

**DISTRICT-  
WIDE  
SCHOOL  
SAFETY  
PLAN**

**2017-18**

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## **Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-Wide School Safety Plan is responsive to the needs of all schools within the agency and is consistent with the more detailed emergency response plans required at the school building level. School districts and other educational agencies stand at risk from 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. 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.

Ulster County BOCES supports the SAVE Legislation and intends to facilitate the planning process. The District Superintendent, who serves as the Chief Emergency Officer, encourages and advocates on-going agency-wide cooperation with and support for Project SAVE. The Chief Emergency Officer is responsible for ensuring this plan is updated annually, that its contents are understood by staff, and coordinates with first responders.

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

### **Purpose**

The Ulster County BOCES District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Ulster County BOCES Board of Education, the District Superintendent appointed a District-Wide School Safety Team and charged it with the development, maintenance, and update of the District-Wide School Safety Plan. As per the amendments to 155.17, the District-Wide School Safety Plan supersedes the agency's Emergency Management/Disaster Preparedness Plan.

### **Identification of School Teams**

Ulster County BOCES has created 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 for 2017-2018 are:

- Ms. Barbara Carroll, Board of Education
- Ms. Krista Barringer, Board of Education
- Mr. Vincent Petrocelli, Board of Education
- Ms. Gail Hutchins, Board of Education
- Mr. Warren Donohue, Assistant Superintendent for Administration
- Ms. Marita Kitchell, Director of Career & Technical Center
- Ms. Mary Jalloh, Director of Adult Education
- Dr. Carleen Meers, Director of Special Education

- Ms. Katherine Gumnick, Dean of Students
- Mr. Henry Pollinger, Principal, Special Education
- Mr. Barry Wasser, Assistant Principal, Special Education
- Mr. Dean Lucera, Principal, Career and Technical Center
- Ms. Amy Storenski, Assistant Principal, Career and Technical Center
- Ms. Colleen Macaluso, Adult Literacy Coordinator – Adult Education
- Mr. Lawrence McCauley, Dispatcher, Ulster BOCES Transportation
- Dr. Michael O'Rourke, Environmental Compliance Coordinator - Administrator/Staff Industrial Hygienist - Ulster BOCES Risk Management
- Mr. Victor DeStefano, Supervisor of Buildings and Grounds
- Mrs. Linda Brooks, O&M Program Assistant
- Ms. Kerri Ann Sheehy, Teacher & President, Ulster BOCES Teachers Organization
- Ms. Michelle Rosu (Lucks), Teaching Assistant, Ulster BOCES Teaching Assistants & Teacher Aides Organization
- Mr. Anthony Sciacca, Teacher & Member, Ulster BOCES Teachers Organization
- Deputy James Grable, School Resource Officer, Center for Special Education
- Mr. Richard Karl Haviland, Interim Superintendent of Alternative Education
- Ms. Margaret Short, Parent Representative
- Mr. Ian Winters, Community Representative
- Student Representative (*Optional*)

## **Concept of Operations**

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plan 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. 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. Upon the activation of the School Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Emergency response efforts may be supplemented by County and State resources through existing protocols.

## **Plan Review and Public Comment**

This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team. The annual review will be completed on or before July 1 of each year. A copy of the plan will be available at Ulster County BOCES, Conference Center, Business Office, 175 Route 32 North, New Paltz, NY 12561.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its original adoption. Public hearings will be held pursuant to plan updates. 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 plan must be formally adopted by the Board of Education.

While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## **Section II: Risk Reduction/Prevention and Intervention**

Risk Reduction/Prevention and Intervention is comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence or reduce the impact, of such emergency if it does occur.

### **Prevention/Intervention Strategies**

#### **Program Initiatives**

- The following programs and activities are available to building administrators for improving communication among students and between students and staff and the reporting of potentially violent incidents:

Non-violent conflict resolution training programs

Peer mediation programs and youth courts

School safety programs including extended day

Youth clubs

Establishing anonymous reporting mechanisms for school violence (confidential email and student management system)

- \_\_\_ Others based on building needs
- \_\_\_ Character Education
- \_\_\_ Student Performance Team
- \_\_\_ Positive Behavior Intervention and Support (PBIS)
- \_\_\_ Social Skills Training

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

- Ulster County BOCES shall arrange to provide annual multi-hazard school training for staff and students at each educational site. Such training shall include Incident Command Training for administrators and selected faculty members and other multi-hazard training for staff and students as deemed appropriate by the Board of Education and District Superintendent. Training, as required by the Dignity for All Students Act, is provided for all those holding, or applying for, a professional license or certificate (e.g. administrators, supervisors, teachers). This training is provided via the Ulster BOCES DASA COSER. Back in 2016 all staff received training on the building-level emergency response plan(s), violence prevention and mental health.
- Ulster BOCES annually performs twelve (12) fire & emergency drills at each of its school buildings which are timed and documented for review prior to the annual Fire Safety Inspection. Eight (8) of the twelve (12) drills are evacuation drills, four (4) of which are via a secondary means of egress. The remaining drills are lockdown drills or other emergency drills. In addition, Ulster BOCES participates in the annual Go-Home Early Drill and practices at least one Sheltering Drill per building per school year. The efficacy of these drills is assessed annually by building administrators and teaching staff. Participation in the annual Weather Hazards Awareness Drill, sponsored by the National Weather Service, is also required.
- Ulster BOCES utilizes Crisis Intervention Specialists for safety and security purposes in school facilities owned by Ulster County BOCES. A brief description of the duties of this job category is given below.

