

Project

SAVE

Safe Schools Against Violence in Education



Guidance Document for School Safety Plans

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Introduction

Creating and maintaining safe learning environments is everybody's business. While schools remain among the safest places for our students, one incident of violence or disruption of learning is one too many. Teachers, school administrators and members of the general school community are becoming increasingly concerned about school safety and the potential for violence that exists in every community. Elementary, middle, junior high schools, and high schools in urban, suburban and rural communities throughout the State are seeking ways to ensure the safety of students in school. While media attention has focused on the most traumatic incidents of school violence, the impact of other violent acts that impair education also need to be given attention. These acts include bullying, threats or intimidation, disruptive behavior in class, carrying of weapons, fighting, physical assaults and other behaviors that impede learning.

The New York State Education Department is committed to promoting safe and healthy learning environments where students are secure in their pursuit of educational success. A growing body of research indicates that positive, skills-based approaches focusing on strengths may increase the safety of students and teachers in schools and promote an improved instructional climate for learning. While schools can play a vital role in the prevention of violence through preparedness, education and training, they need help from the entire community in this effort.

Today, our schools and the students served by them face great challenges. In the past decade, we have seen horrific acts of violence against individuals and groups of individuals for unfathomable reasons. Each time one of these events occurs, parents in cities and towns across America wonder: "Could this happen here, in my child's school, to my child?" Recent events in our own state in Elmira indicate that no school should assume that "It can't happen here."

To address issues of school safety and violence prevention, the Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Mary O. Donohue. The Task Force consisted of a broad range of qualified people from all parts of the State including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the State and the nation. Ten public hearings were held throughout the State, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21st Century* (October, 1999), contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the develop-

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ment of school safety plans at the district and at the building levels. The new District-wide School Safety Plan replaces the current school emergency management plan that is required for all districts. At the building level, a newly required Building-level Emergency Response Plan must be prepared for each school building in the State. Together, these plans 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.

Both the District-wide School Safety Plan and the Building-level Emergency Response Plan should be viewed as part of a comprehensive, collaborative approach required by Project SAVE. While schools are on the front lines in the effort to prevent school violence and promote school safety, schools cannot do it alone. The New York State Education Department strongly endorses and encourages broad community participation beyond the requirements in law and regulations, to improve the safety of the school environment. The Task Force states in its report that “The best solutions to improving school safety will be found at the local level. When efforts are made to include a broad representation of the community, the possibilities for success are enhanced exponentially.” (1999, p. 10)

Recognizing School Safety Issues

While violence isn't the only safety issue schools face, the past decade has witnessed numerous acts of tragic violence in schools in all parts of the nation. Since 1992, at least twenty-three schools throughout the country have experienced multiple victim homicides. In the last three years alone, nine acts of violence on school grounds have resulted in the deaths of twenty-five students and four teachers, and the wounding of another seventy-two students and three school employees. (Safer Schools for the 21st Century, 1999) These senseless acts of violence have occurred in urban, suburban and rural communities where people previously believed that such an incident could not happen in their schools. Fortunately, no school in New York State has been the site of the types of horrific violence that have occurred in other schools in the nation.

New York State schools, however, are not free of the types of violent student behavior and student victimization that seriously impede the educational progress of students. The 1999 Youth Risk Behavior Survey (YRBS), conducted by the Centers for Disease Control and Prevention, was administered to a representative sample of students in the State's high schools. The survey results document the continued presence of safety concerns on the part of many students.

- Approximately 35% of all students and 44% of all male students reported that they were in a fight one or more times in the past year with almost half (15%) of the students reporting that the fights occurred on school property.
- Nearly 18% of all students and 27% of all male students reported that they carried a weapon, such as a gun, knife or club, one or more times in the past 30 days, including 8% of students reporting that they carried the weapon on school property.
- Over 9% of all students were threatened or injured with a weapon on school property over the past 12 months.
- About 8% of all students reported that they did not go to school one or more times over the past 30 days because they felt unsafe at school or on their way to and from school.
- School bomb threats continue to disrupt the education of students. Over 500 threats were reported during the 1999-2000 school year, including threats related to bombs, arson and anthrax.

Continued

Introduction, continued

The Task Force concludes that while nationwide, the percentage of students reporting injuries and threats of injury have declined noticeably during the nineties, the current level of violence in our schools still remains unacceptable. It interferes with the rights of all children to a sound education. Students who want to learn should have every opportunity to pursue their educational goals free from violence and disruption.

Promoting Student Academic Achievement

Recognizing that all children will need knowledge and skills to be successful in a rapidly changing and complex society, New York State has initiated a comprehensive education reform strategy to ensure high achievement for all students. Key steps to strengthen teaching and learning include new higher learning standards across seven education content areas; new statewide exams and student assessments to ensure that students attain the knowledge and skills they need for success; and new teacher training and certification requirements that address the need for a competent and highly-qualified teaching force.

A growing body of research and evaluative studies is developing the critical link between achievement and safe, healthy, orderly and supportive school environments where learning can take place. Students need a safe and secure environment that is free of drugs and crime in order to learn. The State's Task Force on School Violence repeatedly heard from individuals throughout the State that all facets of the community must engage in meaningful dialogue to use all available resources to ensure safe schools for students. In particular, the influences that lead to violence must be addressed in a very direct way by school leaders and staff, students and parents, and community agencies and leaders. Students must be involved as partners because we cannot eliminate school violence without them.

Planning for Success

The increasing focus on violence prevention and the creation of safe schools where children can learn has generated strong support and concerted actions on the part of caring individuals in communities throughout the State and the nation. Many schools have realized the wealth of resources available in their community, and the time and effort that people will offer for the benefit of children. Model school safety strategies and exemplary planning processes and procedures have emerged in schools in New York and throughout the nation. The level of information and resources available for assisting schools and communities in school safety planning has risen dramatically over the past several years, and is readily accessible for use.

Project SAVE draws upon the considerable expertise and insight of knowledgeable individuals in formulating strategies for addressing school safety. The comprehensive approach to school safety and violence prevention, and the focus on broad-based community participation and involvement in school safety planning, incorporate best practices and program models that have proven effective for many schools. The creation and organization of school safety teams at the district and school building levels provides a proven model for drawing upon both school and community resources for enhancing the safety of students in school.

Information about School Safety Plans

The SAVE law and implementing regulations require the development of a school safety plan at the district level, and individual emergency response plans for each building in the district. The Task Force report recognizes that “In the quest to take a pro-active approach regarding school safety issues, the local school district must find a way to personalize that approach to fit its own individual needs.” (1999, p. 24) The development of the school safety plans can be the framework for the district in managing its initiatives in 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 law and regulations. To assist districts and school buildings with the process for school safety planning and the formation of school safety teams, the following information provides important details concerning the SAVE planning requirements.

Who Must Adopt School Safety Plans?

Every Board of Education, every Board of Cooperative Educational Services (BOCES) and County Vocational Education and Extension Board and the Chancellor of the New York City School District 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 Developed?

Plans need to be developed and adopted by the Board of Education or the Chancellor in New York City by July 1, 2001, and reviewed and updated annually by July 1 of each succeeding year.

Who Develops the Plans?

The District-wide School Safety Plan is to be developed by a District-wide School Safety Team, and the Building-level plan is to be developed by a Building-level School Safety Team.

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 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 shall include, but is not limited to, representatives of the School Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

- **The Building-level School Safety Team** is appointed by the building principal and shall include, but is not limited to, representatives of teacher, administrator and parent organizations, school safety per-

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Information about School Safety Plans, continued

sonnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board, Chancellor or other governing body deems appropriate.

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

Amendments have been made to Commissioner's Regulations, Section 155.17 governing School Safety Plans that apply exclusively to New York City.

- Subdivision (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 now allows such teams to be created on the district level with building-level participation.
- Subdivision (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 subdivision (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 subdivision (g) – Communication Liaisons – does not identify a chief communication liaison in New York City for local or State emergencies.

Are the Plans Subject to Public Comment?

Both District-wide School Safety Plans and Building-level Emergency Response Plans must be made available for public comment at least thirty days prior to adoption by the School Board. Only a summary of each of the Building-level plans must be 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.

Where Should Plans Be 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 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.)

Guidelines For Developing School Safety Plans

Introduction

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 plans focus 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 provide the structure where all individuals can fully understand their roles and responsibilities for ensuring the safety of the entire school community.

The Task Force recognized that 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.

The intent of the legislation emphasizes 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 the conduct of 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.

Recognizing the critical need of data in decision-making, the New York State Center for School Safety (NYSCSS) offers the following outline to consider in development of school safety plans for districts and schools that has been used successfully as a guide in many schools:

- **Data Collection:** What information does the school already have available? What else does the school need (internal and external sources)?
- **Data Analysis:** How can the school use this information to identify its needs?
- **Problem-Solving:** Based on the data, can the school identify what it needs to do?
- **Implementation:** Based on the research, what strategies are available that would be useful to the school community and address the identified needs?
- **Evaluation:** How does the school know its strategies have made a difference?

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Guidelines For Developing School Safety Plans, continued

The Task Force also recognized that 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, and 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 agencies with expertise in school safety, violence prevention, and risk management developed a set of guiding principles for school safety planning. The principles are as follows.

