training office may be reached at: 518.292.2351 or SemoTraining@semo.state.ny.us.

Appendix A.4

Incident Command System (ICS) for Schools

What is the Incident Command system (ICS)?

The ICS is a standardized, on-scene, all-hazard incident management system. It is one of the structures of NIMS.

What are the ICS position titles and roles (the ICS organization)?

Incident Commander (IC): Sets the incident objectives, strategies, and priorities; has overall responsibility for the incident response; and coordinates and manages all ICS functions. The IC first establishes the Operations Section and remaining sections are established as needed to support the operation. The IC may delegate authority for performance of certain activities to the *Command Staff and/or General Staff*. The IC may be transferred during an incident: a school official may serve as the incident commander and lead a command team of school personnel but if there is a bomb threat, the IC would transfer command to law enforcement. The IC is specifically responsible for:

1. Ensuring safety
2. Providing information services to internal and external stakeholders such as parents.
3. Establishing and maintaining liaison with other agencies participating in the incident.

Command Staff (Officers)

1. **Public Information Officer (PIO):** Serves as the conduit for information to internal and external stakeholders, including the media or parents.
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all response personnel.
3. **Liaison Officer:** Serves as the primary contact for supporting agencies assisting at an incident.

General Staff (Chiefs):

1. **Operations:** Roles and responsibilities focus on well-being and accountability (e.g. Health Services-First Aid, Search and Rescue) and may check outdoor areas for students and staff; maintain student and staff emergency contacts and medical/medication information; oversee emergency kits and supplies; keep cellular phones or two-way radios to ensure constant communication; and assist students and staff with special needs. Responsibilities include:
 - **Site Facility Check/Security**
 - **Search and Rescue**
 - **Medical**
 - **Student Care**
 - **Student Release/Parent Notification**
2. **Planning:** Ensures that the needs of all students' staff, visitors and parents are met by planning incident responses, assigning pre-designated roles and responsibilities and providing training to staff. Also plans and conducts exercises, completes after incident debriefings and after-action reports, modifies the emergency plan as needed and documents all practice exercises and real responses. Responsibilities include:
 - **Documentation**
 - **Situation Analysis**
3. **Logistics:** Secures and coordinates resources needed by students, staff and first responders during an incident, including food, shelter and other supplies or any physical items that may be needed (back-up generators, buses, etc). Responsibilities include:
 - **Supplies/Facilities**
 - **Staffing**
 - **Communications**

4. **Finance and Administration:** Records staff hours and expenses and supplies documentation after the disaster for insurance claims and requests for assistance to district, state, or federal governments. Responsibilities include:
- Timekeeping
 - Purchasing

ICS Facilities:

- **Incident Command Post** is the location from which the IC oversees all incident operations.
- **Staging Areas** are where personnel and equipment are gathered while waiting to be assigned.
- **Base** is the location from which primary logistics and administrative functions are coordinated and administered.
- **Camp** is the location from which helicopter-centered air operations if a Base is not accessible to all resources. Camps are equipped and staffed to provide food, water, sleeping areas, and sanitary services. A school gym or cafeteria could be used as a Camp for a community-wide incident.
- **Helibase** is the location from which helicopter-centered air operations are conducted.
- **Helispots** are temporary locations at the incident where helicopters can safely land and take off.

What is an Incident Action Plan (IAP)?

An IAP provides a coherent means to communicate the overall incident objectives for both operational and support activities. The priorities are: Life safety, incident stabilization, and property preservation.

What are the elements of an IAP?

- What do we want to do?
- Who is responsible for doing it?
- How do we communicate with each other?
- What is the procedure if someone is injured? (*New York State Center for School Safety, 2008, May, Vol. 3, Issue 3*)

ICS Offerings in New York State

The Incident Command System National Training Curriculum is a progressive curriculum developed and revised by a multi-agency, multi-discipline steering group. The ideal level of training for each person will depend on their level of responsibility in the event of an incident or event.

For information on course information, training announcements and course schedules go to the SEMO web site at <http://www.semo.state.ny.us/programs/training/index.cfm>. Additional announcements and on-line study can also be found by visiting the Federal Emergency Management Agency (FEMA) web page at <http://training.fema.gov>. For the introductory course, Introduction for Incident Command System for Schools, go to: <http://training.fema.gov/EMIWeb/IS/IS100SCa.asp>[8/11/2009 8:24:26 PM].

Appendix A.5.1

New York State Contacts

Office of Instructional Support and Development, Safe Schools and Alternative Education, New York State Education Department (NYSED):

This office offers technical assistance on the Safe and Drug-Free Schools Act, Violent and Disruptive Incident Reporting (VADIR), and SAVE – including, but not limited to, issues related to codes of conduct, school safety plans, school violence, and bullying.

Phone: (518) 486-6090 Website: <http://www.emsc.nysed.gov/ssae/>

Office of Instructional Support and Development, Student Support Services, NYSED

This office promotes school improvement by focusing on social, emotional development and learning through programs, services and activities related to pupil personnel, health services, and extended learning opportunities.

Phone (518) 486-6090 Website: <http://www.emsc.nysed.gov/sss/>

Office of School Operations and Management, Facilities Planning, NYSED

This office has jurisdiction to enforce the New York State Building Code in all public school facilities in New York State (outside of New York City). It also issues building permits and certificates of occupancy. Facility fire, health and safety issues including asbestos, lead, integrated pest management and green cleaning are also managed by this office.

Phone: (518) 474-3906 Website: <http://www.emsc.nysed.gov/facplan/>

Emergency/Disaster Planning Liaison and Point of Contact, NYSED

Laura Sahr

Office of Organizational Effectiveness, Albany, NY, 12234

Use of NIMS principles, training, and ICS Management, Phone: (518) 486-7336 lsahr@mail.nysed.gov

Emergency Management Team Member, and Fire Safety Coordinator, NYSED

Dave Clapp, Phone: (518) 474-3906 dclapp@mail.nysed.gov

NYS Center for School Safety (NYSCSS)

This Center and its staff promote research driven data based solutions to school violence and safe and healthy learning environments.