**Crisis Intervention Specialist:** 1) manages disruptive, assaultive, and out-of-control behaviors and provides physical intervention as required; 2) assists in the classroom when crisis situations require aid and to be on-call for potential crisis situations; 3) refers students as needed for counseling or discipline; 4) coordinates daily activities of the reorientation room; 5) resolves all major daily behavioral incidents and reports to clinical and supervisory staff; 6) completes written behavioral summaries for all suspensions; 7) organizes weekly behavioral phase level program; 8) monitors individual behavioral levels in cooperation with clinical and educational staff.

The minimum qualifications for this position include a high school diploma, at least two (2) years direct experience working with an emotionally disabled population, and crisis intervention training and background. Additional training is required via workshops that provide instruction in relevant disciplines such as proper restraint techniques and the de-escalation of violent incidents. The hiring and screening for this position is performed through the Ulster BOCES personnel office as per civil service and State

Education Department requirements. The administration and teaching staff participate in the hiring process.

For the 2017-2018 school year, Ulster BOCES will continue to use a School Resource Officer, and private security, available for the Center for Special Education at Port Ewen. Working relationships with county and state police regarding the implementation of school safety and security are well established, including methods of crime scene preservation.

### **Implementation of School Security**

- Ulster BOCES uses the following security procedures in its school buildings:
  - a) Using properly trained Crisis Intervention Specialists.
  - b) Securing those exterior doors not routinely used for student or staff entrance.
  - c) To the extent possible, limiting entrance to the main door of each school building.
  - d) Requiring all visitors to sign in at the main office of each school building.
  - e) Requiring all adult students to wear identification badges.
  - f) Other security measures as deemed appropriate by the Board of Education and the District Superintendent (e.g. security guards).

### **Vital Educational Agency Information**

- Each individual educational program within Ulster collects and maintains vital educational information, i.e. student enrollment, number of staff, etc. (see chart below). Transportation needs are assessed by the Transportation Department in conjunction with agency administrators. Internal divisions (e.g. the Business Office) maintain and update listings of home and business telephone numbers for key personnel throughout the agency and local component school districts.

<b>Location</b>	<b>Contact Person</b>	<b>Phone Number</b>	<b>Enrollment</b>	<b>Staff</b>
<b>Career &amp; Technical Center – Port Ewen - 319 Broadway, Ulster Park</b>	<b>Dean Lucera</b>	<b>(845) 331-6680</b>	<b>969</b>	<b>72</b>
<b>Adult Ed at Port Ewen - 319 Broadway, Ulster Park</b>	<b>Mary Jalloh</b>	<b>(845) 331-5050</b>	<b>401</b>	<b>20</b>
<b>Career &amp; Technical Center at 727 Grant Ave., Lake Katrine</b>	<b>Coleen Macaluso</b>	<b>(845) 382-1281</b>	<b>119</b>	<b>16</b>
<b>Ellenville Learning Center, 105 Center St., Ellenville</b>	<b>Coleen Macaluso</b>	<b>(845) 382-1281</b>	<b>50</b>	<b>6</b>
<b>Adult Ed - 521 Boices Lane, Kingston</b>	<b>Coleen Macaluso</b>	<b>(845) 382-1281</b>	<b>30</b>	<b>2</b>
<b>Special Education at Port Ewen – 319 Broadway, Ulster Park</b>	<b>Henry Pollinger</b>	<b>(845) 339-8707</b>	<b>139</b>	<b>86</b>
<b>Phoenix Academy - 1372 Old Post Rd., Ulster Park</b>	<b>Richard Karl Haviland</b>	<b>(845) 334-5910</b>	<b>11</b>	<b>10</b>