- Schools should build on what is already in place. Many school districts and school buildings have already developed school safety and violence prevention plans. These should be used as the foundation for meeting the new requirements.
- 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 plan development in a meaningful way. Broad participation by community members will gain their acceptance and support of school plans.
- Planning should be comprehensive, encompassing activities from early prevention through crisis response. In addressing the intent of the law, schools should focus on a process-driven approach to planning rather than on a checklist of activities that must be done.
- 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 also 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 in 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. Students and staff with disabilities, limited English speaking students and other special student 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.

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Notes of Caution

The school safety planning workgroup also developed a list of suggestions based upon their prior experience in similar planning efforts that may be helpful to schools. These include the following:

- Don't reinvent the wheel. 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 as a way to meet the new requirements.
- Consider formal agreements, if necessary. Changes in personnel, new organizational arrangements or other factors within the schools and/or partner agencies may necessitate formal agreements with periodic review and updates to ensure the viability of plans over time.

A Planning Framework

The following framework may prove useful as school safety teams prepare plans at the district and school building levels. For districts that have already prepared their plans, or have substantially completed their own planning process, the information below can be a useful tool for ensuring that their plans have addressed all legislative requirements.

First: A sample format for both the district-wide and building-level school safety plans has been provided following this section of the document. A Building-level Emergency Response Plan Sample Summary format for public hearings is also provided. Both the District-wide School Safety Plan and the Building-level Emergency Response Plan 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 and/or overlap in policies and procedures. Sample plans for both the District-wide School Safety Plan and the Building-level Emergency Response Plan that are included in this document are organized according to these four categories:

- General Considerations and Planning Guidelines
- Risk Reduction/Prevention and Intervention
- Response
- Recovery

Recovery is also referred to as "postvention" and includes those initiatives taken after a violent incident or other traumatic event has occurred.

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Guidelines For Developing School Safety Plans, continued

Second: A series of resources have been developed to assist in developing school safety plans. Those resources are contained in the appendices of this document and will be helpful in the planning process.

- The first resource is a chart that provides an easy reference guide for districts and schools to identify the requirements in Commissioner’s Regulations, Section 155.17. This chart represents only the minimal requirements required in the regulations. Many schools may wish to add additional components to meet their individual needs.
- The second resource represents a series of guiding questions that have been developed by the school safety planning workgroup for each of the four categories in the District-wide School Safety Plan and in the Building-level Emergency Response Plan. These guiding questions have been developed to serve as a tool to identify the key requirements and other considerations to be addressed in the plans. School districts or individual buildings may wish to add additional questions for consideration to meet their individual needs.
- The third resource is a Project SAVE School Safety Plan Worksheet that has been developed as a planning tool. The worksheet allows for the organizing of all the key information about policies and procedures in a convenient and easy-to-use format. This tool may be useful to districts and schools as a tool for the school safety teams to use in the planning process. This tool contains the following sections to identify:
 - whether the District-wide or Building-level School Safety Team is using the format;
 - which component of the plan is being considered;
 - which specific requirement is to be addressed;
 - guiding questions to stimulate discussion;
 - external and internal resources that could be used;
 - the tasks and activities that could assist the planning team in the planning process; and
 - a summary of the decisions or options selected by the district or school building.
- The fourth resource is a listing of all relevant State agencies and appropriate local contacts to assist in the planning process.
- The fifth resource is a series of websites which can be useful to school districts and to individual buildings to answer questions or provide information regarding general or specific issues about school safety planning.
- The sixth resource is a listing of print documents that school districts or individual school buildings have found useful in the planning process.

Using the Sample Formats and Resources as a Framework for Planning

The framework for planning provided in this document can be a useful tool to ensure that all important elements are included in the district and building plans. It also provides an easy-to-use format for communicating among individuals and groups participating in the planning process. The following steps provide one way of using the framework for developing school safety plans:

- Review the guiding principles and the notes of caution in this section with the school safety planning teams. Combined with knowledge of the law and regulations, they provide a good starting point for discussion among planning team members on where to begin the planning process. Based upon their knowledge and their experiences, team members may wish to modify, adapt and/or add principles or notes of caution that more fully reflect local needs and conditions.
- Determine if the four categories (General Considerations and Planning Guidelines, Risk Reduction/Prevention and Intervention, Response, and Recovery) are useful 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 that may be more appropriate in the local setting.
- Use the guiding questions as an initial checklist of items that need to be addressed in the school safety plans. The guiding questions incorporate all the required components that need to be addressed in the plans. In many instances, schools have already developed policies and procedures that can be used in their new plans. In other cases, the guiding questions will serve to identify areas where additional work or more comprehensive approaches may be needed. Based upon their own experiences within the local school and community, planning team members may suggest additional questions that should be considered in developing the plans.
- Review the Project SAVE School Safety Plan Worksheet with planning team members.
- Examine the list of plan requirements. Discuss and clarify with team members what is included within each requirement so everyone has a clear understanding of what needs to be included in the plan. Examine existing plans already developed by the district or school to determine which requirements may need further development.
- Select a set of guiding questions that planning team members agree need to be addressed for any requirement. For example, if a district has not yet developed program initiatives for prevention and intervention strategies based on the district assessment, the guiding questions may be helpful to stimulate discussion.
- 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. Under external resources, for example, the U.S. Education Department's document "Early Warning, Timely Response" may be the key external resource used to help school and community

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Guidelines For Developing School Safety Plans, continued

members better understand early warning signs of potentially violent behaviors. Similarly, the school district's current school emergency management plan may be a key internal resource used to meet certain new requirements.

- 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 the registration of all visitors and the wearing of a visitor pass when an individual visits any school. The task could be to establish visitor protocols for school visitors, 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, and the timeframe for their completion.
- Prepare a concise summary of the key strategies and activities included in each category as a way of summarizing for all individuals the important elements in the school safety plan.
- 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 legislation requires that only a summary be provided for public comment. Some districts may have already developed their plans in another format or are considering organizing their plan differently. While no single format is required, all legislative and regulatory components must be included in the plans.

In conclusion, the New York State Education Department understands that school districts across the state are in varying phases of planning. Some districts have comprehensive school safety plans in place that have been tested over a period of time, and will have few adjustments to make in order to comply with the Commissioner's Regulations, Section 155.17. Other districts may need further assistance to meet all of the requirements in the regulations. The sample outlines and resources made available in this guide are designed to assist all districts in their planning process.

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE OUTLINE

For District-wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

Discussion: 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 of needs assessment and the data sources used to develop the plan, including any data specific to the need for the plan and any information that is relevant to violence prevention and school safety. The sample introduction provided below is one potential format for consideration to initiate this section. 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. 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, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

Describe the process used by the district in developing this 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 Project SAVE.

The _____ School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Continued

Section I: General Considerations and Planning Guidelines

Discussion: 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 names and positions/affiliations of individuals on the planning team; 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. Inclusion of 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 should be included in this section.

A. Purpose

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

B. Identification of School Teams

The _____ School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows: _____

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 were 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, and 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/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Describe how county and state resources could supplement the districts efforts through existing protocols.

Continued

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 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 will be submitted to the New York State Education Department within 30 days of 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 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at (location) .

Section II: Risk Reduction/Prevention and Intervention

Discussion: 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 Strategies***Program Initiatives***

Describe the programs and activities the district has used for improving communication among students and between students and staff, and 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 with bullying or violence,
- Establishing anonymous reporting mechanisms for school violence, and
- Others based on district needs.

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

Sample Outline for District-Wide School Safety Plan, continued

Training, Drills, and Exercises

- 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 exercise.
- 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.
- 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, including training to de-escalate potentially violent situations.

Implementation of School Security

- Provide a description of the policies and procedures related to school building security, including, where appropriate, the use of school safety officers and or/security devices or procedures. Examples of school building security measures could include: entrance guard; hall monitor; visitor badge/sign-in procedure; video surveillance; metal detectors including building and/or handheld; security officer; security audit; dog; and random search.

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 the business and home telephone numbers of key officials of each such educational agency.

B. Early Detection of Potentially Violent Behaviors

Explain how the district would implement 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. The district may also want to describe programs, training, and services the district may develop to prepare for violent incidents and lessen their impact, such as staff training in identifying early warning signs in students, early intervention/prevention strategies, or development of violence prevention instruction for all staff.

C. Hazard Identification

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

Section III: Response

Discussion: 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 potential 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.
- 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 the following forms of communication:

Telephone	Intercom
Fax/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/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
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the District-wide School Safety Team	

Continued

Sample Outline for District-Wide School Safety Plan, continued

Responses to Acts of Violence: 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) could 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, 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.

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/Superintendent.
- 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.

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 media.
- Debriefing procedures.

Sample Outline for District-Wide School Safety Plan, continued

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.

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 2-B 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 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).

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.

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.

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:

- School cancellation
 - Monitor any situation that may warrant a school cancellation – *decision maker/team*.
 - Make determination – *decision maker*.
 - Contact local media.
- Early dismissal
 - Monitor situation – *decision maker/team*.
 - If conditions warrant, close school – *decision maker*.
 - Contact Transportation Supervisor to arrange transportation.

Continued

Sample Outline for District-Wide School Safety Plan, continued

- Contact local media to inform parents of early dismissal – *Incident Reporting Form*.
- Set up an information center so that parents may make inquiries as to the situation.
- Retain appropriate district personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – *Superintendent/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 – *Incident Reporting Form*.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.