Phone: (845) 255-8989 Website: <http://nyscenterforschoolsafety.org/aboutus.html>

New York Statewide School Health Services Center:

This Center's goal is to ensure that school health services are effective in addressing the health and safety needs of students by providing leadership and direction to school health professionals, parents, school districts, and community organizations.

Phone: (585) 349-7630 Website: <http://www.schoolhealthservices.org/>

New York State Student Support Services Center

Kim Mc Laughlin, Executive Director, NYSSSS Center

Genesee Valley BOCES 80 Munson Street, Leroy, NY 14482 Ph. 585-344-7574; Fax: 585-344-7578

kmclaughlin@gvboces.org

New York State Division of Criminal Justice Services (NYSDCJS)

4 Tower Place, Albany, New York 12203-3764, Phone: 1-800-262-3257 E-Mail: infoDCJS@dcjs.state.ny.us

New York State Police Contacts

- Division Headquarters, 1220 Washington Ave., Bldg. 22, Averill Harriman State Office Bldg. Campus, Albany, NY 12226-2252
- You may also refer to the website: www.troopers.state.ny.us for further information.

At the following locations ask for the Non-Commissioned Officer assigned to the School and Community Outreach Coordinator Management Position. These officers specialize in community outreach.

Troop A: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans and Wyoming Counties
Phone: (585) 344-6200

Troop B: Clinton, Essex, Franklin, Hamilton and St. Lawrence Counties
Phone: (518) 897-2000

Troop C: Broome, Chenango, Cortland, Delaware, Otsego, Tioga and Tompkins Counties
Phone: (607) 561-7400

Troop D: Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga and Oswego Counties
Phone: (315) 366-6000

Troop E: Cayuga, Chemung, Livingston, Monroe, Ontario, Schuyler, Seneca, Steuben, Wayne and Yates Counties
Phone: (585) 398-4100

Troop F: Greene, Orange, Rockland, Sullivan and Ulster Counties
Phone: (845) 344-5300

Troop G: Albany, Fulton, Hamilton, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren and Washington Counties
Phone: (518) 783-3211

Troop K: Columbia, Dutchess, Putnam and Westchester Counties
Phone: (845) 677-7300

Troop L: Nassau and Suffolk Counties
Phone: (631) 756-3300

Troop NYC: Phone: (917) 492-7100

Troop T: New York State Thruway
Phone: (518) 436-2825

N.B.: In addition to New York State Police, may also contact the local law enforcement agencies in your area for assistance and partnership.

District-Wide School Safety Plans

Regulatory Description of Components

Component	Regulatory Description
Potential Emergency	Identification of sites of potential emergency.
Plans for Response to Specific Emergencies*	A description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; and evaluation; and (d) sheltering.
Implied or Direct Threats of Violence	Policies and Procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
Acts of Violence	Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.
Prevention and Intervention Strategies	Appropriate prevention and intervention strategies such as: (a) collaborative arrangements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are effectively and fairly recruited, adequately trained, including being trained to de-escalate potentially violent situations;(b) non-violent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs.
Law Enforcement in Violent Incident	Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident
Assistance During Emergencies*	A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
Local Government Officials*	The procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive law.
Identification of District Resources*	The identification of district resources which may be available for use during an emergency.
Procedures to Coordinate Use of School District Resources*	A description of procedures to coordinate the use of school district resources and manpower during emergencies including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies.
Contacting Parents, Guardians or Persons in Parental Relation	Policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal. *Does not apply to a school district in a city having more than one million inhabitants.

Appendix A.7.1 (cont.)

Regulatory Description of Components (continued)

Component	Regulatory Description
School Building Security	Policies and procedures relating to school building security including where appropriate, the use of school safety officers and/or security devices or procedures.
Early Detection of Potentially Violent Behaviors	Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community and environmental factors to the teachers, administrators, parents and other persons in parental relation to students of the school district or board, students, and other persons deemed appropriate to receive such information.
Annual Multi-Hazard Safety Training	Policies and procedures for the annual multi-hazard school safety training for staff and students.
Test Components of the Emergency Response Plan	Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
Response to Emergencies	The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings.
Improving Communication with Students	Strategies for improving communication among and between students and staff and reporting of potentially violent incidents. Establish youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with a bullying or violence and establishing anonymous reporting mechanisms for school violence.
Hall Monitor or Personnel Acting in a School Security Capacity	A description is required of the duties of hall monitors and any other school safety personnel. Training is required of all personnel acting in a school security capacity. The hiring and screening process for all personnel acting in a school security capacity is required.
Informing All Educational Agencies*	In the case of a school district, a system for informing all educational agencies within such school district of a disaster.
Information about Educational Agencies*	In case of a school district, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.

*Does not apply to a school district in a city having more than one million inhabitants.

Building-level Emergency Response Plans

Regulatory Description of Components

Component	Regulatory Description
Safe Evacuation	Policies and procedures for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during, or after school hours, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relations to a student.
Emergency and Post-Emergency Response Teams*	Designation of emergency response and a post-incident response teams.
Floor Plans	Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.
Internal and External Communication Systems in Emergencies	Establishment of internal and external communication systems in emergencies.
Chain of Command	Definition of the chain of command in a manner consistent with the National Incident Management System (NIMS) and Incident Command System (ICS).
Disaster Mental Health Services	Coordination of the school safety plan with the state-wide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident.
Annual Review of Emergency Response Plan	Procedures for an annual review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
Crime Scene	Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.

**In a school district in a city having a population of more than one million inhabitants, unique teams are not required in each building. Such teams may be created on the district level with building-level participation.*

Appendix A.8.1

Guiding Statements: District-Wide School Safety Plan

This resource has been developed to provide districts with a series of statements based on the intent of SAVE to ensure that all districts have a district-wide school safety plan. The guiding statements may be useful as the district discusses and creates its plan. The statements are generally organized to reflect the framework provided in the sample district-wide school safety plan, and emphasize only those sections of the plan where additional guidance may be helpful.