# **BOCES Mobile and Office Telephone Numbers**

<b>Name</b>	<b>Mobile Phone</b>	<b>Office Number</b>	<b>Push to Talk Device (PTT)</b>
DeStefano, Victor	845-476-0031	845-255-1400	845-332-0795
Donohue, Warren	845-325-4040	845-255-3010	
Grable, James	845-532-0541	845-339-8707	
*Harris, Peter	845-399-0768	845-943-3202	
Jalloh, Mary	914-489-1920	845-331-5050	
Khoury, Charles	201 206-3981	845-255-3040	
Kitchell, Marita	914-489-1111	845-331-6680	
Lucera, Dean	516-351-3755	845-331-6680	
Meers, Carleen	585-255-0689	845-339-8722	
O'Rourke, Michael	845-901-7234	845-255-1400	845-332-0804
Pollinger, Henry	845-901-7348	845-339-8722	
Schenker, Jonah	845 594-1431	845-255-3020	
Katherine Gumnick – Dean of Students		845-339-8707	
Storenski, Amy	845 750-5364	845 331-6680	
Wasser, Barry	201-575-2880	845-339-8722	

\*Principal of Hudson Valley Pathways Academy (P-Tech): this program is located on the campus of the Kingston CSD and follows the district's safety plan.

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

- The early detection of potentially violent student behaviors shall be accomplished through professional development workshops for Ulster BOCES instructional staff (Ulster BOCES also employs Behavior Intervention Specialists). These professionals, among other duties, support at risk students to ensure successful adjustment to class by providing them with conflict resolution skills and appropriate communication strategies.

Where a student is deemed by an appropriate staff member to require attention in this area the school principal, teacher representatives, guidance counselor, and/or the CSE Chairperson of the home district in which the student is enrolled shall be notified. Police shall be notified in the event of any crime, violent act, or threat of violence to another. Parents will be notified and family court may also be contacted. If concerns are raised about a student's mental health, parents and school district personnel shall be contacted.

## **Hazard Identification**

- Each Ulster County BOCES educational site is evaluated annually by the Risk Management Department for potential hazards, both on and off school grounds. Such hazards include fire, explosion, chemical spills, and biological contamination. The most recent evaluation was performed on October 3, 2016.

**Potential Emergency Sites** (there is an active EPA Corrective Action file for Dyno Nobel site)

- Career & Tech Center: Natural gas installation, electrical transformers & equipment, potable water supply, ventilation intakes, vehicular traffic on Route 9W, Dyno Nobel site.
- Center for Special/Alternative Education: Natural gas installation, electrical transformers & equipment, potable water supply, ventilation intakes, evaporative cooling tower, vehicular traffic on 9W, Dyno Nobel site.
- Lake Katrine (Edgewater): Natural gas installation, Electrical transformers & equipment, potable water supply, ventilation intakes, evaporative cooling towers, nearby freight railway line.
- Business Resource Center (BRC): Natural gas installation, electrical transformers & equipment, potable water supply, ventilation intakes, vehicular traffic on Albany Avenue.
- Ellenville Learning Center (BRC): LPG tanks, electrical equipment, potable water supply, vehicular traffic on Route 209.

### **Section III: Response**

#### **Notification and Activation (Internal and External Communications)**

- In the event of a violent incident, either implied or direct, Ulster BOCES shall utilize the county’s 911 system to contact available law enforcement personnel.
- In the event of an emergency or disaster that may impact school facilities or programs, Ulster BOCES will use the following means to communicate with all educational facilities within the agency:

Telephone/Cell Phone  
Radio Systems  
[www.ulsterboces.org](http://www.ulsterboces.org)

Fax/Email  
Local Media (e.g. WPDH, WBNR, WDST)

- In the event of an early dismissal, other event that warrants such action, persons in parental relation shall be notified via the local media and/or the use of telephone chains.

#### **Situational Responses**

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

- Ulster County BOCES has developed multi-hazard response plans, based on the Incident Command System and the National Incident Management System (NIMS), for the following emergency situations:

<b>Hazard Category</b>	<b>Type</b>
Civil Disturbance	Bomb Threat Intruder Alert Hostage Taking Kidnapping Physical Assault or Threat
Environmental Emergency	Flood Hazardous Materials Incident Snow/Ice Storm Tornado Warning Thunder/Lightning Storm Fire Explosion Gas Leak
Building Failure	System Failure Structural Failure
Medical Emergency	Sick/Injured Person School Bus Accident Mass Illness/Epidemic Influenza Pandemic

Please see **Appendix A** for an outline of the sequential response action for each emergency situation.

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

- Students and staff of Ulster BOCES are expected to abide by normal standards of civility as outlined in the Code of Conduct. In the event of a direct or implied threat, by a student, staff member or visitor, the building administrator should be informed as soon as possible by the threatened individual or other involved party. This includes direct/implied threats of suicide or self-harm by a student. The administrator shall make the appropriate contacts (e.g. crisis intervention, law enforcement, District Superintendent, those in parental relation) based on the nature of the threat.
- The Ulster County BOCES Code of Conduct contains Board of Education Policies and Procedures regarding conduct on school property and is incorporated by reference into this District-Wide Safety Plan.

