

**Burnt Hills-Ballston Lake Central School District**  
**Draft of DISTRICT – WIDE SCHOOL SAFETY PLAN**  
**Project SAVE (Safe Schools Against Violence in Education)**  
**Commissioner’s Regulation 155.17**

Reviewed/Revised: 12/18/2018

**Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses mitigation/prevention, preparedness, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Burnt Hills-Ballston Lake Central School District, supports the SAVE Legislation and facilitates the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

**Section I: General Considerations and Planning Guidelines**

**A. Purpose**

The District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Board of Education, the School Superintendent appoints a District-wide Health & Safety Committee and charges it with the development and maintenance of the District-wide School Safety Plan.

**B. Identification of Chief Emergency Officer**

The district designates Phil Poitier, Director of School Safety & Security, as the district’s chief emergency officer whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1<sup>st</sup>, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1<sup>st</sup>, of building-level emergency response plans for each school building;
- e. Assist in the selection of security related technology and development of policies for the use of such technology;

- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15<sup>th</sup>; and
- g. Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

The Burnt Hills-Ballston Lake Central School District has a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, school safety personnel and other school personnel.

D. Concept of Operations

- 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 guides the development and implementation of individual Building-level Emergency Action Guides.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the Building Crisis Team.
- Upon the activation of the Building Crisis Team, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan is reviewed and maintained by the District-wide Health & Safety Committee and reviewed on an annual basis on or before September 1<sup>st</sup> of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan is available for public comment 30 days prior to its annual adoption. The district-wide plan is adopted by the Board of Education after one public hearing that provides for the participation of school personnel, parents, and any other interested parties.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans are confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers. The District-wide Health & Safety Committee and the Board of Education review the confidential Building-level Emergency Action Guides yearly before September 1<sup>st</sup> of each year.
- The District-wide School Safety Plan is posted on the district's website as requested by the New York State Education Department. Building-level Emergency Response Plans are supplied to both local and State Police within 30 days of adoption.

The district has many Board of Education (BOE) policies that support school safety, including but not limited to #4526.1 and #AR4526.1 Internet Safety, #5300 Code of Conduct, #5300.05 Introduction to the Code of Conduct, #5300.30 Prohibited Student Conduct, #8110 Student Safety, #8130 Emergency Plans, #8210 Building Security, and #9245 Schools Against Violence in Education (SAVE).

## **Section II: General Emergency Mitigation, Prevention and Response Planning**

The District emergency preparedness includes mitigation and prevention to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process. Preparedness includes ensuring policies and protocols are in place as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills.

Response occurs when the plan is activated and involves the action to contain and resolve a crisis. The emergency plan in place is activated as needed to promote effective decision-making. Consistent communication is maintained with staff, students, family and media, actions are documented and after-action briefings are conducted. Emergency response planning has proceeded with the assistance of the Capital Region BOCES Risk Management Service and coordinated at the District level by the Assistant Superintendent for Support Services and the Chief Emergency Officer. Development of the plan has included involvement of the local police, fire and rescue squad personnel. The District emergency response plan and the building plans linked to this plan use the incident command system. Staff have been identified at each building to assume roles in the incident command structure in the event of an emergency. Assignments, roles and procedures are adjusted on the basis of the emergency. The plan is further adjusted annually using exercises to test potential for emergency response. District and building plans include:

- A. Identification of sites of potential emergency, including:
  - Detailed plans for each school building;
  - The location of potential command and evacuation sites; primary and secondary for each site;
  - The kinds of action to be taken in the event of emergency, and
  - The potential internal or external hazards or emergency situations.
  
- B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:
  - Initial Actions
  - Command Post Location (primary and secondary)
  - **Shelter in Place:** Used to shelter students/staff inside the school
    - Severe Weather
    - Bomb Threat
    - HazMat Incident
  - **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
  - **Evacuation:** Used to evacuate students/staff from the school
    - Before, during and after school hours, including security during evacuation and evacuation routes

- Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

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

- C. The identification of district resources which may be available for use during an emergency, including the identification of personnel and other resources.
- D. 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
  - Identification of the staff members assigned to provide assistance during emergencies
- E. Procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards. These are conducted through a series of staff and student orientation exercises at the beginning of each school year and several times during each year. Beginning with the 2016-2017 school year, all staff undergo annual training by September 15, 2016 and each subsequent September 15<sup>th</sup> thereafter, on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

- F. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises and drills, in coordination with local, county and state emergency responders and preparedness officials.