General Considerations and Planning Guidelines

1. The district has established the required district-wide school safety team.
2. All required members are present, including representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.
3. The district gives consideration to other members of the community who may be helpful as members of the district-wide school safety team.
4. A relationship exists between the district-wide school safety team and the building-level school safety team.
5. In the event of an emergency or violent incident the district-wide plan reflects how the district will interact with an individual school emergency response team.
6. The district provides training for the members of the district-wide school safety team.
7. Arrangements are made for regularly scheduled meetings and opportunities for communications.
8. The district-wide school safety team reviews the district-wide school safety plan.
9. The district schedules a public hearing at least 30 days prior to the adoption of the school safety plan by the Board of Education.
10. The district submits a full copy of its district-wide comprehensive school safety plan and any subsequent amendments to the New York State Education Department no later than 30 days after their adoption.

Risk Reduction/Prevention and Intervention***Prevention/Intervention Strategies: Program Initiatives***

1. A local assessment is conducted to determine strategies appropriate to the local area.
2. Local data, such as that reported and summarized in the annual VADIR Summary Form, is used to substantiate the need for security procedures and devices.
3. Selected prevention and intervention strategies based on research findings of effectiveness are evaluated to determine their impact in the district.
4. Prevention and intervention programs are linked to community resources, including health and mental health.
5. Prevention and intervention strategies are included in the district's Professional Development Plan to cover identified and required school safety training components.
6. Nonviolent conflict resolution training programs, peer mediation programs and youth courts, extended day and other school safety programs exist to prevent potential violence.
7. Character, citizenship and civility education programs are included.
8. Strategies exist for improving communication among students and between students and staff.
9. Strategies include safe and confidential ways for students to report potentially violent incidents.

Appendix A.8.1 (cont.)

10. Best practices and effective strategies used by others have been considered for improving communication.
11. Students are involved in policy development.
12. Students are encouraged to serve as peer leaders or mentors for younger students.

Prevention/Intervention Strategies: Training, Drills, and Exercises

13. Policies and procedures exist for annual multi-hazard school safety training for staff and students.
14. Procedures exist for review and the conduct of drills and other exercises to test components of the emergency response plan.
15. Tabletop exercises are used to simulate real-life emergencies and responses by staff.
16. Drills and exercises are conducted in coordination with local and county emergency responders and preparedness officials.
17. Policies and procedures are updated and/or modified as a result of information gained during drills and exercises.

Prevention/Intervention Strategies: Implementation of School Security

18. A description of the policies and procedures related to school building security exists.
19. Collaborative agreements made with state and local law enforcement officials ensure that school safety officers are adequately trained to de-escalate potentially violent situations.
20. The duties of hall monitors and any other school safety personnel are included.
21. The training required of all personnel acting in a school security capacity is identified.
22. The hiring and screening process for all personnel acting in a school security capacity is identified.

Early Detection of Potentially Violent Behaviors

23. Policies and procedures exist for the dissemination of informative materials regarding the early detection of potentially violent behaviors.
24. Materials are distributed to teachers, administrators, school personnel, persons in parental relation to students, students and others deemed appropriate to receive such information.
25. Staff are trained on the U.S. Department of Education's "Early Warning, Timely Response" document relating to early identification of potentially violent behaviors.
26. Skills-based violence prevention education is integrated into health education and other related curricula.
27. Staff are trained to identify family, community and environmental factors that may lead to potentially violent behaviors.
28. Staff is trained on the identification of risk and protective factors to help children.

Hazard Identification

29. The District identifies sites of potential internal and external emergencies.
30. Potential hazards in the neighborhood and community are considered, such as facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults and above-ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in the community.

Appendix A.8.1 (cont.)

31. The district consults with local emergency managers on the hazard analysis for the area in which the school district is located.

Response***Notification and Activation***

1. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident or other emergency are in place.
2. There are provisions for notifying appropriate agencies, including police, fire, rescue, mental health, and others, where necessary.
3. Appropriate local law enforcement liaisons for the district's area are identified.
4. Communication protocol is established with and between the local law enforcement agencies.
5. Staff is trained in emergency reporting procedures.
6. Appropriate responses are identified for responding to emergencies.
7. There are protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
8. Local law enforcement officials are consulted about the protocols.
9. Current State Education Department materials are reviewed to link protocols to recommended procedures.
10. Students and teachers are knowledgeable about what to do in an emergency.
11. Policies and procedures are developed for contacting parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.
12. Policies and procedures ensure accurate, timely and consistent information to parents.
13. Policies and procedures identify the medium (i.e., telephone call, press release, letter, email or other) that will be used to communicate with parents.
14. Parents have been informed about the ways they will be contacted in the event of an emergency, including information provided in the primary language of the parents.
15. Policies and procedures for responding to media inquires are in place.
16. District has a media liaison or public information officer.
17. District has a dedicated emergency phone line to use in an emergency.

Situational Responses: Multi-hazard Responses

18. There are provisions for taking action in emergencies.
19. There are descriptions of actions to be taken in response to specific emergencies, including school cancellation, early dismissal, evacuation and sheltering.
20. Both internal and external evacuation routes are included in the plan.
21. Actions include provisions for incidents before, during and after school hours.
22. Provisions are included for evacuation of building occupants with special needs.
23. There has been an identification of district resources that may be available during an emergency.

Appendix A.8.1 (cont.)

24. There are provisions for emergency supplies and first aid kits for all schools.
Appendix A.8.1 (cont.)
25. Portable communication devices are available, if they are needed.
26. There are provisions for transportation in an emergency.