### **Acts of Violence**

- Any act of violence against another, by a student, staff member or visitor, will be not be tolerated by Ulster BOCES. In the event of such an incident the building administrator or his/her designee shall notify the District Superintendent and law enforcement, where appropriate. If law enforcement is called, the building administrator or his/her designee shall meet with representatives when they arrive on site. Depending on the nature of the emergency, other actions (e.g. evacuation, lockdown) will be taken where appropriate.

## **Arrangements for Obtaining Emergency Assistance from Local Government**

- When appropriate, Ulster BOCES will make use of the following local government agencies during emergencies:

Fire, Police, Medical	911
Central Hudson (Gas Odors)	800-942-8274
Congressional Offices	845-331-4466
Department of Environmental Conservation	845-256-3000
Family Court	845-340-3600
Poison Control Center	800-336-6997
Ulster County American Red Cross	845-338-7020
Ulster County District Attorney	845-340-3315
Ulster County Emergency Management	845-331-7000
Ulster County Health Department	845-340-3010
Ulster County Highway/Bridge Department	845-340-3100
Ulster County Mental Health Services	845-340-4000
Ulster County Safety Office	845-340-3410

## **Procedures for Obtaining Advice and Assistance from Local Government Officials**

- When deemed appropriate, the District Superintendent or his/or designee will contact the appropriate local government agency or agencies for advice or assistance during an emergency situation.

## **District Resources Available for Use in an Emergency**

- Each Ulster BOCES facility is equipped with resources available for use during emergency situations. These include communication devices, first aid and medical supplies, food/water, fire extinguishers, flashlights, batteries, and emergency phone number lists. Additional resources (e.g. tools, duct tape, hardware) are located in the maintenance shops in both New Paltz and Port Ewen. Each Ulster BOCES facility can serve as a sheltering site, if required, during most emergencies.
- Ulster BOCES Transportation Department maintains a fleet of 41 vehicles which are currently in service. The fleet includes: 10 cars (non- DOT), 7 vans (non- DOT), 2 utility body trucks (4 x 4), 1 dump body truck (4x4), 5 pickup trucks (4x4), 4 SUVs, 7 D.O.T. school bus vehicles (2 vans; 5 buses), 2 front-end loaders, 3 trailers (not self-propelled).

## **Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies**

- The use of manpower and resources during an emergency shall be coordinated at each facility by the building administrator or director with direction from the District Superintendent or his/her designee. The coordination of manpower may be further broken down into internal departments or divisions.

- An inventory of resources will be made periodically but no less than annually and following each activation of the Building-Level Safety Plan.

## **Protective Action Options**

### **(a) School Cancellation or Delay**

The cancellation or delay of Ulster BOCES educational programs shall take place pursuant to the *Ulster BOCES & School District's Closings and Delays Procedures*. This document, which is updated each year, provides procedures for when the District Superintendent is both available and unavailable.

### **(b) Early dismissal**

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. an impending blizzard). The decision to dismiss school early shall be made by the District Superintendent or his/her designee. The Ulster BOCES Transportation Supervisor is then notified to contact component school districts to send their buses to pick up students at the designated time. Persons in parental relation are notified via the local media and/or telephone chains.

### **(c) Emergency Evacuation**

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. a hazardous materials spill). The decision to evacuate is made by the building administrator or his/her designee. Once out of the building students will be assembled by class groups, or some other means, and at designated areas to be accounted for by staff members. In some cases students will be taken to an alternative location off site. All students and staff shall remain outside the building until it has been deemed safe for them to return by local emergency responders and the Ulster BOCES administration. If the decision is made to dismiss for the day, the conditions of section (b) apply.

### **(d) Sheltering**

Sheltering, inside the school, is implemented under conditions when it is safer for students and staff to remain inside the building than to evacuate or be dismissed early (e.g. a tornado warning). The decision to shelter students on site is made by the building administrator or his/her designee. Where to shelter students and staff on site will depend upon the nature of the emergency. During a high wind advisory or tornado warning, for example, sheltering should take place at the building's lowest level in interior rooms or corridors (preferably away from windows & doors). Other emergencies may call for students and staff to remain where they are (i.e. lockdown). A code or similar system should be in place to inform staff members what actions to take. If the sheltering period is to be extended more than a few hours, arrangements to meet basic human needs (toilet facilities, water, food) must be accounted for.

Food Supplies – There is an emergency food supply (e.g. canned vegetables, dried pasta) at Career & Tech sufficient to feed approximately 150 people for two days. During the school year the kitchen in

the Center for Alternative Education has a food supply capable of serving 385 meals per day for a minimum of two days at all times.

Sheltering off site may be required when students and staff cannot remain in the building or on school grounds but also cannot be dismissed. Such conditions require that an alternative site be available and that a means of moving or transporting students be arranged. Secondary Sheltering sites have been established at Robert R. Graves Elementary School, 345 Mountain View Ave, Port Ewen, NY and at the Town of Esopus' Community Room at their Town Hall building located at 284 Broadway, Port Ewen, NY.