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including

sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

### **Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills**

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. As possible, law enforcement is involved in the drills to help prepare students and staff for their interactions and release from lockdown by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

### **Section III: Responding to Threats and Acts of Violence**

Both building and District emergency response plans use the incident command system to identify and respond to anticipated or unanticipated threats or acts of violence. These emergency response plans are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, **including threats by students against themselves, which includes suicide**. Plan appendices include the following:

- A. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
- B. 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.
- C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. The appropriate procedure will always use the 911 emergency call system.
- D. Identification of appropriate responses to emergencies, including protocols for responding to:
  - Bomb threats
  - Hostage takings
  - Intrusions
  - Kidnappings

- E. 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. When a student implies or specifically threatens self-inflicted violence including suicide, the school's social worker directly contacts the respective parents/guardians.
- F. The district also refers to the NYSED list of the required components of school violence prevention training (available at: <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>) and provides this training to all employees on an annual basis.

#### **Section IV: Communication with Others**

Community based emergency response services (police, fire and rescue squad) participate in the development, tabletop review and review of each building plan and the district plan. Copies of each written plan are made available to emergency service agencies and officials of each town and county government.

- A. A 911 protocol is used in every instance to request emergency assistance.
- B. Written copies of the plans are forwarded to county and town officials explaining the role that emergency response agencies have played in the development of the plan and seeking advice, suggestions or other feedback. This includes the discussion about the county officials responsible for implementation of Article 2-B of the Executive Law.
- C. If a disaster occurs that impacts the district, all internal communications run through the Chief Emergency Officer who activates building and district level emergency response teams as necessary. The district office informs all educational agencies within the school district of such a disaster.
- D. Maintenance of relevant information included in the confidential Building-level Plans and for each educational agency\* located in the school district, include information on:
  - School population
  - Number of staff
  - Transportation needs
  - Business and home telephone numbers of key officials of each such educational agency

**\*Educational agencies means** public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

#### **Section V: Prevention and Intervention Strategies**

The District strives to provide and enhance emergency and violence prevention and intervention strategies. Such strategies include improving communications among students and between students and staff, reporting of potentially violent incidents and establishing reporting mechanisms for school violence.

- A. The school climate is viewed as an important part of school safety. The Dignity for All Students Act supports an environment free of harassment and discrimination. The District provides training around bullying prevention through curriculum integration, which is overseen by the District's Dignity Act Coordinator. The District has a Bullying Prevention Coordinator (BPC), a district-wide Anti-bullying Task Force, as well as Bullying Prevention Coordinating Committees in each school. The BOE Policy #0115 DIGNITY FOR ALL/ANTI-BULLYING policy supports intervention and defines Disciplinary Consequences/Remediation. If appropriate, disciplinary action will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement is contacted.
- B. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and or/security devices or procedures.
- C. 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
- D. Appropriate prevention and intervention strategies and strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
  - Anti-Bullying Programs
  - Youth-run programs
  - Conflict resolution
  - Others based on district need
- E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel are maintained in the Human Resources Department.

## **Section VI: Recovery**

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations. The District supports the school buildings by deploying district resources that support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social worker and counselor resources and support systems. The District has the ability to coordinate with school, local, County and State disaster mental health services. The District's role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

- A. District Support for Buildings  
Each Building-level Emergency Response Plan provides resources for supporting the Emergency Response Teams and Post-Incident Response Teams. The district's Incident Command System (ICS) identifies back-ups under ICS to relieve team members. This provides team members the

opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school's ability to manage an extreme crisis. If/when a Building-level Response Team or Post-Incident Response Team is faced with an emergency such as threats of violence or actual violent incidents, the District-wide Crisis Team assists as follows:

- Acting as a sounding board for the building principal/supervisor regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- If safe to do so, sending a district-wide team member to support the Building-level Team(s).
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup Post-Incident Response Team (i.e., another school team and/or an outside group) if needed.
- Offering debriefing sessions as needed working in conjunction with local, County and/or State emergency responders.