- Sheltering sites (internal and external)
 - Determine the level of threat – *Superintendent/Incident Commander/Designee*.
 - Determine location of sheltering depending on nature of incident.
 - Account for all students and staff. Report any missing staff or students to designee.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.
 - Take appropriate safety precautions.
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
 - Retain appropriate district personnel until all students have been returned home.

Section IV: Recovery

Discussion: 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. Project 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 can also use the recovery, sometimes referred to as the postvention phase, to evaluate its current plan, and develop additional strategies, such as school safety team training in crisis management and development of post-crisis procedures to restore safe school environments.

A. District Support for Buildings

- Describe how district resources will support the Emergency Response Teams 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 Teams, 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 APPENDICES

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

Appendix 1:

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

Appendix 2:

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

Appendix 3:

Memoranda of Understanding or agreements relevant to implementation of the District-wide School Safety Plan and, where appropriate, Building-level Emergency Response Plans.

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE OUTLINE For Building-level Emergency Response Plan

Commissioner's Regulation 155.17

Introduction

Discussion: 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 building 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. The sample introduction provided below is one potential format for consideration and building-specific information should be included.

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 has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in 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 Project SAVE.

The _____ School District supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

Discussion: 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/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.

Continued

Sample Outline for Building-Level Emergency Response Plan, continued

A. Purpose

The _____ School’s Building-level Emergency Response Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the _____ School District Board of Education, the Principal of _____ School appointed a Building-level School Safety Team and charged it with the development and maintenance of the Building-level Emergency Response Plan.

B. Identification of School Teams

The _____ School has developed 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.

C. Concept of Operations

- The initial response to all emergencies at _____ School will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/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 Commissioner’s Regulation, Section 155.17 (e)(3), a summary of this plan will 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.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.
- This plan will be reviewed periodically during the year and will be maintained by the Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.

Continued

Section II: Risk Reduction/Prevention and Intervention

Discussion: 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 one way of organizing the information in the Building-level Emergency Response Plan.

A. Designation of School Teams

- Identify the members of the Building-level School Safety Team, including the following members required by regulation:
 - School safety personnel
 - Local law enforcement officials
 - Representatives of teacher, administrator, and parent organizations
 - Local ambulance and other emergency response agencies
 - Other representatives the Board of Education or Chancellor in New York City deems appropriate
 - Other school personnel
 - Community members

- Identify the members of the Building-level Emergency Response Team, including the following members required by regulation:
 - Appropriate school personnel
 - Local law enforcement officials
 - Representatives from local, regional, and/or State emergency response agencies

- Identify the members of the Building-level Post-incident Response Team, including the following members required by regulation:
 - Appropriate school personnel
 - Medical personnel
 - Mental health counselors

 - Others who can assist the school community in coping with the aftermath of a serious violent incident or emergency

B. Prevention/Intervention Strategies

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.

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.

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 school 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 the evacuation and sheltering of the school population.

Section III: Response

Discussion: 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, and crime scene security.

A. Assignment of Responsibilities

- Provide a description of the chain of command consistent with the National Interagency Incident Management System (NIIMS)/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 NIIMS/ICS principles based on the needs of the incident.

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:

Continued

Sample Outline for Building-Level Emergency Response Plan, continued

- 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/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.
- 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.

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	Bull horns
Intercom	Bus radio system
District radio system (portables)	Runner system
Local media	NOAA Weather Radio
Emergency Alert System (EAS)	

- This section could 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/her designee as soon as possible following its detection.
 - In the event of an emergency, the Building Principal or his/her designee will notify all building occupants to take the appropriate protective action.
 - Further district notification procedures will be addressed as 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	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	

Continued

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 which include at least the following:

- Evacuation before, during and 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

Discussion: Section IV of the plan is used to identify and describe the building's actions 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. Project 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:

Continued

Sample Outline for Building-Level Emergency Response Plan, continued

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

- 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 APPENDICES***Appendix 1:***

District Street Map: to include the emergency response traffic control map

Appendix 2:

Building floor plan/schematic maps, to include:

- Evacuation Routes
- Utility Shutoffs
- Emergency Response Area Layout
- Shelter Locations

Appendix 3:

District Organization in a manner consistent with NIIMS/ICS, including ICS Position Descriptions

Appendix 4:

Emergency Supplies Inventory

Appendix 5:

District-owned vehicle inventory: to include buses and other vehicles

Appendix 6:

American Red Cross Shelter agreement and layout map

Appendix 7:

Memoranda of Understanding

Appendix 8:

Name, address, and contact numbers of building staff

Appendix 9:

Local resources' telephone numbers

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE SUMMARY

Building-Level Emergency Response Plan

For Public Hearing

Commissioner's Regulation 155.17

Introduction

Discussion: 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 building 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. The sample introduction provided below is one potential format for consideration and building-specific information should be included. The entire introductory section of the building's plan could be used in the plan summary that will be made available for public review.

Legislation requires that Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan is being provided for public comment 30 days prior to its adoption. The 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. The plans must be formally adopted by the Board of Education.

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 Project SAVE.

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 has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The _____ School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Continued

Section 1: General Considerations and Planning Guidelines

Discussion: This section 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. In the summary of the building’s plan, specific information should be provided, such as the names and positions/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. This entire section of the building’s plan could be used in the plan summary that will be made available for public review.

A. Purpose

The _____ School’s Building-level Emergency Response Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the _____ School District Board of Education, the Principal of _____ School appointed a Building-level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams

The _____ School has developed 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.

C. Concept of Operations

- The initial response to all emergencies at _____ School will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/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

- This plan will be reviewed periodically during the year and will be maintained by the Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.

Continued

Sample Summary – Building-Level Emergency Response Plan , continued

- Pursuant to Commissioner’s Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The 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. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

Plan Summary

Section II: Risk Reduction/Prevention and Intervention

Discussion: Section II of the school’s plan is used to develop a summary of 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 one way of summarizing the information in the Building-level Emergency Response Plan. Building-specific information should be included in each section, except for where that information may jeopardize or hinder the school from carrying out its emergency response plan or endanger the health and safety of staff and students.

A. Designation of School Teams

- A Building-level School Safety Team, including the members required by regulation, has been created. Members of the team include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education.
- A Building-level Emergency Response Team, including the members required by regulation, has been created. Members of the team include: school personnel, local law enforcement officials, representatives from local, regional, and/or State emergency response agencies; and other appropriate incident response teams.
- A Building-level Post-incident Response Team, including the members required by regulation, has been created. Members of the team include: school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.

B. Prevention/Intervention Strategies

- Training for emergency teams and safety officers, including de-escalation training, has been conducted as determined in the district-wide plan.

Continued

Sample Summary – Building-Level Emergency Response Plan , continued

- 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 have been developed and will be implemented.
- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school’s plan describes 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. The Building-level School Safety Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

Section III: Response

Discussion: Section III of the school’s plan is used to develop a summary of the building’s policies and procedures for responding to acts of violence and other school emergencies. The sample format below provides an example of one way of summarizing the information in the Building-level Emergency Response Plan 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, and crime scene security. Building-specific information should be included in each section, except for where that information may jeopardize or hinder the school from carrying out its emergency response plan or endanger the health and safety of staff and students.

A. Assignment of Responsibilities

- A chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) will be used in response to an emergency in the building. In the event of an emergency, the building’s response team may adapt NIIMS/ICS principles based on the needs of the incident.

B. Continuity of Operations

- The building has developed procedures to continue operations during an emergency.

C. Access to Floor Plans

- Procedures have been developed to ensure 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.

D. Notification and Activation

- Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have

Continued

Sample Summary – Building-Level Emergency Response Plan , continued

access to floor plans, blueprints, schematics or other maps of the school’s interior, school grounds and road maps of the immediate surrounding area.

- Internal and external communication systems have been developed that will be used in emergencies.
- Procedures are in place for notification and activation of the Building-level Emergency Response Plan.

E. Hazard Guidelines

- The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building’s plan includes building-specific guidelines for the following types of emergencies: (examples)

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	

F. Evacuation Procedures

- Policies and procedures 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 which include at least the following:
 - Evacuation before, during and 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 School Safety Team.

G. Security of Crime Scene

Policies and procedures 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.

Continued

Section IV: Recovery

Discussion: Section IV of the school’s plan is used to develop a summary of the building’s actions 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. Project SAVE requires coordination of Building-level Emergency Response 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. The sample format below provides an example for consideration by buildings of one way of summarizing the information in the building plan for recovery. Building-specific information should be included in each section, except for where that information may jeopardize or hinder the school from carrying out its emergency response plan or endanger the health and safety of staff and students.

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.

- Short term actions for recovery include: (examples)
 - Mental health counseling (students and staff)
 - Building security
 - Facility restoration
 - Post-incident response critique
 - Other
- Long term actions for recovery include: (examples)
 - 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

Sample Summary – Building-Level Emergency Response Plan , continued

SUGGESTED APPENDICES

(Have been submitted to local and State Police with full plan)

Appendix 1:

District Street Map: to include the emergency response traffic control map

Appendix 2:

Building floor plans/schematic maps, to include at least:

- Evacuation Routes
- Utility Shutoffs
- Emergency Response Area Layout
- Shelter Locations

Appendix 3:

District Organization in a manner consistent with NIIMS/ICS, including ICS Position Descriptions

Appendix 4:

Emergency Supplies Inventory

Appendix 5:

District-owned vehicle inventory: to include buses and other vehicles

Appendix 6:

American Red Cross Shelter agreement and layout map

Appendix 7:

Memoranda of Understanding

Appendix 8:

Name, address, and contact numbers of building staff

Appendix 9:

Local resources' telephone numbers.