**(e) Terrorist Threats & Activities**

In the event of terrorist threats or activities, building administrators shall be instructed by the District Superintendent or his/her designee to follow the recommended actions outlined in the NYS Homeland Security System for Schools (**see Appendix B**). The actions recommended are based on the level of alert declared by the state and federal governments.

## **Section IV: Recovery**

The extent of, and need for, disaster or emergency recovery depends in large part upon the nature of the incident. The Ulster BOCES administration will provide the necessary resources to ensure as smooth a transition back to normal operations as possible following an emergency or violent incident.

- A. Ulster BOCES will support the Emergency Response Teams and the Post-Incident Response Teams in school buildings affected by emergencies or disasters by providing both financial and logistical support. The agency will also assist these teams by interfacing with relevant regulatory agencies and the media.
- B. The Ulster BOCES district office, under the direction of the District Superintendent, shall facilitate the coordination of disaster Mental Health Resources by interfacing with the State Emergency Management Office, the NYS Office of Mental Health, and the American Red Cross.

# APPENDIX A

## BOMB THREAT

- Evaluate and identify the threat situation. Use Bomb Threat Instruction Form
- Call 911.
- Do NOT use Fire Alarm.
- Notify building administration
- Initiate a Hold in Place Advise All Staff to scan their area for anything unusual or suspicious.
- Custodial Staff and Crisis Staff scan exits for anything suspicious or unusual.
- Scan and clear area that students are to be moved to. If necessary, evacuate the Building. Take student information (football).
- Move students so that they are clear of the building,.
- Shut off all radios and cell phones.
- Set up command post.
- Notify District's Superintendent's Office.
- Wait for Emergency Services, inform them and follow their directions.
- Contact Home Schools.
- Contact transportation supervisor.
- If necessary, institute a "Return Home" or "Off Site" plan, or
- Terminate emergency. Resume instruction.

## INTRUDER

- Notification to Main Office
- Administrator in charge to Identify and Evaluate situation
- Call 911.
- Immediate Lockdown Procedures announced and followed.
- SRO contacted and to proceed immediately to building involved.
- Contact District Superintendents' office
- Wait for Emergency Services, inform them and follow their directions.

## HOSTAGE SITUATION

- Identify and evaluate situation. Who is in the area? Are there any other hazards?
  - Call 911.
  - Notify building administration
- Contact the District's Superintendent's Office.
- Initiate a lockdown or evacuation.
- Grab FOOTBALL and portable cell phones.
- Check that all students and staff are accounted for.
- Notify parents.
- Set up command post.

- Wait for emergency services. Notify and advise of the situation and follow their instruction.
- Contact Home Schools.
- If necessary, institute a "Return Home" or "Off Site Sheltering" plan, or
- Terminate emergency. Resume instruction.

### **KIDNAPPING**

- Identify and evaluate situation.
  - Call 911
  - Notify building administration
- Contact the District's Superintendent's office.
- Notify parents.
- Set up command post.
- Wait for police, emergency services. Notify and advise of the situation and follow their instruction.

### **PHYSICAL ASSAULT OR THREAT**

- Staff should assess situation and contact Crisis Intervention who will attempt to break up confrontation and de-escalate situation according to building policy.
  - School Resource Office will be notified in the event law-enforcement is needed.
  - After controlling situation, notify building administrator for follow-up.
  - Call 911 if needed
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### **FLOOD**

- Monitor weather radio warnings.
- Contact home schools.
- Review flood plain maps and transportation routes.
- Contact District Superintendent's office.
- Contact transportation supervisor.
- If necessary, institute "Shelter" or "Return Home" plan.

### **SNOW/ICE STORM**

- Monitor weather radio warnings
- Contact home schools.
- Contact District Superintendent's office.
- Contact transportation supervisor.
- If necessary, institute "Shelter" or "Return Home" plan.

### **HAZARDOUS MATERIALS INCIDENT**

- If incident is inside the building move everyone away from the area of the spill/leak and perform a normal building evacuation.
- Call 911.
- Call Risk Management.
- If incident is outside the building initiate a Hold in Place and call 911.
- The facilities department will be notified to shut down all ventilation.
- Wait for police, emergency services and follow their instruction.

### **TORNADO WATCH/WARNING**

- Monitor weather radio warnings
- If tornado watch is issued, continue to monitor weather radio and utilize trained tornado spotters, if available.
- If tornado warning is issued, curtail all outdoor activities and immediately bring all students and staff inside building
- Move staff and students to pre-designated sheltering locations.

### **THUNDER/LIGHTNING STORM**

- Monitor weather radio warnings
- Based on radio warnings, curtail all outdoor activities and immediately bring all students and staff inside building
- Continue normal indoor activities until weather radio warnings warrant moving staff and students to pre-designated sheltering locations.