#### B. Disaster Mental Health Services

If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency that may overwhelm an individual school's ability to manage an extreme crisis, the district-wide Emergency Response Team assists as follows:

- If safe to do so, sending a district-wide team member to each affected school/building as a liaison between the school/building and the District Office.
- Activating the district-wide Post-Incident Response Team. The district and schools have school counselors, school psychologists, school nurses, and social workers that have local connections to:
  - Neighboring school districts
  - Saratoga County Department of Mental Health and
  - Schenectady County Mental Health service providers
    - Ellis Hospital-Ellis Health Center and/or
    - Northeast Parent and Child Society
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; [www.try-nova.org](http://www.try-nova.org)).
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer and Communications Office.
- Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma



and other related mental health issues is critical. Additional resources are provided through NYSED's mental health guidance for educators available via:  
<http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>,  
including the one page summary from the U.S. Department of Health and Human Services, titled "What Educators Should Know".

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

**Appendix A: Risk Reduction/Prevention and Intervention Components Prevention/Intervention Strategies**

*This appendix summarizes strategies for improving communications 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 reporting mechanisms for school violence, which are summarized below. SAVE Section 155.17(e)(1)(xvii & v)*

<b>PROGRAM</b>	<b>MENTOR TITLES</b>	<b>STUDENT GRADE LEVEL</b>	<b>FREQUENCY OF MEETINGS</b>	<b>SUMMARY OF PROGRAM</b>
Anti-Bullying Committee; Character Education	Varies by school and can include: Principals Teachers Parents Staff	Student Body (K-12)	Once a month (faculty and administration)	To promote values of citizenship and healthy relationships – student to student, student to adult and adult to student.
imPACT	Classroom Teachers & Administration	Student Body (6-8)	Once a month, may increase to once every two weeks	Modeled after High School X-Factor. Combines at-risk male students with student leaders. Community service and team-building.
Girls on the Run	Classroom Teachers	Student Body (6-8)	Twice a week during fall and spring sessions	Promotes physical and emotional well being and develops character strengths for young women.
X-Factor	Classroom Teachers & Administration	Student Body (9-12)	Periodically throughout the year, usually more than once a month.	Combines at-risk male students with student leaders. Community service and team-building.
Girl Power	Classroom Teachers & Administration	Student Body (9-12)	Periodically throughout the year, usually more than once a month.	Combines at-risk female students with student leaders. Community service and team-building.
Community Service Activity	Classroom Teachers	8 <sup>th</sup> Grade	Intro, planning, and implementing meeting	To promote good citizenship and a spirit of volunteerism.
DARE Program	Glenville Police Officer	All 5th grade elementary students	Weekly meetings with students	Non-violent training program aimed at conflict resolution and drug abuse prevention.

Peer Health Educators	HS/MS Health Teacher	HS Students mentor 8 <sup>th</sup> Grade Students	Twice a semester	High School students mentor 8 <sup>th</sup> Grade Health Class Students on decision making.
Peer Mediation	Social Worker	Student body (K-5)	Initial training with meetings as needed	To help students resolve minor issues without involving the administration.
Prevention Council	Health Teacher	Students of Charlton Heights, Pashley & Stevens	10 times a year	Targets different grade levels on alcohol, violence, smoking and other drug prevention programs.
Pupil Assistance Team	Administrators, Teachers, Nurse, Guidance Counselors, School Psychologist	6 <sup>th</sup> -12 <sup>th</sup> Grade	Weekly  Middle school is one time monthly	To provide teachers with options for assisting students with academic and social concerns. If needed, refer students for evaluation or alternative services.

**Appendix A: Risk Reduction/Prevention and Intervention Components Prevention/Intervention Strategies-continued**

<b>PROGRAM</b>	<b>MENTOR TITLES</b>	<b>STUDENT GRADE LEVEL</b>	<b>FREQUENCY OF MEETINGS</b>	<b>SUMMARY OF PROGRAM</b>
RTI Team	Administrators, Teachers, Nurse, Guidance Counselors, School Psychologist	K-5 as needed  Charlton Heights Pashley Stevens	Weekly	To provide teachers with options for assisting students with academic and social concerns. If needed, refer students for evaluation or alternative services.
Student Council	Advisors (9-12)  Social Studies Teacher (MS)  Teacher(s) (K-5)	All Schools	Monthly (K-8)  Daily-SGO Hour (9-12)	To provide students with the opportunity to contribute to the welfare of the school through social activities and other related government issues.
LTP Program	Staff, Faculty, Students	Grades 11 <sup>th</sup> -12 <sup>th</sup>	Daily-LTP Homeroom	To provide mentors for 9 <sup>th</sup> grade students by building relationships and establishing connections.