Situational Responses: Responses to Acts of Violence, Including Implied or Direct Threats

27. There are policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
28. There is an agreement with state/local law enforcement offices to ensure that safety officers and other security personnel are adequately trained in de-escalation of potentially violent situations.
29. The policies and procedures include notification of appropriate school authorities in impacted buildings.
30. One or more members of school staff are trained in de-escalation of potentially violent situations.
31. Staff and students are knowledgeable about what to do when there is a direct or implied threat of violence.
32. The terms "implied" and "direct" threats are defined with input from the district's legal counsel, and are included in the district's code of conduct.
33. There are policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.
34. If zero-tolerance policies are considered, they are age and incident appropriate.
35. Teachers, students and school staff understand what to do in the event of a violent incident.

Situational Responses: Response Protocols and Relationships with Other Agencies

36. A description of procedures exists to coordinate the use of school district resources and manpower during an emergency.
37. Officials are identified and authorized to make decisions in an emergency.
38. Staff members are assigned or designated to provide assistance during an emergency.
39. All school buildings receive information on district-wide procedures.
40. Roles and responsibilities of district and school staff are clearly defined.
41. There are contingency provisions if one or more key individuals are not available, or unable to perform their roles and responsibilities.
42. Descriptions are developed for the arrangements of obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
43. Descriptions are reviewed and updated on a periodic basis to reflect any changes in personnel, organizational structures or other conditions.
44. A system has been developed for informing all educational agencies within the school district of a disaster.
45. Information has been gathered and documented about each educational agency located in the school district, including information on school population, number of staff, transportation needs, and the business and home phone numbers of key officials of each educational agency.
46. The type of internal communication system other schools in the area are using is known.

Appendix A.8.1 (cont.)

47. Procedures have been developed for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law relating to the Declaration of a State of Disaster or Emergency.
48. Policies and procedures are developed relating to school building security, including, where appropriate, the use of school safety officers or security devices and procedures.
49. A security assessment of school buildings is conducted in cooperation with law enforcement, school security staff, teachers, other school staff, and others, where appropriate.
50. Local data is used to substantiate the need for security procedures and devices.
51. School visitors are required to sign in, sign out, and wear visible visitors' passes when visiting school buildings.

Recovery

1. Members of the District-wide School Safety Team know their roles and responsibilities.
2. Each building in the district has a Post-Incident Response Team.
3. District resources that will assist in the recovery process have been identified.
4. Resources are involved in the planning process.
5. Staff are informed and trained in the policies and procedures of recovery efforts.
6. Someone is designated to coordinate resources from the county and state (i.e., Disaster Mental Health Services).
7. The District-wide School Safety Team will assist in response and recovery to an affected building(s) in support of local teams.
8. The district level personnel is designated to respond to the affected building(s).
9. Procedures for how students are relocated and continue their education for an extended period of time if a disaster/emergency renders a building unsafe to occupy is identified.
10. Personnel who will work with local, state, and federal officials, in evaluating damage assessment of district property is identified.
11. Personnel that can document cost-related expenditures that may be incurred from a disaster/emergency are identified.
12. Improvements that can be made to district facilities if such facilities are damaged or destroyed during a disaster/emergency are considered. (These efforts would result in district facilities being more resistant to suffering similar or worse damage in the future.)

Guiding Statements: Building-level Emergency Response Plans

This resource has been developed to provide districts with a series of statements based on the intent of SAVE to ensure that all districts have a building-level school safety plan. The guiding statements may be useful as the school building and district discuss and creates it's plan. The statements are generally organized to reflect the framework provided in the sample building-level school safety plan, and emphasize only those sections of the plan where additional guidance may be helpful.

General Considerations and Planning Guidelines

1. The school has established the required building-level school safety team.
2. All required members are present, including; representatives of teachers, administrators, parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies and any other representatives.
3. Team members are notified and their roles defined.
4. The school gives consideration to including students who may be helpful as members of the building-level school safety team.
5. The school has considered the relationship between the district-wide school safety team and the building-level school safety team and how these groups interact.
6. In the event of an emergency or violent incident, the building-level school safety plan reflects how the school will interact with the district.
7. The building has developed a list of building staff with names, addresses, and telephone numbers.
8. The school considers potential training for the members of the building-level school safety team in collaboration with district-wide training.
9. Arrangements are made for regularly scheduled meetings and opportunities for communications.
10. The school reviews the plan with the building-level school safety team.
11. In cooperation with the district, the building schedules a public hearing at least 30 days prior to its adoption by the Board of Education.
12. A summary of the building-level plan is developed for the purposes of the public hearing.
13. The building level team develops procedures for annual review of the building-level emergency response plan.
14. The plan is approved by the Board of Education after at least one public hearing.
15. A full copy of the Building-level Emergency Response Plan and any subsequent amendments thereto must be filed with the state police and local law enforcement agencies within thirty days of their adoption.

Risk Reduction/Prevention, and Intervention

Designation of School Teams

1. The building-level school safety team has designated an emergency response team, other appropriate incident response teams, and a post-incident response team.
2. Team members know their roles and have been trained to perform them.
3. School personnel are familiar with the local emergency plan and staff, including Disaster Mental Health staff.

Appendix A.8.2 (cont.)

Building/Personnel Training

4. Training for emergency teams and safety officers, including de-escalation training are conducted.

Coordination with Emergency Officials

5. There is a plan in place for annual testing components of the plan.
6. Both evacuation and reverse evacuation plans are practiced.
7. Shelters in place and/or lockdown procedures drills are practiced.
8. Student accountability systems (includes staff and visitors) are tested during drills.
9. Exits are regularly blocked to test secondary evacuation route during evacuation drills.

Annual Multi-hazard Training

10. Annual multi-hazard training for staff (including substitutes) is provided.
11. Annual multi-hazard training for students is provided.

Identification of Sites of Potential Emergencies

12. Potential internal and external hazards are identified. (Risk analysis)

Response***Assignment of Responsibilities***

1. The building-level chain of command has been developed and communicated.
2. Internal and external communication systems are identified, including notification requirements at the district level.
3. Participants know their roles within the ICS System.
4. ICS training is provided to appropriate staff.
5. There are methods to identify staff (at least crisis team members) so that outside agency personnel can readily identify team members.