### **FIRE**

- Sound alarm if not already activated.
- Grab FOOTBALL and cell phone.
- Evacuate building.
- Move students clear of building.
- Check to see if all students are accounted for.
- Contact the District's Superintendent's Office.
- Set up command post.
- Wait for the fire department to arrive.
- If necessary, institute an "Off Site Sheltering" or "Return Home" plan.
- Contact Home Schools.
- Terminate emergency. Resume instruction.

### **EXPLOSION**

- Sound fire alarm.
- Grab FOOTBALL.
- Move students clear of the building. Communicate by hard wire phone, bull horn, and courier.

- Check to see if all teachers have all students accounted for.
- Set up command post.
- Contact District's Superintendent's Office.
- Wait for emergency services (fire department, police) to arrive and advise of situation.
- If necessary, institute a "Return Home" or "Off Site Sheltering" plan.

## **GAS LEAK**

- Upon discovery of a gas leak or detection of odors (i.e. mercaptan) notify: facilities, school principal, crisis staff, SRO and C&T administration.
  - Facilities staff and Principal shall notify their respective Supervisors.
  - Facilities staff will isolate gas leak and activate emergency gas shut off for that location (e.g. science lab).
  - If the cause of gas leak is unknown, the Building Administrator or designee will call 911 to alert fire service and Central Hudson gas leak response at (800) 942-8274.
  - Evacuate the building leaving lights as they are. DO NOT use the fire alarm.
  - Assemble in Emergency Evacuation Safety Zones.
  - Wait for the all clear and return to normal activities.
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## **System Failure**

- Assess situation. Determine if problem is internal or external.
- Contact facilities department.
- Contact District Superintendents' office.
- If there is a question of safety of the building occupants initiate evacuation. Otherwise Hold in Place.
- If necessary, institute "Shelter" or "Return Home" plan.
- Contact Home Schools.
- If necessary, institute a "Return Home" or "Off Site Sheltering" plan, or
- Terminate emergency. Resume instruction.

## **Structural Failure**

- Assess situation. Determine if problem is internal or external.
- Contact facilities department.
- Contact District Superintendents' office.
- If there is a question of safety of the building occupants initiate evacuation. Otherwise Hold in Place.
- If necessary, institute "Shelter" or "Return Home" plan.
- Contact Home Schools.
- If necessary, institute a "Return Home" or "Off Site Sheltering" plan, or
- Terminate emergency. Resume instruction.
- Contact design professionals.

- Implement Continuity of Operations Plan (COOP).
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### **SICK/INJURED PERSON**

- Identify injured or sick person
- Contact school nurse & building administration
- Follow procedure according to building policy
- Initiate Hold in Place.
- If needed parents or family members will be notified.

### **SCHOOL BUS ACCIDENT**

- If able the driver will account for all students and evacuate them if it is unsafe for them to remain on the bus.
- The driver will contact the transportation supervisor who will call 911.
- The transportation supervisor will contact the District Superintendent's office.
- The building principal or assistant principal and the school nurse will go to the scene of the accident.
- Home Schools notified.
- Any injured students will be evaluated on-site by medical personnel.
- If needed parents or family members will be notified.

### **MASS ILLNESS/EPIDEMIC/PANDEMIC**

- Identify concerns with the school nurse.
- School nurse will determine severity and apprise building administration
- Building administration will notify the District's Superintendent's office.
- The DS's office will notify Risk Management.
- Risk Management will notify and interface with the local health department (LHD).
- Additional measures will be taken based upon recommendations from LHD.

## APPENDIX B

# New York State Homeland Security System for Schools

**Our mission is to raise the knowledge, skill, and opportunity of all the people in New York.**

Richard P. Mills, President of The University of the State of New York (USNY)  
and Commissioner of Education



University of the State of New York  
State Education Department



**New York State Police**  
Superintendent James W. McMahon

Revised  
April 2002

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March 20, 2003

To: District Superintendents of Schools  
Superintendents of the Big 5 City School Districts  
Superintendents of Public and Nonpublic Schools  
Charter School Administrators

The federal government has placed the nation on orange alert, and Governor Pataki has responded by placing New York State on Orange alert as well.<sup>1</sup> Anticipating the possibility of terrorist attacks, all of us must make the best possible preparations to eliminate or reduce the possibility of harm to those for whom we are responsible.

The New York State Education Department, the New York State Police, and the Office of Public Security, in consultation with the District Superintendents of the Boards of Cooperative Educational Services (BOCES), the BOCES Pupil Health and Safety Teams, and the New York State Center for School Safety, have created this guidance document: *New York State Homeland Security for Schools*. Its purpose is to provide a uniform system for notifying school districts of possible threats and appropriate response actions. It is meant to provide guidelines for school officials to make informed decisions in consultation with local law enforcement and emergency personnel in the context of district and building School Safety Plans.