Mandatory Assistance Period (MAP)	Staff/Administrators	9-12	T, W, & Th (AAP)	To provide students with additional structure and resource meetings with teachers.
		7-8	T & Th (AP)	

**Appendix B: Annual Multi-Hazard Training for Staff and Students**

*This appendix summarizes policies and procedures for annual multi-hazard training for staff and students. SAVE Section 155.17(e)(1)(xiv)*

<b>TYPE OF TRAINING</b>	<b>TRAINING PROVIDER (Titles only)</b>	<b>PARTICIPANTS (staff and/or students)</b>	<b>FREQUENCY OF TRAINING</b>
Anti-Bullying Training	Varies among buildings	District-wide Faculty, Staff & Students	Throughout the year
Code of Conduct	Principals at Charlton Heights, Pashley and Stevens Elementary Schools; High School Administration; Middle School Administration	All staff, parents and students	Back-To-School night, information sent home in student handbook for parents & student signatures, and teachers review annually with students.
Code of Conduct Assembly (6-8)	Middle School Principal	Entire student body	Annually per school year
Code of Conduct Assembly (9-12)	High School Principal and Assistant Principals	Entire student body; assemblies are held per grade level	Annually per school year
Emergency Early Release Drill (District-wide)	Principals, Safety Committee	All school employees and students	Annually per school year
HazCom, Right-To-Know, Universal Precautions, Bloodborne Pathogens	Capital Region BOCES	All Employees	Annually per school year
Lockdown/Lockout Drills (K-12)	Principals, Safety Committee, local/State Police, Security Director	All staff and students; local and State Police	Minimum of four each school year
Tabletop Exercises	Director of School Safety & Security and Capital Region BOCES	Emergency Response Teams and First Responders	As needed
Tornado/Weather drill (K-12)	Principal	All school building students and staff	Annually per school year
Violence Prevention Training (K-12)	Director of School Safety & Security and/or Principals	All school building employees	Annually per school year

**Appendix C: Training, Drills and Exercises**

*This appendix summarizes procedures for the 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. SAVE Section 155.17(e)(1)(xv)*

<b>TYPE OF DRILL, FUNCTIONAL EXERCISE OR TABLETOP EXERCISE</b>	<b>FACILITATOR</b> (Titles only)	<b>PARTICIPANTS</b> (staff and/or students)	<b>FREQUENCY</b>
Bus Drills (K-12)	Transportation Director, Principals	All employees and students	Three bus evacuation drills annually
BOCES-wide Emergency Early Release Drill (K-12)	Principals	All district schools, BOCES communication drill, fire department, police department	Annually
Fire Drills (K-12)	Principals	All staff and students	8 between Sept. and June. If summer school, then 2 more.
Lockout/ Lockdown Drill (K-12)	Principals	All employees, students and or local and State Police	Annually at least four times a year
Shelter in Place (K-12)	Principals	All employees, students	Annually
Tabletop Exercise (K-12)	Director of School Safety & Security and Capital Region BOCES	Emergency Response Teams and First Responders	As Needed

**Appendix D: Description of the Duties of the Hall Monitors and Any Other School Safety Personnel**

*This appendix summarizes a description of the duties of the 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. SAVE Section 155.17(e)(1)(xviii)*

<b>JOB TITLE</b>	<b>JOB DESCRIPTION</b>	<b>REQUIRED TRAINING</b>	<b>FREQUENCY OF REQUIRED TRAINING</b>	<b>HIRING &amp; SCREENING PROCESS</b>
Director of School Safety and Security	Oversight and responsibility for district-wide school safety and security.	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE
Greeter-Secretary & Assistant	Security check-in to sign-in and out all visitors	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE
High School and Middle School Security Monitors	Provide buildings and grounds security during school days and during special events	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE

**Appendix E: School Building Security**

*This appendix summarizes policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures. SAVE Section 155.17(e)(1)(xii)*

<b>PERSONNEL, DEVICES AND/OR PROCEDURES</b>	<b>SECURITY PROCEDURE SUMMARY</b>	<b>AREA AND/OR BUILDINGS INVOLVED</b>
ID Badges (all staff)	All school personnel must conspicuously wear an ID badge at all times (above the waist)	All buildings
Locking Doors (all buildings)	During the school day, all doors are locked. Visitor access is controlled at each Main Entrance.	All entrance points All classrooms
Locks on all lockers (grades 6-12)	All lockers not in use are secured by school administration.	All classrooms with lockers as well as gym locker rooms.
Security Alarm Systems (all buildings)	Security Alarm System is in use at all locations.	All buildings
School Buses (K-5)	Assigned Seating of students as needed	All K-12 school district buses
Visitor/Volunteer badges K-12 (sign-ins)	All visitors/volunteers must report to the main office or security desk to sign-in and obtain a visitor badge to be worn at all times. All visitors/volunteers are directed to sign out in the same location.	Entire building
Surveillance (all buildings)	Formal (i.e., video cameras) and natural surveillance techniques employed at all buildings.	All buildings and grounds
Walkie-talkies / Radios (all buildings)	Designated Staff have walkie-talkies to use in case of an emergency.	Access to all areas of the buildings and school grounds.
Afternoon school building security both during and after-school.	Security Monitors under the supervision of the Director of Safety & Security.	All K-5 Buildings.

**Appendix F: Early Detection of Potentially Violent Behaviors**

*This appendix summarizes policies and procedures for the dissemination of information 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. SAVE Section 155.17(e)(1)(xiii)*

<b>POLICIES &amp; PROCEDURES FOR EARLY DETECTION</b>	<b>METHOD USED TO DISSEMINATE</b>	<b>GROUP RECEIVING THE DATA</b>	<b>DISSEMINATION TIME FRAME &amp; FREQUENCY</b>
Anti-Bullying Workshops (all buildings; DASA District Committee and Building Team Committees)	Faculty Meetings & Staff Workshops	All Employees	Annually (year round) with ongoing training and education
SAVE Annual Violence Prevention Training	Superintendent's Conference Days: 1. Superintendent's District Overview 2. Building-level Meetings 3. Building-level anti-bullying committees	All Employees	Annually
Character Education speaker	All-school Assembly	All Students K-12	Annually; some schools in the fall and some schools in the spring
Parent Forums	Informal Meetings	All School Parents	Annually or as Needed
Safe Spring Program	Leadership Workshops	Grades 11-12	May of each year
SAVE required 2-hour training for all faculty and staff	Training when hired	As needed for new staff; initial training started in 2001-2002	Annually
Active Shooter Awareness	Workshop	All Buildings	Special Training as needed



## Appendix G: Hazard Identification

*This appendix summarizes the identification of potential emergency sites. Details of these findings are for the confidential Building-level Safe Schools Plans only. SAVE Section 155.17(e)(1)(i)*

<b>METHOD OF HAZARD IDENTIFICATION</b>	<b>PEOPLE INVOLVED</b>	<b>COMMENTS AND FEEDBACK</b>
Committee Meetings and Discussions (District Level)	District-wide School Health & Safety Committee	The Health & Safety Committee meets on a regular basis to review safety concerns and addresses areas of need.
Committee Meetings and Discussions (Building Level)	Building-level Health & Safety Committees	Concerns about health/safety issues brought up by staff and shared with administrators so appropriate action can be taken.
Committee Meetings and Discussions (Building Level)	Building Advisory Council	Concerns about health/safety issues brought up by staff and shared with administrators so appropriate action can be taken.
Committee Meetings and Discussions (Building Level)	High School Grades 9-12: Shared Decision Making Council Principals' Advisory Council	Students from each grade level meet 8 times a year with the Principal to discuss topics with safety as a common topic, including review of student handbook.
Fire Inspection	Fire inspectors, maintenance and custodial personnel	Suggestions from the fire chief are noted and discussed with Emergency Action team. These ideas are implemented to the extent possible.
Safe Audit, School Walk-through and Lockdown Active Shooter Drills	Director of School Safety & Security, Local Police, State Police, Administrators, Maintenance Personnel, Union Reps	Suggestions from police are noted and discussed with Emergency Action Teams. These ideas are implemented to the extent possible.
Tabletop Exercises	Emergency Response Teams and First Responders	Emergency Response Teams and First Responders work through sample emergency situations.