Project **SAVE**

APPENDICES

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; (c) evacuation; 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 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.
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.

Continued

District-Wide School Safety Plans, Regulatory Description of Components, continued

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 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 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.
Responses 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 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.
Hall Monitors/Personnel Acting in a School Security Capacity	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.
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 the 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 relation to a student.
Emergency and Post-Emergency Response Teams*	Designation of an emergency response team and a post-incident response team.
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 interagency incident management system (NIIMS)/ 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 school building. Such teams may be created on the district level with building-level participation.*

PROJECT SAVE
(Safe Schools Against Violence in Education)

Sample DISTRICT-WIDE SCHOOL SAFETY PLAN GUIDING QUESTIONS

Commissioner's Regulation 155.17

This resource has been developed to provide districts with a series of questions based on the intent of Project SAVE to ensure that all districts have a district-wide school safety plan. Questions have been developed by a group of state agencies, BOCES, and school districts and are designed to assist districts in the planning process. Questions relating to the requirements in the Commissioner's Regulation 155.17 are listed, as well as probing questions that can assist districts further in the planning process. The guiding questions may be useful as the district discusses and creates its plan. The questions 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. Has the district established the required district-wide school safety team?
2. Are all required members present, including representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel?
3. Has the district given consideration to other members of the community who may be helpful as members of the district-wide school safety team?
4. Has the district considered the relationship between the district wide school safety team and the building-level school safety team? How will these groups interact?
5. In the event of an emergency or violent incident, does the district-wide plan reflect how the district will interact with an individual school emergency response team?
6. Has the district considered potential training for the members of the district-wide school safety team?
7. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
8. Has the district made provisions for the review of the district-wide school safety plan by the District-wide School Safety Team?
9. Has the district made provisions for the scheduling of a public hearing at least 30 days prior to its adoption by the Board of Education?
10. Has the district made provisions for the submission of a full copy of the plan and any subsequent amendments to the New York State Education Department?

Continued

Risk Reduction/Prevention and Intervention

Prevention/Intervention Strategies: Program Initiatives

1. Has a local assessment been conducted to determine strategies appropriate to the local area?
2. Has local data, such as that reported and summarized from the Uniform Violent Incident Report, been used to substantiate the need for security procedures and devices?
3. Are selected prevention and intervention strategies based on research findings of effectiveness, and are they evaluated to determine their impact in the district?
4. Have prevention and intervention programs been linked to community resources, including health and mental health?
5. Have prevention and intervention strategies been included in the district's Professional Development Plan to cover identified and required school safety training components?
6. Have nonviolent conflict resolution training programs, peer mediation programs and youth courts, extended day and other school safety programs been considered as ways of preventing potential violence?
7. Have character, citizenship and civility education programs been included?
8. Have strategies been developed for improving communication among students and between students and staff?
9. Do the strategies include safe and confidential ways for students to report potentially violent incidents?
10. Have best practices and effective strategies used by others been considered for improving communication?
11. Are students involved in programs regarding policy development?
12. Are students encouraged to serve as peer leaders or mentors for younger students?

Prevention/Intervention Strategies: Training, Drills, and Exercises

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

Continued

Sample DISTRICT-WIDE School Safety Plan – GUIDING QUESTIONS, continued

Prevention/Intervention Strategies: Implementation of School Security

18. Has the district developed a description of the policies and procedures related to school building security?
19. Have collaborative agreements been made with state and local law enforcement officials to ensure that school safety officers, if used, are adequately trained to de-escalate potentially violent situations, and are effectively and fairly recruited?
20. Have descriptions been developed of the duties of hall monitors and any other school safety personnel?
21. Has the training required of all personnel acting in a school security capacity been identified?
22. Has the hiring and screening process for all personnel acting in a school security capacity been identified?

Early Detection of Potentially Violent Behaviors

23. Have policies and procedures been developed for the dissemination of informative materials regarding the early detection of potentially violent behaviors?
24. Have materials been distributed to teachers, administrators, school personnel, persons in parental relation to students, students and others deemed appropriate to receive such information?
25. Have staff been trained on the U.S. Department of Education’s “Early Warning, Timely Response” document relating to early identification of potentially violent behaviors?
26. Has consideration been given to integrating skills-based violence prevention education into health education and other related curricula?
27. Have staff been trained to identify family, community and environmental factors that may lead to potentially violent behaviors?
28. Are staff trained on identification of risk and protective factors to help children?

Hazard Identification

29. Have districts identified sites of potential internal and external emergencies?
30. Have potential hazards in the neighborhood and community been 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 your community?
31. Has the district consulted with your local emergency managers on the hazard analysis for the area in which your school district is located?

Response

Notification and Activation

1. Are there policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident or other emergency?
2. Are there provisions for notifying appropriate agencies, including police, fire, rescue, mental health, and others, where necessary?
3. Has an appropriate local law enforcement liaison for the district's area been identified?
4. Has a communication protocol been established with and between the local law enforcement agencies?
5. Have staff been trained on emergency reporting procedures?
6. Have appropriate responses been identified for responding to emergencies?
7. Are there protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings?
8. Have local law enforcement officials been consulted about the protocols?
9. Have current State Education Department materials been reviewed to link protocols to recommended procedures?
10. Are students and teachers knowledgeable about what to do in an emergency?
11. Have policies and procedures been 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. Do the policies and procedures address issues of ensuring accurate, timely and consistent information to parents?
13. Do the policies and procedures identify the medium (i.e., telephone call, press release, letter, other) that will be used to communicate with parents?
14. Have parents 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. Do you have policies and procedures for responding to media inquires?
16. Do you have a media liaison or public information officer?
17. Do you have a dedicated emergency phone line to use in an emergency?

Situational Responses: Multi-hazard Responses

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

Sample DISTRICT-WIDE School Safety Plan – GUIDING QUESTIONS, continued

24. Are there provisions for emergency supplies and first aid kits for all schools?
25. Are portable communication devices available, if they are needed?
26. Are there provisions for transportation in an emergency?

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

27. Are there policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school?
28. Is there 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. Do the policies and procedures include notification of appropriate school authorities in impacted buildings?
30. Have one or more members of school staff been trained in de-escalation of potentially violent situations?
31. Are staff and students knowledgeable about what to do when there is a direct or implied threat of violence?
32. Have the terms "implied" and "direct" threats been defined with input from the district's legal counsel, and are they included in the district's code of conduct?
33. Are there 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, are they age and incident appropriate?
35. Do 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. Has a description of procedures to coordinate the use of school district resources and manpower during an emergency been prepared?
37. Are the officials authorized to make decisions in an emergency identified?
38. Are staff members assigned or designated to provide assistance during an emergency identified?
39. Have all school buildings received information on district-wide procedures?
40. Are roles and responsibilities of district and school staff clearly defined?
41. Are there contingency provisions if one or more key individuals are not available, or unable to perform their roles and responsibilities?
42. Have descriptions been developed of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies?
43. Are the descriptions reviewed and updated on a periodic basis to reflect any changes in personnel, organizational structures or other conditions?
44. Has a system been developed for informing all educational agencies within the school district of a disaster?

Continued

Sample DISTRICT-WIDE School Safety Plan – GUIDING QUESTIONS, continued

45. Has information 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. Do you know what type of internal communication system other schools in your area are using (i.e. code words or bells)?
47. Have procedures 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?
48. Have policies and procedures been developed related to school building security, including, where appropriate, the use of school safety officers or security devices and procedures?
49. Has a security assessment of school buildings been conducted in cooperation with law enforcement, school security staff, teachers, other school staff, and others, where appropriate?
50. Has local data been used to substantiate the need for security procedures and devices?
51. Are school visitors required to sign in, sign out, and wear visible visitors passes when visiting school buildings?

Recovery

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

PROJECT SAVE
(Safe Schools Against Violence in Education)

Sample **BUILDING-LEVEL EMERGENCY RESPONSE PLAN GUIDING QUESTIONS**

Commissioner's Regulation 155.17

This resource has been developed to provide individual school buildings with a series of questions based on the intent of Project SAVE to ensure that all individual buildings within school districts have in place a building-level emergency response plan. Questions have been developed by a group of state agencies, BOCES, and school districts and are designed to assist individual school buildings in the planning process. Questions relating to the requirements in the Commissioner's Regulation 155.17 are listed as well as probing questions that can assist buildings further in the planning process. The guiding questions may be useful as the building discusses and creates its plan. The questions are generally organized to reflect the framework provided in the sample building-level emergency response plan.

General Considerations and Planning Guidelines

1. Has the school established the required building-level school safety team?
2. Are all required members 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. Have team members been notified and their roles defined?
4. Has the school given consideration to including students who may be helpful as members of the building-level school safety team?
5. Has the school 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, does the building-level school safety plan reflect how the school will interact with the district?
7. Has the building developed a list of building staff with names, addresses, and telephone numbers?
8. Has the school considered potential training for the members of the building-level school safety team in collaboration with district-wide training?
9. Have arrangements been made for regularly scheduled meetings and opportunities for communications?