The National Color Code System for Homeland Security was used as a baseline for this Homeland Security System for Schools. After the Governor has announced the alert level for New York State, the State Education Department in consultation with the State Police and the Office of Public Security will inform schools of appropriate alert status. Please keep in mind that in times of emergency, depending on the circumstance, you may be given additional guidance by any of the following authorities: the Governor, the State Emergency Management Office (SEMO), the State Police, Office of Public Security, your County Emergency Management Coordinator or the State Education Department.

**Please note that a red alert will be declared only in the event of an imminent, site-specific threat. Such an alert is likely to be very localized, based on credible intelligence information. Not all areas of the state will be affected the same in the case of a statewide red alert.**

Please review your current school safety plan. There may be areas that need to be updated, in light of current realities. Of particular importance are the identification of people with responsibility to implement the safety plan; the availability of keys, equipment, communication devices; the identification of sites inside and outside your buildings that may be crucial to your response. A clear chain of command, combined with appropriate practice and rehearsal will help to maintain calm and ensure the safety of all concerned.

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<sup>1</sup> Effective April 16, 2003, the National and New York State color codes were both changed to Yellow, with the exception of New York City, which remains at Orange.

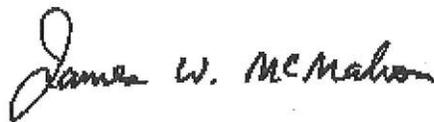
This manual includes the following tools to help you make decisions in your school districts:

- Color Coded Risk Chart
- Definitions
- School Safety Plan Review Procedures
- Response Actions
- School Safety Audit Checklist
- Bomb Threat Response Instruction Card
- Resources
- Legal Citations

We hope you find this document helpful. If you have questions, you may contact Laura Sahr, Stated Education Department Emergency Planning Liaison, at 518-474-3906 or [lsahr@mail.nysed.gov](mailto:lsahr@mail.nysed.gov).