Continuity of Operations

6. There are clear mechanisms in place to identify, at any point in the plan, who is in charge.
7. There is a method to reassess needs, evaluate services to date, and plan for transition to the recovery phase.
8. There are follow-up procedures in place to individuals or groups in need of disaster mental health services.

Access to Floor Plans

9. Floor plans and schematics are included in the plan.
10. The school has a procedure in place for updating the floor plans and schematics.

Notification and Activation

11. There are mechanisms to ensure that all appropriate agencies are notified and that resources and services will be coordinated.
12. A person has been identified to coordinate and interface with the media.

Appendix A.8.2 (cont.)

13. There are public information campaigns related to available disaster mental health services.

Hazard Guidelines

14. Specific guidelines have been developed for the following: natural or weather related incidents, civil disturbances, presence of intruders, threats of violence, hostage taking or kidnappings, school bus accidents, gas leaks, hazardous radiological, or biological material exposure, bomb threats, presence of explosive devices including possibility of secondary explosive devices, as determined by the Building-level Safety Team.
15. Building-level plan addresses implied or direct threats of violence.
16. Building-level plan addresses responding to acts of violence.

Evacuation Procedures

17. The building level school safety plan addresses incidents before, during, and after school hours. Procedures have been developed to address medical needs.
18. Sheltering agreements are identified and appended to the building-level plan.
19. Internal and external shelter sites are identified.
20. The plan addresses internal and external evacuation routes.
21. The plan addresses emergency notification of persons in parental relationship to students.
22. The building has developed an emergency supplies inventory.
23. The plan provides for evacuation of building occupants with special needs.
24. There are methods to debrief daily or as needed as conditions are accommodated.

Security of Crime Scene

25. The building has developed crime scene management guidelines.
26. Policies and procedures for security of the crime scene are understood by all parties.

Recovery

1. The post-incident response team is activated.
2. The building-level team addressed short-term and long-term recovery issues.
3. The plan provides access to local and state mental health resources.
4. There are provisions to maintain contact with the County Disaster Mental Health Response Team to notify it of changing needs or potential problems.
5. There are strategies in place to reassess disaster mental health needs of victims and relatives to evaluate and refer to ongoing treatment if Brief Critical Incident Stress Management techniques are not restoring children to pre-disaster levels both psychologically or scholastically.
6. There are methods to debrief daily, or as needed, to ensure that changing conditions are accommodated.

Appendix A.9.1

SAVE School Safety Plan Worksheet for Specific Components

This worksheet is provided to assist districts or individual school buildings in the planning process required by SAVE. The worksheet may be used by the district or a school to outline the planning process for a specific component of SAVE and provides a guideline for the district to follow in developing strategies for that component. This format is provided as a guide for use at the local level.

Focus (Select one)	<input type="checkbox"/> District-wide School Safety Plan <input type="checkbox"/> Building-level Emergency Response Plan																		
Component (Select one)	<input type="checkbox"/> General Considerations <input type="checkbox"/> Risk Reduction/Prevention and Intervention <input type="checkbox"/> Response <input type="checkbox"/> Recovery																		
Specific Requirement to be Addressed	<p><i>List here the specific regulatory requirement that the district or school building would like to address. (Examples might include the identification of sites of potential emergencies, creation of evacuation procedures, or other regulatory requirements that the district wishes to explore further).</i></p>																		
<p>Guiding Statements Selected By District to Guide Planning Process <i>The district or school building may wish to review the Guiding Statements provided in the resource section of this document to determine the considerations it wishes to address. All guiding statements are numbered for reference purposes.</i></p>																			
<p>Available Resources Known to District <i>List here the resources that are available to the school safety team. External resources may include documents, websites or community resources that could be consulted. Internal resources may include knowledgeable school personnel, existing policies, or other internal documents that may be helpful.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">External</th> <th style="width: 50%; text-align: left;">Internal</th> </tr> </thead> <tbody> <tr> <td>• _____</td> <td>• _____</td> </tr> </tbody> </table>		External	Internal	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____
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Appendix A.9.2

Safety Team Planning Process: Tasks and Decisions

(The district or the building-level safety team may outline the steps it will take to develop a specific component of the district-wide or building-level safety plan. This format provides the team with an outline for identifying the tasks to be accomplished and the activities necessary to complete the tasks).

Tasks	Activities	Who	When

Summary

(As part of its planning records, the district or individual school building may choose to summarize its decisions or options selected to meet a regulatory requirement).

Appendix A.10.1

District Wide School Safety Plan Checklist Review ¹

District Code: (12 digit school district code)													
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School Address:	Telephone Number:
	Fax Number:

Building Contact Person:	Telephone Number:
	Fax Number:

Date of Review:	Reviewer(s) Phone Numbers and Email Address:
Names of Reviewer(s):	

Please return form to:	New York State Education Department Room 318 EB 89 Washington Avenue Albany NY 12234 Phone: 518.486.6090
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¹ Please note that a landscape version of the District Wide School Safety Plan Checklist Review Cover Sheet and Checklist is available at the following locations: <http://www.emsc.nysed.gov/ssae/schoolsafety/vadir/#resources> In addition, it is available at <http://nyscenterforschoolsafety.org>

Appendix A.10.1 (cont.)

School Name			
Visit Date			
Required Component and Regulatory Citation			
Risk Reduction/Prevention and Intervention Components Prevention/Intervention Strategies	Compliance	Evidence	Recommendations
The District-wide School Safety Plan must include strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence (<u>see</u> , 8 NYCRR §155.17[e][1][xvii]).			
The plan must include appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) non-violent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs (<u>see</u> , 8 NYCRR §155.17[e][1][v][a] through [d]).			
Training, Drills, and Exercises			
The plan must include policies and procedures for annual multi-hazard training for staff and students (<u>see</u> , 8 NYCRR §155.17[e][1][xiv])			
The plan must include procedures for review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials (<u>see</u> , 8 NYCRR §155.17[e][1][xv]).			