**Appendix H: Response: Notification and Activation for Contacting Appropriate Law Enforcement**

*This appendix summaries policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. SAVE Section 155.17(e)(1)(vi)*

<b>POLICIES &amp; PROCEDURES</b>	<b>INTERNAL COMMUNICATION</b>	<b>EXTERNAL COMMUNICATION</b>	<b>TRAINING</b>
The district will contact the appropriate law enforcement officials in the event of a violent incident or other emergencies as needed.	Eyewitness can call 911 directly and then inform the Main Office or Eyewitness can inform the Main Office to call 911, whichever expedites calling the police and/or other responders needed.	The district uses the Incident Command System (ICS) to communicate with responding agencies and activates the PIO (Public Information Officer) branch as needed. The district ICS protocols have been shared with responding fire, police and EMS agencies.	Annual training each September to review emergency reporting procedures, using employee handbooks and phone sheets as a handout.
<i>BH-BL Emergency Action Guide</i> Binders outlining emergencies procedures	Chain-of-Command and Incident Command System	Chain-of-Command and Incident Command System	Annual training each September

**Appendix I: Response: Notification and Activation for Contacting Parents and Guardians**

*This appendix summarizes 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. SAVE Section 155.17(e)(1)(xi)*

<b>POLICIES &amp; PROCEDURES</b>	<b>INTERNAL &amp; EXTERNAL COMMUNICATION</b>	<b>EMERGENCY CONTACTS</b>	<b>METHOD OF COMMUNICATION</b>
<p>The district will contact the appropriate parent or guardian in the event of a violent incident or other emergencies that directly involve their child. The district will inform the employees, parents and students of a violent incident or emergency in a manner that ensures accurate, timely and consistent information.</p> <p>All parents and guardians will be informed at the beginning of the school year, of the district’s policy regarding contacting them in the event of an emergency involving their child.</p>	<p>Eyewitness can call 911 directly and then inform the Main Office or Eyewitness can inform the Main Office to call 911, whichever expedites calling the police and/or other responders needed. The principal and school nurse will contact the parent/guardian and inform them of all details pertinent to share (summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved.)</p>	<p>Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency contact information will be located in the main office.</p>	<p>As needed, the district will use letters home to parents, memos to faculty &amp; staff and meetings to disseminate information regarding violent incidents or other emergencies. As appropriate, updates will be posted via district text alert, on the district’s website and School News Notifier (SNN). Phone calls/phone trees used as needed.</p>

**Appendix J: Situational Responses: Multi-Hazard Response**

*This appendix summarizes a description of the district’s multi-hazard response plans for taking actions in an emergency. SAVE Section 155.17(e)(1)(xiv) and (xv)*

<b>MULTI-HAZARD RESPONSE</b>	<b>BASIC RESPONSE PROCEDURES</b>	<b>STUDENT, FACULTY &amp; STAFF ACCOUNTABILITY &amp; EVACUATION (before, during and after school) INCLUDING SPECIAL NEEDS</b>	<b>DISTRICT RESOURCES AND GRAB &amp; GO BAGS</b>
<p>The district has detailed procedures in each confidential Building-level School Safety Plan for the following potential emergencies: Air Pollution, Anthrax/Biological Aviation Crash, Bldg. Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Elec. System Failure Energy Supply Loss, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on &amp; off-site, Heating System Failure, Hostage Situation, Intruder Situation, Loss of Building, Loss of Buses, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, Roof Leak/Failure, School Bus Accident, Severe Weather Emergency, Threats of Violence, Toxic Exposure and Water Emergency</p>	<p>The district has annual training &amp; drills for the following procedures: lockdown, lockout, shelter-in-place, duck &amp; cover, early dismissal, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential Building-level School Safety Plan. The district uses Incident Command System (ICS). The Incident Commander (IC) determines how many or few ICS branches are to be activated.</p>	<p>During each drill or real emergency, all students, faculty and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students and uses a green/red card for a quick visual attendance check.</p> <p>All non-ambulatory people on floors above or below the ground level are informed of the staff responsible for carrying them to the ground floor.</p>	<p>All district buildings have food storage. The Middle and High Schools can be used for longer term sheltering as communicated to town, county officials and the Red Cross.</p> <p>Emergency Instruction Information and emergency supplies are maintained in each Nurse’s office. They are portable and taken by the nurse during all drills and real emergencies. First aid kits are also kept in each main office, each supervisor’s office, in each school bus and in student occupied areas.</p>