Sample BUILDING-LEVEL Emergency Response Plan – GUIDING QUESTIONS, continued

10. Has the school made provisions for the review of the plan by the building-level school safety team?
11. In cooperation with the district, has the building made provisions for the scheduling of a public hearing at least 30 days prior to its adoption by the Board of Education?
12. Has a summary of the building-level plan been developed for the purposes of the public hearing?
13. Has the building team developed procedures for annually reviewing the building-level emergency response plan?
14. Has the plan been approved by the Board of Education after at least one public hearing?
15. Has the school made provision for and submitted a full copy of the plan and any subsequent amendments to the New York State Police and local law enforcement agencies?

Risk Reduction/Prevention and Intervention

Designation of School Teams

1. Has the building-level school safety team designated an emergency response team, other appropriate incident response teams, and a post-incident response team?
2. Do team members know their roles and have they been trained to perform them?
3. Are school personnel familiar with the local emergency planner and staff, including Disaster Mental Health staff?

Building/Personnel Training

4. Has training for emergency teams and safety officers, including de-escalation training been conducted?

Coordination with Emergency Officials

5. Is there a plan in place for annually testing components of the plan?
6. Are both evacuation and reverse evacuation plans practiced?
7. Are shelters in place and/or lockdown procedures drills practiced?
8. During drills, are student accountability systems tested (staff and visitors)?
9. During evacuation drills, are exits regularly blocked to test secondary evacuation routes?

Annual Multi-hazard Training

10. Is annual multi-hazard training for staff (including substitutes) provided?
11. Is annual multi-hazard training for students provided?

Identification of Sites of Potential Emergencies

12. Have potential internal and external hazards been identified? (Risk analysis)

Response

Assignment of Responsibilities

1. Has the building-level chain of command been developed and communicated?
2. Have internal and external communication systems been identified, including notification requirements at the district level?
3. Do the participants know their roles within the ICS System?
4. Has ICS training been provided to appropriate staff?
5. Are there methods to identify staff (at least crisis team members) so that outside agency personnel can readily identify team members?

Continuity of Operations

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

Access to Floor Plans

9. Have you included floor plans and schematics in the plan?
10. Does the school have a procedure in place for updating the floor plans and schematics?

Notification and Activation

11. Are there mechanisms to ensure that all appropriate agencies are notified and that resources and services will be coordinated?
12. Has a person been identified to coordinate and interface with the media?
13. Are there public information campaigns related to available disaster mental health services?

Hazard Guidelines

14. Have you developed specific guidelines for: natural/weather related incidents, civil disturbances, bomb threats, intruders, school bus accidents, gas leaks, hazardous material, biological, threats of violence, hostage/kidnappings, radiological, and others as determined by the Building-level Safety Team?
15. Does your building-level plan address implied or direct threats of violence?
16. Does your building-level plan address responding to acts of violence?
17. Has the risk of a secondary device been addressed?

Evacuation Procedures

18. Does the building level school safety plan address incidents before, during, and after school hours?
Have procedures been developed to address medical needs?
19. Have sheltering agreements been identified and appended to the building-level plan?
20. Have internal and external shelter sites been identified?
21. Does your plan address internal and external evacuation routes?
22. Does the plan address emergency notification of persons in parental relationship to students?
23. Has a vehicle inventory list been developed?
24. Has the building developed an emergency supplies inventory?
25. Does your plan provide for evacuation of building occupants with special needs?

Security of Crime Scene

26. Has the building developed crime scene management guidelines?
27. Are policies and procedures for security of the crime scene understood by all parties?

Recovery

1. Has your post-incident response team been activated?
2. Has the building-level team addressed short-term and long-term recovery issues?
3. Does the plan provide access to local and state mental health resources?
4. Are there provisions to maintain contact with the County Disaster Mental Health Response Team to notify it of changing needs or potential problems?
5. Are there 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. Are there methods to debrief daily or as needed to ensure that changing conditions are accommodated?

Project SAVE School Safety Plan Worksheet

(This worksheet is provided to assist districts or individual school buildings in the planning process for Project SAVE. The worksheet may be used by the district or a school to outline the planning process for a specific component of Project 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 <i>(Select one)</i>	<input type="checkbox"/> District-wide School Safety Plan <input type="checkbox"/> Building-level Emergency Response Plan														
Component <i>(Select one)</i>	<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 Questions Selected By District to Guide Planning Process <i>(The district or school building may wish to review the Guiding Questions provided in the resource section of this document to determine the considerations it wishes to address. All guiding questions 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> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> </tbody> </table>		External	Internal	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____
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Continued

Safety Team Planning Process

(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

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

New York State Education Department Contacts

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Evelyn Bernstein

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www.mhrhc.org/scss

The New York State Center for School Safety is funded through grants from the Governor's Office, the New York State Education Department, the Office of the Attorney General and New York State Department of Health for the primary purpose to help make schools safe. The fundamental principles of this mission are as follows:

- Collaborate with state agencies to assist schools in creating safe learning environments.
- To be a clearinghouse of school safety resources, with emphasis on comprehensive safe schools planning.
- Provide training and technical assistance to schools on implementing the SAVE legislation.
- Assist in the collection, assessment, and dissemination of successful school safety programs and strategies.
- Under the direction of the State Education Department, to work collaboratively and cooperatively with the Coordinated School Health and Wellness Centers and the Statewide Advocacy Offices.
- Assist the Attorney General's office in implementing the SAVI (Students Against Violence Initiative) Project.
- Develop and implement the Commissioner of Education's Safe Schools initiative on protecting students from harassment and hate crime, and administrators institute on discipline.
- Provide technical assistance and training support to ESD/SVP funded schools.

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New York State Education Department Coordinated School Health Network (CSHN) Centers

	<i>CSHN Center</i>	<i>JMT Region BOCES</i>	<i>Counties</i>	
West	Jane Ogilvie, Coordinator E-Mail: jogilvie@erie1.wnyric.org Erie 1 BOCES 1050 Maryvale Drive Cheektowaga, NY 14225 Phone: (716) 630-4250 Fax: (716) 630-4251	Cattaraugus-Allegany-Erie- Wyoming Erie 1 Erie 2-Chautauqua- Cattaraugus Orleans-Niagara Steuben-Allegany	Orleans Niagara Erie Chautauqua	Cattaraugus Allegany Steuben
Mid-West	Kim McLaughlin, Coordinator E-Mail: kmclaughlin@gvmail.edutech.org Genesee Valley BOCES Service Center 80 Munson Street Leroy, NY 14482 Phone: (716) 344-7570 Fax: (716) 344-7578	Genesee Valley Monroe 1 Monroe 2-Orleans Wayne-Finger Lakes	Monroe Wayne Genesee Wyoming	Livingston Ontario Yates Seneca
Mid-South	Colleen Hurd, Coordinator E-Mail: churd@mail.sctboces.org Schuyler-Chemung-Tioga BOCES 459 Philo Road Elmira, NY 14903 Phone: (607) 739-3581 Fax: (607) 795-5310	Broome-Delaware-Tioga Delaware-Chenango-Madison- Otsego Otsego-Northern Catskill Schuyler-Chemung-Tioga	Schuyler Chemung Tioga Broome	Chenango Otsego Delaware
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North Country/Mohawk	Suzanne Doin, Coordinator E-Mail: sdoin@cves.org Clinton-Essex-Warren-Washington BOCES P.O.Box 455 Plattsburgh, NY 12901 FedEx Add:4 Area Development Dr Phone: (518) 561-0100 x 135 Fax: (518) 561-0240	Clinton-Essex-Warren- Washington Franklin-Essex-Hamilton Herkimer-Fulton-Hamilton-Otsego Jefferson-Lewis-Hamilton- Herkimer-Oneida Oneida-Herkimer-Madison St. Lawrence-Lewis Madison-Oneida	Clinton Franklin St. Lawrence Essex Jefferson Lewis	Oneida Herkimer Madison Hamilton

Continued

Coordinated School Health Network (CSHN) Centers, continued

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Capital	Kay Bradley, Coordinator E-Mail: kbradley@gw.neric.org Capital Region BOCES 6 British American Boulevard, Suite G Latham, NY 12110 Phone: (518) 786-3223 Fax: (518) 786-8511	Albany-Schoharie-Schenectady- Saratoga Hamilton-Fulton-Montgomery Questar III (RCG) Washington-Saratoga-Warren- Hamilton-Essex	Hamilton Warren Washington Saratoga Fulton Montgomery Schenectady Schoharie Albany Rensselaer Greene Columbia
Long Island	Susan Kessler, Coordinator E-Mail: skessler@wsbores.org Western Suffolk BOCES 220 Washington Avenue Deer Park, NY 11729 Phone: (631) 242-1128 Fax: (631) 242-4269	Eastern Suffolk Nassau Western Suffolk	Nassau Suffolk
New York City	Mohamed Yasin, Director E-Mail: Myasin@nycboe.net Office of Comprehensive Health NYC Board of Education 131 Livingston Street, Room 621 Brooklyn, NY 11201 Phone: (718) 935-4140 Fax: (718) 935-3192 or 3158	All Boroughs	All NYC Counties
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Statewide School Health Services Center	Mary Capparelli, Administrator E-mail: mcappare@monroe#2bores.org Monroe 2-Orleans BOCES 43 Turner Drive Spencerport, NY 14559 Phone: (716) 349-7630 Fax: (716) 352-9131	All	All NYS Counties
New York State Center for School Safety	Mary Grenz Jalloh, Director E-mail: scss@mhrhc.org New York State Center for School Safety Ulster County BOCES 175 Route 32 North New Paltz, NY 12561 Phone: (845) 255-8989 Fax: (845) 255-3836	All	All NYS Counties

BOCES Health and Safety Coordinators

Information on the site includes upcoming events, member list, current projects, and other information relating to school health and safety issues.