<p>The plan must include a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in school security capacity (<u>see</u>, 8 NYCRR §155.17[e][1][xviii]).</p>			
<p>Required Component and Regulatory Citation</p>			
<p>Implementation of School Security</p>	<p>Compliance</p>	<p>Evidence</p>	<p>Recommendations</p>
<p>The plan must include policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures (<u>see</u>, 8 NYCRR §155.17[e][1][xii]).</p>			
<p>Vital Educational Agency Information</p>			
<p>The plan must include, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency (<u>see</u>, 8 NYCRR §155.17[e][1][xx]).</p>			
<p>Early Detection of Potentially Violent Behaviors</p>			
<p>The plan must include policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information (<u>see</u>, 8 NYCRR §155.17[e][1][xiii]).</p>			

Sites of Potential Emergency Identification			
The plan must include the identification of sites of potential emergency (<u>see</u> , 8 NYCRR §155.17[e][1][i]).			

Required Component and Regulatory Citation			
Response - Notification and Activation (Internal and External Communications)	Compliance	Evidence	Recommendations
The plan must include policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident (<u>see</u> , 8 NYCRR §155.17[e][1][vi]).			
The plan must include, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster (<u>see</u> , 8 NYCRR §155.17[e][1][xix]).			
The plan must include policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal (<u>see</u> , 8 NYCRR §155.17[e][1][xi]).			
Responses to Acts of Violence: Implied or Direct Threats			
The plan must include policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school (<u>see</u> , 8 NYCRR §155.17[e][1][iii]).			
Acts of Violence			
The plan must include policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence (<u>see</u> , 8 NYCRR §155.17[e][1][iv]).			
Response Protocols			
The plan must include an identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings (<u>see</u> , 8 NYCRR §155.17[e][1][xvi]).			

Required Component and Regulatory Citation			
Arrangements for Obtaining Emergency Assistance from Local Government	Compliance	Evidence	Recommendations
The plan must include, except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies (see, 8 NYCRR §155.17[e][1][vii]).			
Procedures for Obtaining Advice and Assistance from Local Government Officials			
The plan must include, except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law (see, 8 NYCRR §155.17[e][1][viii]).			
District Resources Available for Use in an Emergency			
The plan must include, except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency (see, 8 NYCRR §155.17[e][1][ix]).			
Procedures to Coordinate the Use of School District Resources and Manpower During an Emergency			
The plan must include, except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies (see, 8 NYCRR §155.17[e][1][x]).			

Optional Components Which May Be Included in the Plan (cont.)			
Disaster Mental Health Services	Compliance	Evidence	Recommendations

Protective Action Options			
<p>The plan must include, except in a school district in a city having a population of more than one million inhabitants, a description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering (<u>see</u>, 8 NYCRR §155.17[e][1][ii][a] through [d]).</p>			
Optional Components Which May Be Included in the Plan			
Recovery District Support For Buildings			
<p>The district may elect to include in its plan a description of how district resources will support the School Building Emergency Response Teams and the Post-Incident Response Teams in school(s) after threats of violence or actual violent incidents have occurred.</p>			

<p>The district may elect to include in its plan a description of how the district office will assist in the coordination of Disaster Mental Health Resources in the affected school(s).</p>			
Required Plan Development Procedures			
District-Wide School Safety Team			
<p>The District-wide School Safety Team was appointed by the Board of Education, the chancellor in the case of New York City, or other governing board (<u>see</u>, 8 NYCRR §155.17[c][13]).</p>			1
<p>The team includes, but is not limited to, representatives of the school board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel (<u>see</u>, 8 NYCRR §155.17[c][13]).</p>			
<p>The team developed the District-wide School Safety Plan (<u>see</u>, 8 NYCRR §§ 155.17[b] and [c][13]).</p>			
District-Wide School Safety Plan Review and Public Comment			
<p>The District-wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education (<u>see</u>, 8 NYCRR §155.17[e][3]).</p>			
<p>At least one public hearing that provided for the participation of school personnel, parents, students and any other interested parties, was held prior to adoption of the plan (<u>see</u>, 8 NYCRR §155.17[e][3]).</p>			
<p>A copy of the plan was filed with the Commissioner of Education no later than thirty days after its adoption (<u>see</u>, 8 NYCRR §155.17[e][3]).</p>			
<p>Any and all amendments to the plan were filed with the Commissioner of Education no later than 30 days after their adoption (<u>see</u>,</p>			

8 NYCRR §155.17[e][3]).			
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Appendix A.10.2

Building-Level School Safety Plan Checklist Review ²

District Code: (12 digit school district code)													
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School Address:	Telephone Number:
	Fax Number:

Building Contact Person:	Telephone Number:
	Fax Number:

Date of Review:	Reviewer(s) Phone Numbers and Email Address:
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Names of Reviewer(s):	

Please return form to:	New York State Education Department Room 318 EB 89 Washington Avenue Albany NY 12234 Phone 518.486.6090
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² Please note that a landscape version of the District Wide School Safety Plan Checklist Review Cover Sheet and Checklist is available at the following locations: <http://www.emsc.nysed.gov/ssae/schoolsafety/vadir/#resources> In addition, it is available at <http://nyscenterforschoolsafety.org>

Appendix A.10.2 (cont.)