**Appendix K:**

**a. Responses to Acts of Violence: Implied or Direct Threats**

**b. Responses to Actual Acts of Violence**

*This appendix summarizes policies and procedures for responding to implied or direct threats of violence as well as for responding to actual acts of violence by students, teachers, other school personnel and visitors to the school. SAVE Section 155.17(e)(1)(iv) and Section 155.17(e)(1)(iii)*

<b>POLICIES AND PROCEDURES</b>
The district has a written policy for responding to acts of implied violence or direct threats of violence. <ul style="list-style-type: none"><li>- <b>BOE Policy:</b> # 5300.30 Prohibited Student Conduct; ... “Violations of this policy may result in loss of possession of the weapon, destructive device, dangerous instrument or facsimile. In addition, persons not in compliance with the policy may be removed from school premises or arrested by local police authorities.” ...</li></ul>
The district has a written policies for responding to acts of violence: <ul style="list-style-type: none"><li>- <b>BOE Policy:</b> # 5300.30 Prohibited Student Conduct; ... “Punishment for violation of this policy shall be a suspension from attendance upon instruction for a period of not less than one calendar year. The Superintendent of Schools will review the penalty and may modify such suspension on a case by case basis. ... The Superintendent of Schools shall refer a pupil who has been determined to have violated this policy as follows: A) If the pupil is under 16 years of age, to the Family Court in accordance with the Family Court Act, Article 3. B) If the pupil is 16 years of age or older, to the appropriate law enforcement agency.”</li><li>- <b>BOE Policy:</b> # 5300.30 Prohibited Student Conduct; ... “Violations of this policy may result in loss of possession of the weapon, destructive device, dangerous instrument or facsimile. In addition, persons not in compliance with the policy may be removed from school premises or arrested by local police authorities. Students in violation of this policy may be disciplined under Section 3214 of the Education Law.”</li></ul>
Every September, all faculty, staff, students and parents receive information about the signs of a direct or implied threats of violence, what the school wants them to do in that situation, who to report it to and how to go into Lockdown in response to a direct act of violence. The administrators in the impacted building are informed of all such implied or direct threats of violence.
Every September, all faculty, staff, students and parents receive information about what to do in the event of a violent act. Lockdown procedures are used in response to a direct act of violence. All District Office Administrators and School Principals are informed of all such acts of violence in order to take appropriate action. When any school in the district goes into Lockdown, all other schools in the district will go into Lockout.
Zero-tolerance policies are in effect for weapons on school grounds, in school buildings or on school buses and/or school violence and are written to be age appropriate.
All threats are evaluated and investigated. If warranted, security is increased and the nature of the threat is reports to appropriate personnel.

**Appendix L: Response Protocols**

*This appendix includes an identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings. SAVE Section 155.17(e)(1)(xvi)*

<b>RESPONSE PROTOCOLS</b>
The district has developed a series of expected emergency responses that are color-coded by tab in the <i>BH-BL Emergency Action Guide</i> binders and includes emergency contact staff, specific procedures and telephone numbers. Procedures are compiled into a response flip chart and distributed to each staff member and posted in all classrooms.
The District invites local volunteer fire department staff to tour buildings during fire safety inspections and on other occasions. The district also invites local fire departments to use school buildings to practice fire control and evacuation techniques.
The district conducts tabletop exercises emergency response exercises. Local police, fire emergency response and county emergency response personnel are invited participate in these exercises.
The district communicates emergency response information through the Incident Command System (ICS) in each building. Incident Command staff participate in all tabletop exercises and report on discussion experiences to other building staff and to the District Health and Safety Committee.