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Debra Tenenbaum

New York State Division of Criminal Justice Services Agency Contacts

Funding and Program Assistance

Office of Funding and Program Assistance
NYS Division of Criminal Justice Services
4 Tower Place
Albany, NY 12203
Phone No: (518) 457-8462
E-mail: funding@dcjs.state.ny.us

School Resource Officer and DARE (Drug Abuse Resistance Education) Programs

Mark Fettinger
DARE and Youth Services
Office of Public Safety
NYS Division of Criminal Justice Services
4 Tower Place
Albany, NY 12203
Phone No. (518) 457-6116 or (518) 457-2667
E-mail: fettinger@dcjs.state.ny.us

Website: No information is provided on the website.

Child Safety and Missing Children

Missing/Exploited Children Clearinghouse
Office of Legal Services
NYS Division of Criminal Justice Services
4 Tower Place
Albany, NY 12203
Phone No. 1-800-FIND KID, 1-800-346-3543
E-mail: missingchildren@dcjs.state.ny.us

The New York State Police

The New York State Police is an agency with a variety of resources available to schools and the community. One of these resources is the Safe Schools Program. This program includes information for school employees about violence prevention and response techniques. State Police personnel are available to participate in the planning and drilling process.

The SAVE legislation requires schools to include law enforcement representatives on the School safety planning teams. It also requires that building level emergency response plans be given to state and local police. To assist schools in meeting these two requirements, a list of state police representatives that can be invited to be on your team, and addresses to mail your plan are listed below. Use the state map to locate the Troop(s) your school district is in.

Please contact your local police agencies for information regarding representatives and dissemination of your plan to those agencies.

Troop A Headquarters
4525 West Saile Drive
Batavia, NY 14020
Trooper Robert L. Sawicki
(716) 699-2657
Sergeant Stephen J. Fortuin
(716) 343-2200

Troop B Headquarters
Route 86 P. O. Box 100
Ray Brook, NY 12977
Trooper Marc A. McDonell
(518) 897-2048
Sergeant Chad K. Niles
(518) 897-2083

Troop C Headquarters
Rt 7 P.O. Box 300
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Trooper Brian E. diLorenzo
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Sergeant Michael P. Lynch
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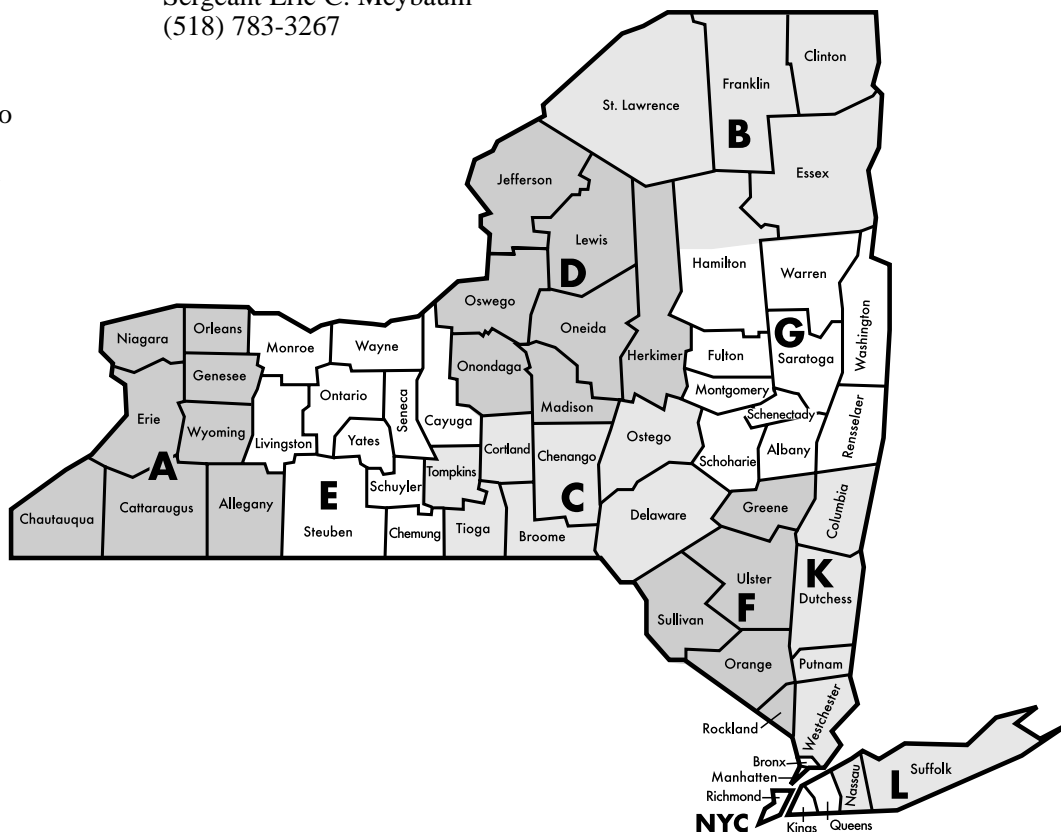
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Troop G Headquarters
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Trooper George H. Murphy, Jr.
(518) 783-3235
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(518) 783-3267

Troop K Headquarters
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Trooper Joseph R. Lutz
(845) 677-7431
Sergeant Gerard S. Mallet
(845) 677-7380

Troop L Headquarters
7140 Republic Airport
Farmingdale, NY 11735
Trooper Thomas Collins
(631) 756-3389
Sergeant Lawrence F. Mahoney
(631) 756-3328



New York State Emergency Management Office

The New York State Emergency Management Office (SEMO) coordinates Emergency Management Services for the State by providing leadership, mitigation measures, planning, education, and resources to protect lives, property and the environment. SEMO coordinates these activities through local government officials, specifically county emergency managers.

Contacts

SEMO headquarters, located in Albany, utilizes five regional offices to coordinate activities in support of local government. The regions and contacts are as follows:

Region 1: Includes Nassau and Suffolk Counties, and the New York City Metropolitan area.

Larry Rawa, Regional Director
250 Veteran's Memorial Highway
Hauppauge, NY 11788-5506
Bus: (631) 952-6759
Bus Fax: (631) 952-6758
larry.rawa@semo.state.ny.us

Region 2: Includes Rockland, Orange, Westchester, Putnam, Ulster, Sullivan, Dutchess, Columbia, Greene, and Delaware Counties.

Christopher Holmes, Regional Director
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Poughkeepsie, NY 12601-1098
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Region 3: Includes Albany, Schenectady, Rensselaer, Schoharie, Otsego, Montgomery, Herkimer, Fulton, Saratoga, Washington, Warren, Hamilton, Essex, Franklin, and Clinton Counties.

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Region 4: Includes Broome, Tioga, Chenango, Cortland, Tompkins, Schuyler, Cayuga, Seneca, Onondaga, Madison, Oneida, Oswego, Lewis, and Jefferson Counties.

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Region 5: Includes Chemung, Steuben, Allegany, Cattaraugus, Chautauqua, Erie, Wyoming, Livingston, Yates, Ontario, Genesee, Wayne, Monroe, Orleans, and Niagara Counties.

William Clark, Regional Director
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Newark, NY 14513-9201
Bus: (315) 331-4880
Bus Fax: (315) 331-3934
E-mail: william.clark@semo.state.ny.us

References and Citations:

- List of SEMO training courses: School officials may be able to attend courses in emergency management at various locations throughout the State, or attend courses at the Emergency Management Institute (EMI) in Emmittsburg, Maryland. SEMO is continually offering ICS training, planning workshops, and other introductory courses on a regular basis. EMI has many programs in emergency management, including FEMA's "Multi-Hazard School Safety" course. The listing for these courses is accessible through our web site, or through the local county emergency manager's office.
- SEMO's Planning Section can conduct Train-the-Trainer workshops for school officials interested in utilizing the HAZNY program. SEMO staff can provide this training at the county or regional level to assist in the proper facilitation of the program.
- Listing of positions within the NIIMS Incident Command System. SEMO has guidance in ICS, and can provide ICS position descriptions for officials.
- List of potential external hazards. This is community based, and availability is subject to which municipalities have done a Hazard Analysis. SEMO can provide Hazard Analysis reports of jurisdictions that have done the analysis to school officials

New York State Office of Mental Health County Mental Health Directory

Robin B. Siegal, Ph.D., Director
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175 Green Street
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Robert W. Anderson, Ph.D., Director
Allegany County Community Services Counseling
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Arthur R. Johnson, Commissioner
Broome County Community Mental Health Services
One Hawley Street
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NYS Office of Mental Health, County Mental Health Directory, continued

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Office of Mental Health, County Mental Health Directory, continued

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PROJECT SAVE

(Safe Schools Against Violence in Education)

Selected Web-Based Resources

General Websites

American Association of School Administrators

www.aasa.org.