School Name Visit Date			
Required Component and Regulatory Citation	Compliance	Evidence	Recommendations
<p>Every board of education of a school district, every board of cooperative education services and county vocational education and extension board and the chancellor of the City School District of the City of New York must adopt by July 1, 2001, and must update by July 1st of each succeeding year, a building-level school safety plan regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans must be adopted by the Chancellor of the City School District. Such plans must be developed by a building-level school safety team.</p>			
<p>School emergency management plans must be designed to prevent or minimize the effects of emergencies and to coordinate the use of resources (<u>see</u>, 8 NYCRR §155.17[d]).</p>			
<p>School emergency management plans must include, but not are limited to, the identification of sites of potential emergency and identification of appropriate responses to emergencies (<u>see</u>, 8 NYCRR §§155.17[d][1] and [2]).</p>			
<p>School emergency management plans must include a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies (<u>see</u>, 8 NYCRR §155.17[d][3]).</p>			

Required Component and Regulatory Citation	Compliance	Evidence	Recommendations
School emergency management plans must include the identification of district resources which may be available for use during an emergency (<u>see</u> , 8 NYCRR §155.17[d][5]).			
School emergency management plans must include in the case of a school district, a system for informing all educational agencies within such school district of an emergency (<u>see</u> , 8 NYCRR §155.17[d][6]).			
School emergency management plans must include a description of plans for taking the following actions in response to an emergency where appropriate: (i) school cancellation; (ii) early			

dismissal; (iii) evacuation; and (iv) sheltering (see, 8 NYCRR §155.17[d][7][i] through [iv]).			
Required Component and Regulatory Citation	Compliance	Evidence	Recommendations
include in the case of a school district, certain information about each educational agency located in the school district, including information at least once every school year, and where possible in cooperation with local county emergency transportation providers and the business and home telephone numbers of key officials of each such agency (see, 8 NYCRR §155.17[d][8]).			
procedures under each of its building-level school safety plans, including sheltering or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. Parents or persons in parental relation must be notified at least one week prior to the drill (see, 8 NYCRR §155.17[j][1]).			

<p>Drills. The drills must test the usefulness of the communications and transportation system during emergencies (<u>see</u>, 8 NYCRR §155.17[j][2]).</p>			
<p>Reports by educational agencies. Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district must provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies (see, 8 NYCRR §155.17[k]).</p>			
<p>A copy of each building-level safety plan and any amendments thereto, must be filed with the appropriate local law enforcement agency and with the state police within thirty days of its adoption. Building-level emergency response plans must be confidential and are not subject to disclosure under article six of the Public Officers Law or any other provision of law (<u>see</u>, Education Law §2801-a [6] and 8 NYCRR §155.17[e][3]).</p>			

Appendix A.11

BOCES Health, Safety and Risk Management Services Center & Contact

For related information and additional contacts regarding school health, safety, and risk management please go to The Association of Educational Safety and Health Professionals' (AESHP) website at: www.AESHP.org

This site includes upcoming events, member list, current projects, and other information relating to school health, safety, and risk management issues.

Broome-Tioga BOCES

23 Jackson Avenue
Endicott, New York 13760
607-786-8502

Capital Region Albany-Schenectady-Schoharie & Saratoga BOCES

900 Watervliet-Shaker Road
Suite 102.
Albany, New York 12205
518-786-3261

Cattaraugus-Allegany-Erie-Wyoming BOCES

1824 Windfall Road
Olean, New York 14760
716-376-8200

Cayuga-Onondaga BOCES

1879 W. Genesee Street Road
Auburn, New York 13021
315-253-0361

Champlain Valley Educational Services (Clinton Essex Warren Washington)

14 Area Development Drive
Suite 100
Plattsburgh, New York 12901
518-561-0100 Ext. 358

Delaware-Chenango-Madison-Otsego BOCES

6678 County Road 32
Norwich, New York 13815
607-335-1249

Dutchess County BOCES

578 Salt Point Turnpike
Poughkeepsie, New York 12601
845-486-4800

Appendix A.11 (cont.)

Eastern Suffolk BOCES

201 Sunrise Highway
Patchogue, New York 11772
631-687-3131

Erie 1 BOCES

355 Harlem Road
West Seneca, New York 14224
716-821-7440

Erie 2 Chautauqua - Cattaraugus BOCES

9520 Fredonia-Stockton Road
Fredonia, New York 14063
716-672-4371

Franklin-Essex-Hamilton BOCES

3372 State Route 11
Malone, New York 12953
518-483-6420

Genesee-Livingston-Steuben-Wyoming BOCES

Livonia Intermediate School
PO Box E
Livonia, New York 14487
585-346-4105

Hamilton-Fulton-Montgomery BOCES

2755 State Highway 67
Johnstown, New York 12095
518-736-4380

Herkimer-Fulton-Hamilton-Otsego BOCES

352 Gros Blvd.
Herkimer, New York 13350
315-867-2023

Jefferson-Lewis BOCES

20104 State Route 3
Watertown, New York 13601
315-779-7055

Madison-Oneida BOCES

P O Box 70, Middle Settlement Road
New Hartford, New York 13413
315-793-8696

Appendix A.11 (cont.)

Monroe 1 BOCES

41 O'Connor Road
Fairport, New York 14450
585-377-4660

Monroe 2-Orleans BOCES

Livonia Intermediate School
P.O. Box E
Livonia, New York 14487
585-346-4105

Nassau BOCES

71 Clinton Road
P.O. Box 9195
Garden City, New York 11530
516-997-8700 Ext 2387

Oneida-Herkimer-Madison BOCES

P.O. Box 70,
4747 Middle Settlement Road
New Hartford, New York 13413
315-793-8693

Onondaga-Cortland-Madison BOCES

PO Box 4754
6820 Thompson Road
Syracuse, NY 13221
315-431-8591

Orange-Ulster BOCES

163 Harriman Heights Road
Monroe, New York 10950
845-781-4363 ext. 10761

Orleans-Niagara BOCES

4232 Shelby Basin Road
Medina, New York 14103
800-836-7510

Oswego County BOCES

179 County Route 64
Mexico, New York 13114
316-963-4222

Appendix A.11 (cont.)