**Appendix M: Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining Advice and Assistance from Local Government Officials**

*This appendix includes a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies. It also includes 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. This also includes 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. SAVE Section 155.17(e)(1)(vii), Section 155.17(e)(1)(viii), and Section 155.17(e)(1)(x)*

<b>PROCEDURES FOR OBTAINING ADVICE &amp; ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS</b>	<b>ARRANGEMENTS FOR OBTAINING ADVICE &amp; ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS</b>	<b>PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES AND MANPOWER DURING AN EMERGENCY</b>
<p>The district uses the color-coded Emergency Flip Charts located in the <i>BH-BL Emergency Action Guide</i> binders to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Flip Charts are given to all employees.</p>	<p>The District-level School Safety team has included Sheriff, State Police, local police, fire chief, EMS, local hospital administrators, American Red Cross, Country Emergency Coordinator, County Mental Health, the Mayor, the Town Supervisor, etc. to attend various team meetings since 2001.</p>	<p>The district uses a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as a 1<sup>st</sup> and 2<sup>nd</sup> backup person, should the other individual not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles and responsibilities are reviewed on an annual basis and updated as needed.</p> <p>In the event of an incident that involves emergency responders, the district Incident Commander (IC) will connect with the responders' ICs in a Unified Command Post.</p>
<p>Security assessments are made involving State/local police, fire, EMS, and Building-level School Safety Team members, and the Director of School Safety &amp; Security.</p>	<p>As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety Team meeting and prioritized for putting into place.</p>	<p>The District-level and Building-level ICS teams are part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not included. The district does not want to publish the names or phone numbers of key school emergency response team members as recommended by the State and/or local police. The team members have been trained in their roles and practice them during drills.</p>
<p>The district in conjunction with the Town officials and emergency responders discuss and list the potential emergencies likely or probable for our community based on past history, physical layout, industry/businesses and other community specific factors. Responses and procedures are then formulated to prepare for such incidents.</p>	<p>Procedures, drills and/or tabletop exercises are conducted for the potential emergencies/incidents to simulate and to practice the best emergency response.</p>	<p>Each school Emergency Response Team consists of an Incident Commander (IC), Safety, Liaison, Public Information Officer (PIO), Operations, Logistics, Planning &amp; Intelligence, Finance/Administration, Incident Log/Scribe, and Command Post.</p>

**Appendix N: Protective Action Options**

*This appendix includes 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. SAVE Section 155.17(e)(1)(ii)*

<b>PROTECTIVE ACTION OPTIONS</b>	<b>DRILLS &amp; DEBRIEFINGS</b>
The District has procedures for school cancellation. Action is announced on selected radio stations, web site, School News Notifier (SNN), and telephone system. Procedures are reviewed with faculty/staff and published in the school calendar.	The procedure is well published and understood. It is frequently used and practiced during the school year for situations such as snow days.
The District attempts to avoid early dismissal in the belief that many parents would not be at home. If necessary, action would be broadcast over radio, SNN, email, telephone and the website.	Early dismissal drill is held each year prior to a long weekend in the fall.
Each building has a primary and secondary evacuation site.	Evacuation drills are held periodically (not every building, every year) with a safety team debriefing and procedure review following the drill.
Sheltering decisions are made by the Superintendent in collaboration with principals, assistant superintendents, transportation supervisor and buildings & grounds supervisor.	A shelter drill is required on an annual basis prior to December 1. BOE Policy #8130 Emergency Plans.

**Appendix O: Required Plan Development Procedures: District-wide School Safety Team & District-wide School Safety Plan Review and Public Comment**

<b>BACKGROUND DETAILS</b>
<p>The district has operated a formal safety committee for a number of years. The committee includes principals, teachers, support staff, a Board liaison and a community representative. The committee is charged by the school board each year. Minutes are kept of each meeting. The committee discusses a wide range of safety and health practices and makes recommendations to the board as necessary. The Assistant Superintendent for Support Services co-chairs the committee with the designated Teacher’s Union Representative.</p> <p>The formal District-wide School Safety Plan was originally completed in May 2001 and adopted on June 19, 2001 following a formal public hearing on May 22, 2001.</p>