This site offers a variety of articles on school safety and violence prevention.

American Red Cross

<http://www.redcross.org/disaster/masters/>

This site offers a program developed by the American Red Cross to help teachers integrate disaster safety concepts into their regular lesson plans.

ERIC Clearinghouse on Urban Education

<http://eric-web.tc.columbia.edu>

This site features digests, short bibliographies, parent guides, key abstracts (short summaries), additional publications, and other information relating to major budget areas. School safety is a major subject area.

Federal Bureau of Investigation (FBI)

<http://www.fbi.gov/kids/kids.htm>

This site is specifically geared for children and teachers. It offers games, safety tips, and guides.

Federal Emergency Management Agency (FEMA)

<http://www.fema.gov/kids/>

This site teaches students how to be prepared for disasters and how to prevent disasters by taking action now! Students can learn what causes disasters, play games, read stories and become a "Disaster Action Kid."

Guide for Preventing and Responding to School Violence

<http://www.theiacp.org/pubinfo/Pubs/pslc/svindex.htm>

The International Association of Chiefs of Police (IACP) and the National Crime Prevention Council, with help from law enforcement officers and school administrators, and support of the Bureau of Justice Assistance, created this document to help begin and enhance programs and strategies that will prevent violence in schools and the community.

National Association of School Psychologists

<http://www.naspsweb.org/>

The site provides a wide variety of resources toward the goal of promoting educationally and psychologically healthy environments for students.

National Fire Protection Association (NFPA)

http://www.nfpa.org/Education/Consumers_and_Families/Fire_Safety_Information/

This site offers a program for talking to children about disasters.

National School Boards Association

www.nsba.org

This site has released a 10 point safe schools plan, available on-line at www.keepschoolssafe.org.

National School Safety Center

<http://www.nssc1.org/>

The center is an internationally recognized resource for school safety information, training and violence prevention. The site has information on successful violence prevention strategies, data on school violence, and training opportunities.

National Weather Service/National Oceanic & Atmospheric Administration (NOAA)

<http://www.education.noaa.gov/>

NOAA distributes and produces many educational activities. This site has been designed to help students, teachers, librarians and the general public access NOAA's educational activities, publications, and booklets.

New York State Center for School Safety

www.mhric.org/scss

The New York State Center for School Safety collaborates with state agencies to assist in creating safe learning environments, provides a clearinghouse for school safety resources with an emphasis on comprehensive safe schools planning an Project Save. Other initiatives, such as extended school day programs and protecting students from harassment, and hate crimes are featured on this site.

Project SAVE – Selected Web-based Resources, continued

New York State Division of Criminal Justice Services, Funding and Program Assistance

<http://criminaljustice.state.ny.us/ofpa/index.htm>

The website includes information on: grantsmanship tips, what's new, staff directory, grantee forms, concept paper format, LAMIS 2000, FAQs, links to related sites, and agency contacts.

New York State Division of Criminal Justice Services, Office of Public Safety

<http://criminaljustice.state.ny.us/ops/index.htm>

This website contains a brief description of the DARE police officer training program offered through the DCJS Office of Public Safety.

New York State Division of Criminal Justice Services, Child Safety and Missing Children

<http://criminaljustice.state.ny.us/missing/index.htm>

The website includes information on: Internet Crimes Against Children Task Force, missing child pictures, child safety programs, college campus safety, runaway information, clearinghouse information, annual reports, web links, and publications order forms.

New York State Emergency Management Office

www.nysemo.state.ny.us

The SEMO website is a good source for access to training materials and upcoming courses, including training in the Incident Command System (ICS). Emergency planning materials are also available, including HAZNY (Hazards New York) which is a tool used to identify and rank hazards that may potentially effect a school or school district. Additional links include SEMO's mitigation section, hazardous weather information, links to local emergency management officials, and access to many State and federal agencies.

New York State Police

www.troopers.state.ny.us/PSAC/PSACindex.html

The New York State Police web site has several resource materials available including: Safe Schools Programs - A series of programs for all school employees about prevention, intervention and response to school violence incidents; Field Trip Attendance System - A safety first system used for school trips to aid in chaperoning and tracking students; Gotta Go Bags - What do you need during a school emergency

situation? This checklist will get you ready; Step Away for Safety - A child abduction prevention program for 4th - 6th grade students. This is a great program to give just prior to a field trip; Crime Scene Management Pamphlet and Program - Is there anything I can do to help protect evidence at a school crime scene prior to police arrival?

New York State Education Department - Office of Facilities Planning

www.emsc.nysed.gov/facplan/

The State Education Department's Office of Facilities Planning web site offers a wide variety of school emergency and safety planning information and guidance.

Safe and Drug Free Schools Program (United States Department of Education)

<http://www.ed.gov/offices/OESE/SDFS/>

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools. This program is designed to prevent violence in and around schools, and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State and community efforts and resources.

Safe Schools Coalition

<http://www.ed.mtu.edu/safe/>

The Safe Schools Coalition gathers the skills and resources of diverse national organizations to address a wide variety of school safety issues, including gang behavior, youth conflicts, and others.

United States Department of Education

www.ed.gov

This site offers a vast array of resources, from publications regarding school safety and violence prevention to extended research.

United States Department of Justice

www.usdoj.gov

This site offers a vast array of resources, from publications regarding violence prevention and school safety to statistical information regarding youth violence.

Continued

School Safety and Violence Prevention: Specific Articles

The Appropriate and Effective Use of Security Technologies in U.S. Schools

www.ncjrs.org/school/178265.pdf

Because of recent school violence episodes, communities around the country have put pressure on school districts to incorporate more extensive security measures into their safety programs. The Appropriate and Effective Use of Security Technologies in U.S. Schools is a guide from the National Institute of Justice to help school administrators and their colleagues in law enforcement analyze a school's vulnerability to violence, theft, and vandalism, and research possible technologies to effectively address these problems. This NIJ Research Report is based on a 7-year study of more than 100 schools and offers practical guidance on several aspects of security, including security concepts and operational issues, video surveillance, weapons detection devices, entry controls, and duress alarms.

Crisis Response Box: Partnering for Safe Schools

<http://www.caag.state.ca.us/cvpc/crisisresponse.pdf>

California Attorney General's Crime And Prevention Center and the California Department of Education's Safe Schools and Violence Prevention Office outline the steps needed to develop a comprehensive school crisis prevention plan by assembling a box of information which would serve as a useful tool in the event of a critical incident.

Early Warning: Timely Response: A Guide to Safe Schools

www.ed.gov/offices/OSERS/OSEP/earlywrn.html

This guide from the Departments of Justice and Education indicates what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur.

Facts About Gun Violence

www.abanet.org/gunviol/schoolshm.html

The American Bar Association offers information on gun violence in schools.

Improving School Violence Prevention Through Meaningful Evaluation

<http://eric-web.tc.columbia.edu/digests/dig132.html>

The ERIC Clearinghouse on Urban Education provides a digest specific to the need for evaluation, types of evaluation, and evaluation methods for school violence prevention.

Inventory of Federal Activities Addressing Violence in Schools

<http://www.cdc.gov/nccdphp/dash/violence/index.htm>

The Centers for Disease Control and Prevention has created this new inventory to portray what the federal government is doing to respond to violence in our nation's schools.

Is Youth Violence Just Another Fact of Life?

<http://www.apa.org/ppo/violence.html>

The American Psychological Association states that there is no gene for violence. Violence is a learned behavior, and it is often learned in the home or the community from parents, family members, or friends. Children are more aggressive and grow up more likely to become involved in violence—either as a victimizer or as a victim—if they witness violent acts.

Protective Schools: Linking Drug Abuse Prevention with Student Success

www.drugstats.org/prosch.html

A guide for policy makers, educators, and families produced by Smith Initiatives for Prevention and Education, College of Education, the University of Arizona. Its focus is data-based decision-making with an emphasis on strengthening academic achievement.

Safe Schools Now Network

http://www.aasa.org/issues_and_insights/safety/safe_schools_now.htm

The NEA and the Learning First Alliance of which AASA is a partner formed the NEA Safe Schools Now Network in response to the growing concerns about school safety.

School Safety and the Legal Rights of Students

<http://eric-web.tc.columbia.edu/digests/dig121.html>

The ERIC Clearinghouse on Urban Education provides a digest regarding court decisions which seek to balance students' constitutional rights with the need for safety and freedom from violence in the schools.

The School Safety Profiler

www.rippleeffects.com/needs

This is a set of surveys designed to measure perceived safety at your school from the separate perspectives of students and educators. These tools can be used by schools safety teams conducting safety audits.

The School Shooter: A Threat Assessment Perspective

www.fbi.gov/library/school/school2.pdf

New FBI report says there is no way to “profile” potential perpetrators, but offers tool to assess threats logically, judiciously, rapidly.

Top Rated School Violence Prevention Programs (8/4/98)

www.aasa.org/issues_and_insights/safety/top_rated_programs.htm

Only 10 out of 84 nationally available school violence prevention programs got an “A” in an evaluation released in June.

Why the Brutality?

ericweb.tc.columbia.edu/administration/safety/gang_brutality/index.html

This focus is on predatory violence of gangs as distinct from that occurring apart from gang activity. The purpose is to examine the dynamics of why gangs can, at times, be so brutal.