Otsego-Northern Catskill (Otsego-Delaware-Schoharie-Greene) BOCES

Grand Gorge Civic Center
P.O. Box 121
Grand Gorge, New York 12434
607-588-6420

Putnam-Northern Westchester BOCES

200 BOCES Drive
Yorktown Heights, NY 10598-4399
914-248-2457

Questar III BOCES (Rensselaer-Columbia-Greene)

1943 Brookview Road
Castleton, NY 12033
518-732-4116

Rockland County BOCES

65 Parrott Road – Bldg. #12
West Nyack, NY 10994
845-627-4761

St. Lawrence-Lewis BOCES

139 Outer State Street
Canton, NY 13617
315-779-7055

Greater Southern Tier BOCES (Schuyler-Chemung-Tioga-Steuben-Alleghany)

459 Philo Road
Elmira, NY 14903
607-739-3581

Southern Westchester BOCES

2 Westchester Plaza
Elmsford, NY 10523
914-345-8500 Ext 120
Rosemary Lee

Sullivan County BOCES

6 Wierk Avenue
Liberty, NY 12754
845-292-0082

Tompkins-Seneca-Tioga BOCES

555 Warren Road
Ithaca, NY 14850
607-257-1555 Ext 460 or 443

Appendix A.11 (cont.)

Ulster County BOCES

175 Route 32 N
New Paltz, NY 12561
845-255-3040

**Washington-Saratoga-Warren-Hamilton-Essex
BOCES**

6 British American Blvd.
Latham, NY 12110
518-786-3261

Wayne-Finger Lakes BOCES

Livonia Primary School
Livonia, NY 14487
716-346-4105

Western Suffolk BOCES

152 Laurel Hill Road
Northport, NY 11768
516-261-5071

Appendix A.12

Web Resources

American Academy of Pediatrics, Disaster Preparedness to meet Children's Needs –
http://www.aap.org/advocacy/releases/disaster_preparedness.htm

American Red Cross, Masters of Disaster –
<http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecbf43181aa0/?vgnextoid=0c81244b6949b110VgnVCM10000089f0870aRCRD&cpsexcurrchannel=1>

Federal Bureau of Investigation, The School Shooter: A Threat Assessment Perspective –
www.fbi.gov/publications/school/school2.pdf

Federal Emergency Management Agency (FEMA), Emergency Planning Resources for Parents & Teachers –
<http://www.fema.gov/kids/teacher.htm>

Federal Emergency Management Agency (FEMA) An in-depth guide to Citizen Preparedness -
www.fema.gov/areyouready/

Federal Emergency Management Agency (FEMA) Emergency Management Institute School,-
<http://training.fema.gov/IS/crslst.asp>

Federal Emergency Management Agency (FEMA), Introduction to Incident Command System for Schools-
<http://training.fema.gov/EMIWeb/IS/IS100SCA.asp>

Federal Emergency Management Agency (FEMA), Multi-hazard Emergency Planning for Schools (Independent Study)
<http://training.fema.gov/EMIWeb/IS/is362.asp>

National Association of School Psychologist, Crisis and Safety Resources – <http://www.nasponline.org>

National Clearinghouse for Educational Facilities, Disaster Preparedness and Response for Schools –
<http://www.edfacilities.org/rl/disaster.cfm>

National Oceanic and Atmospheric Administration, Weather Education, General Information and “Cool” Sites for everyone (sections relatable to youngsters). - <http://www.education.noaa.gov/cweather.html>

National Oceanic and Atmospheric Administration, National Weather Service, National Weather Radio –
<http://www.nws.noaa.gov/nwr/>

National Oceanic and Atmospheric Administration, National Weather Service, Office of Climate, Water, and Weather Services, “Playtime for Kids”, Weather Awareness and Education, -
<http://www.nws.noaa.gov/om/reachout/kidspage.shtml>

National Organization on Disability (Preparedness for Children with Disabilities) – <http://www.nod.org>

National School Safety Center – www.schoolsafety.us

New York City Department of Education, Guidance for Parents – <http://www.nycenet.edu>

New York State Center for School Safety – <http://nyscenterforschoolsafety.org>

New York State Emergency Management Office, (SEMO) Transportation Events, Road Closures, etc. –
<http://www.nyalert.gov/>

New York State Office of Mental Health, Violence Prevention – <http://www.omh.state.ny.us/omhweb/sv/SchViol.htm>

Appendix A.12 (cont.)

New York State Police, Crime Prevention and Safety Publications – <http://www.troopers.state.ny.us/Publications/>

New York State, Division of State Police, School and Community Outreach Unit, Troopers in this unit have received specialized training in the area of school violence, crime prevention, conflict management, school resource officer supervision and emergency management – http://www.troopers.state.ny.us/schools_and_communities/

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, General and, training information provided, education materials and resources, how to prepare for and mitigate a crisis, planning for students with disabilities, Mental Health services for children following trauma, recovery resources, and resources for higher education - <http://rems.ed.gov/index.cfm?event=resources>

Red Nose Response serves people by bringing smiles, to those who have been impacted by a catastrophe. – <http://www.rednoseresponse.org/index.asp>

Sesame Street and Preparedness, Sesame Workshop Develops Family-friendly Resources on Emergency Preparedness, <http://www.sesameworkshop.org/initiatives/emotion/ready>

United States Department of Education, Emergency Planning Guidance – <http://www.ed.gov/admins/lead/safety/emergencyplan>

United States Department of Justice – Bureau of Justice Assistance, School Safety Guide and Resources – http://www.ojp.usdoj.gov/BJA/pdf/IACP_School_Violence.pdf

United States Department of Justice, Indicators of School Crime & Safety – <http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs05.pdf>

United States Secret Service, Final Report and Findings of the Safe School Initiative – http://www.secretservice.gov/ntac_ssi.shtml

U.S. Department of Homeland Security: Transportation Security Administration (TSA), School Transportation Security Awareness (STSA) – http://www.tsa.gov/what_we_do/tsnm/highway/stsa.shtml