Other Resource Centers on Safe Schools, Youth Violence

American Academy of Experts in Traumatic Stress

www.schoolcrisisresponse.com

The American Academy of Experts in Traumatic Stress publication, *A Practical Guide for Crisis Response in Our Schools*, conveys critical information to assist school districts in responding effectively to ‘everyday crises’ as well as school-based disasters. It is an invaluable resource for administrators, support personnel and faculty in preparation for, and during, actual crisis situations.

Centers for Disease Control and Prevention Division of Violence Prevention

www.cdc.gov/ncipc/dvp/dvp.htm

The division has four priority areas for violence prevention: youth violence, family and intimate violence, suicide and firearm injuries. Another Centers for Disease Control site, www.cdc.gov/nccdphp/dash, offers a way into programs.

Center for the Prevention of School Violence

www.ncsu.edu/cpsv

The center serves as a primary resource for dealing with the problem of school violence. This North Carolina center focuses on ensuring that schools are safe and secure. Featured topics include school resource officers and student involvement projects.

Center for Schools and Communities

www.center-school.org/

The Center for Schools and Communities has been committed to improving outcomes for children and families through training, technical assistance, program evaluation, research and resource development. Funded primarily by the Pennsylvania Departments of Education, Health and Public Welfare. Provides training, technical assistance and a clearinghouse of video and print materials to help schools.

Center for the Study and Prevention of Violence

www.colorado.edu/cspv

This Colorado-based center provides technical assistance, information, and research for groups committed to understanding and preventing violence, particularly adolescent violence.

Communities Against Violence Network (CAVNET)

www.askam.com/cavnet

This site is a guide to anti-violence resources.

Family Life Development Center

www.child.cornell.edu/

Located at Cornell University, the center works to improve professional and public efforts to understand and deal with risk factors in the lives of children, youth, families and communities that lead to family violence and neglect.

Project SAVE – Selected Web-based Resources, continued

The Hamilton Fish Institutewww.hamfish.org

The Hamilton Fish Institute rigorously researches, develops, and evaluates violence prevention strategies for schools and their immediate communities.

Institute for Violence Reductionwww.vi.uconn.edu/~wwwswk/violence.htm

Located at the University of Connecticut, this center works with policy makers to develop more effective approaches for violence reduction in schools and communities.

Join Together<http://www.jointogether.org>

Join Together, a project of the Boston University School of Public Health, is a national resource for communities working together to reduce substance abuse and gun violence.

Keep Schools Safewww.keepschoolssafe.org

This site provides useful information regarding strategies to reduce violence and is a link to other sites. The site is managed by a collaboration between the National Association of Attorneys General and the National School Board Association.

Keeping Schools and Communities Safewww.ed.gov/offices/OESE/SDFS/safeschools.html

The US Department of Education's site provides information regarding federal efforts to enhance school safety; provides information on USDOE programs and funding and has policy statements and reports outlining school violence statistics.

Kentucky Center for School Safetywww.kysafeschools.org

This center acts as a clearinghouse of information and materials concerning school violence prevention and provides training, technical assistance, and program development.

National Alliance for Safe Schoolswww.safeschools.org

The National Alliance for Safe Schools was established to provide training, technical assistance, and publications to school districts interested in reducing school based crime and violence.

National Criminal Justice Reference Centerwww.ncjrs.org

NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and practice related to criminal and juvenile justice and drug control. Documents available at this site include The Appropriate and Effective Use of Security and Technology in US Schools.

National Resource Center for Safe Schoolswww.safetyzone.org

The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence.

Office of Juvenile Justice and Delinquency Preventionwww.ojjdp.ncjrs.org

OJJDP sponsors a broad array of research, program, and training initiatives and disseminates accurate, up-to-date information about juvenile justice and delinquency issues.

Partnership Against Violence Network (PAVNET)www.pavnet.org

This website offers information on programs, resources and funding sources.

In addition to the New York State Education Department, the Web sites posted here contain hypertext links or pointers to information created and maintained by other public and private organizations. These links and pointers are provided for the user's convenience. The Education Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of the outside information. Further, the inclusion of links or pointers to particular items in hypertext is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these outside sites, or the organizations sponsoring the sites.

PROJECT SAVE
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Selected Print References

Also see Selected Web Resources for a listing of documents that are available on-line.

Coping With Crisis: Lessons Learned: A Resource for Schools, Parents, and Communities. Scott Poland and Jami S. McCormick; Sopris West, Longmont, CO, 1999.

Provides detailed, comprehensive steps for schools in the event of any type of crisis situation such as threats, fights, intruders, weapons and/or death, includes actual case studies from many recent high profile school shootings.

Crisis Counseling Guide to Children and Families in Disasters. New York State Office of Mental Health, Albany, NY, September 2000

This guide is intended for use by persons who respond to the disaster mental health needs of children in emergencies and disasters. Human service workers, emergency personnel, community members and elected officials who are responsible for planning and organizing services to meet the needs of children and families impacted by emergencies and disasters will find this guide valuable.

“Guide for School Safety and Security.” The University of the State of New York and The State Education Department, Office of Intercultural Relations, Albany, NY, 1996.

This document explains the necessary component for a school safety action plan utilizing prevention as well as intervention strategies and community support and resources.

Healing the Hate: A National Hate Crime Prevention Curriculum for Middle Schools. Karen A. McLaughlin and Kelly J. Brilliant; Educational Development Center, Inc., Newton, MA, 1997.

The Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, United States Department of Justice is responsible for this program which promotes, understanding, and tolerance through a variety of lessons and activities for students that analyze hate crimes, their victims and perpetrators, media messages, stereotypes, racism, and ways to promote change.

“How to Create Safe Schools: Action Steps for the Community”. Ronald D. Stephens; National Educational Service, Bloomington, IN, 1996.

Three twenty minute videos address topics such as, assembling a safety task force, assessing existing vulnerabilities, various specific strategies and creating an action plan.

“Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Program”: Tracy M. Godwin with David J. Steinhart and Betsey A. Fulton; American Probation and Parole Association. n.d.

This guide comprehensively covers every aspect associated with the concept of teen courts, from understanding the basis, recruiting support, designing a program, human and financial resources, and evaluation.

Practical School Security: Basic Guidelines for Safe and Secure Schools. Kenneth S. Trump; Corwin Press, Inc., Thousand Oaks, CA, 1998.

This guide offers step by step plans to assessing the current physical security of a school as well as implementing further instruments such as staffing, locks, lighting and metal detectors.

Continued

Selected Print References, continued

Preventing Student Violence: What Schools Can Do. Kris Bosworth, ed; Phi Delta Kappa and The Center for Evaluation, Development, and Research, 1999.

This publication contains three chapters, each addressing different topics related to youth violence; its risk factors, its affects, and what schools can do. Each topic is covered through different articles from various sources.

“Protective Intelligence and Threat Assessment Investigations: A Guide for State and Local Law Enforcement Officials.” Robert A. Fein and Bryan Vossekuil; US Department of Justice, Office of Justice Programs, National Institute of Justice, Washington, D.C., 1998.

This report presents information and ideas about protective intelligence and threat assessment. Using prior case studies, it debunks myths and explains the operation of threat assessment.

Safe by Design: A Plan for Peaceful School Communities. Sarah Miller, Janine Brodine and Terri Miller, eds.; Committee for Children, Seattle, WA, 1996.

This is the first of a two volume planning and resource guide for schools. Topics covered include, creating community linkage, family involvement, positive school climate, school policies, and student social skills.

Safe Schools: A Handbook for Violence Prevention Ronald D. Stephens; National Educational Services, Bloomington, IN. n.d.

This handbook explains how to assess current school safety then develop, implement and evaluate a comprehensive school safety plan; includes sample plans and documents.

Safe Schools, Safe Students: A Guide to Violence Prevention Strategies. Drug Strategies, Washington, D.C., 1998

This guide provides a “consumer reports” format for research based violence prevention and other strategies.

“Safe Spaces: Creating Safe and Drug-Free Learning Environments.” The Upstate Center for School Safety, New Paltz, NY, 2000.

A training guide and accompanying manual uses the concept of systems thinking to promote a paradigm shift among a school safety team and use research based action plans in order to nourish a more positive school environment.

“Safeguarding Our Children: An Action Guide.” U.S. Departments of Education and Justice, American Institutes for Research, Washington, D.C., 2000.

This document is a follow-up resource to Early Warning, Timely Response: A Guide to Safe Schools. It provides additional information about the how to of developing school safety plans.

School Expulsions, Suspensions, and Dropouts: Understanding the Issue. Arnold Gallegos; ed, Phi Delta Kappa and The Center for Evaluation, Development, and Research, 1998.

This publication contains three chapters, each addressing different topics related to school discipline; contextual factors, codes of conduct, promising programs and practices. Each topic is covered through different articles from various sources.

“School Violence Prevention and Management Guide.” New York Schools Insurance Reciprocal, Garden City, NY. n.d.

This publication gives a short overview of effective intervention programs, areas for assessment, and emergency response procedures.

This document is available on the following websites:

New York State Education Department

www.nysed.gov

New York State Center for School Safety

www.mhric.org/scss

New York State Police

www.troopers.state.ny.us/

New York State Emergency Management Office

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