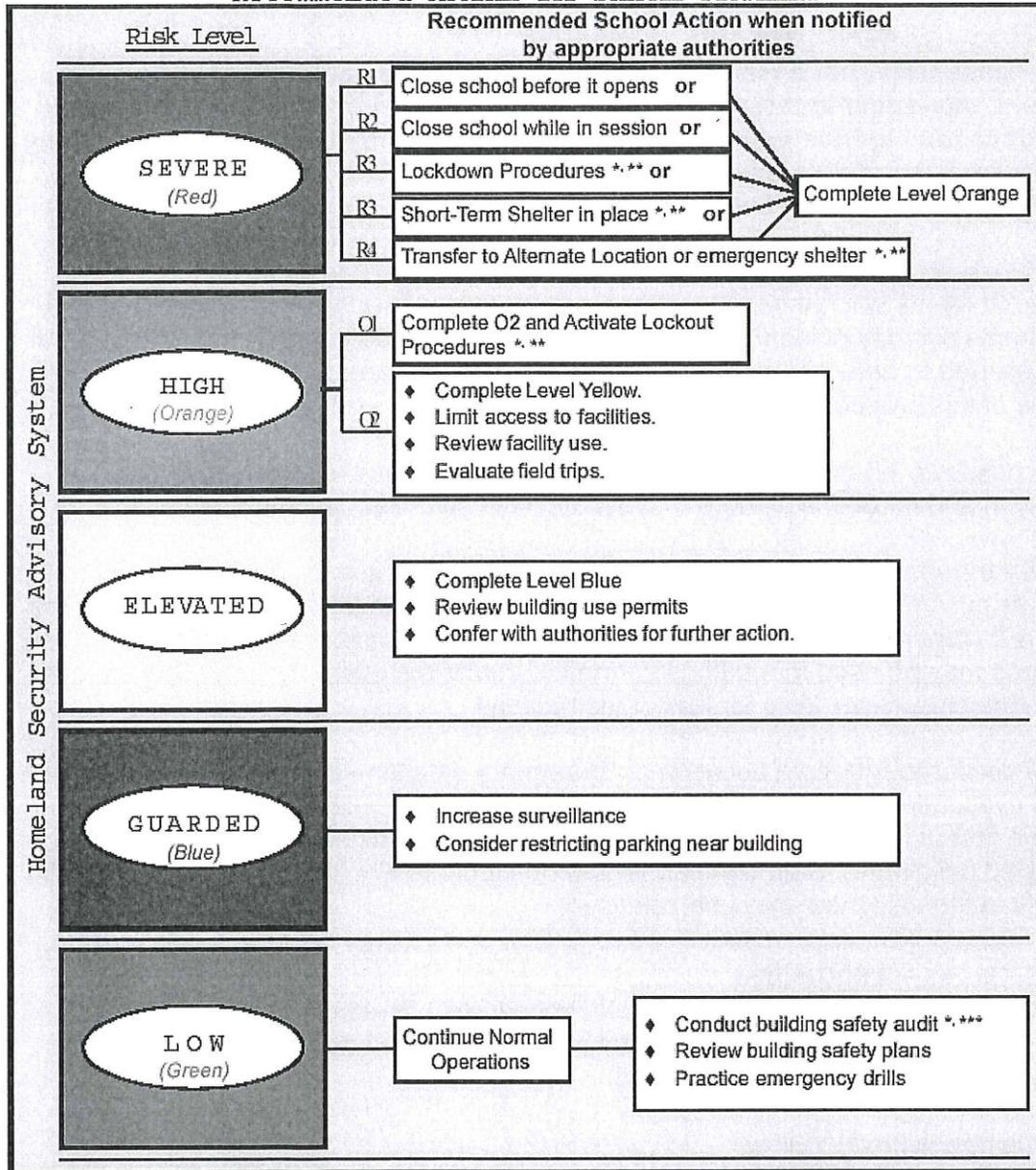


Richard P. Mills



James W. McMahon

Color Coded Risk Level System and  
Recommended Actions for Schools Flowchart



These are all actions to be taken by school districts upon direction from the County Executive, State Education Department, State Police, and/or State Emergency Management Office through the District Superintendent.

\* See page 7 for definitions.

\*\* See page 13 for instructions and response actions.

\*\*\* See page 16 for instructions and response actions.

The ultimate responsibility for actions taken in a district rests with district administration. These recommended actions are guidelines and should be implemented based on the judgment and discretion of authorized district officials.

# Homeland Security Recommended Actions

## Level Red – Severe Risk

**Please note that a red alert will be declared only in the event of an imminent, site-specific threat. Such an alert is likely to be very localized, based on credible intelligence information. Not all areas of the state will be affected the same in the case of a statewide red alert.**

R1 Close school before opening

R2 Close schools while in session – Districts will close schools as soon as it is feasible. Students will not be released unless there is reasonable assurance that they will be in the custody of legally designated adults. Any student who is not released will be transported to one designated site within the district. Parents will be notified in advance of this procedure.

R3 Lockdown - School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed.

R4 Short-term Shelter in Place – Everyone reports to the assigned classroom as quickly as possible. Close and lock classroom doors and windows. Students not in the room are to report to the alternate shelter site. Take attendance. Intercoms, radios and televisions may be used for getting information during the event. Do not allow anyone to leave the classroom. Wait for further instructions.

R5 Transfer to Alternate Location or Emergency Shelter – In the event of an order of a full evacuation to another building, or to a non-school building, assigned nurses will move first-aid supplies & medications with special needs students to their designated building(s). Staff will be assigned to students who need special treatment. REMAIN at the assigned area until released.

## – High Risk

O1 Complete O2 and activate Lockout Procedures - This procedure allows the school to continue with the normal school day, but curtails outside activity. Allows no unauthorized personnel into the building.

O2 Complete Level Yellow  
Limit access to facilities  
Review facility use  
Evaluate field trips

## – Elevated Risk

Review building use permits  
Confer with authorities for further actions

## Level Blue – Guarded Risk

Restrict parking and increase surveillance

## Level Green – Low Risk

Normal Operations

# Definitions

**Clear and Sanitized Area:** An assembly space, such as the gymnasium, that is used to shelter students, faculty and staff after it has been thoroughly searched by school volunteers and law enforcement for suspicious packages and objects.

**Emergency Response Team:** Designation of an emergency response team comprised of school personnel, local law enforcement officials and representatives from local, regional and/or state emergency response agencies, other appropriate incident response teams and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident.

**Incident Command System:** The Incident Command System, also known as ICS, is defined as a standardized on-scene emergency management system that allows multi-agencies to work together without any jurisdictional boundary problems. ICS defines the chain of command as a series of management positions in order of authority. Individuals in the chain of command are from different agencies and positions.

**Lockdown:** A procedure used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. Most commonly used when building has an intruder.

*(See page 13 for Lockdown instructions and procedures.)*

**Lockout:** Allows no unauthorized personnel into the building. All exterior doors are locked and main entrance is monitored by administrators, security or school resource officer. This procedure allows the school to continue with the normal school day, but curtails outside activity. Most commonly used when incident is occurring outside school building, on or off school property.

*(See page 14 for Lockout instructions and procedures.)*

**School Safety Plan:** All emergency response plans developed by building-level school safety teams must include the following elements: policies and procedures for the safe evacuation of students, teachers, other school personnel as well as visitors to the school in the event of a

serious violent incident or other emergency, 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.

**School Safety Team:** Team appointed by principal in accordance with guidelines established by the board of education, chancellor or other governing body; responsible for developing the school building safety plan. Teams shall include but not be limited to representatives of teacher, administrator and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

**Short-Term Shelter in Place:** A procedure whereby the entire school population is moved to a single (or multiple) location(s) in the school (depending on building population) that has been clear and sanitized. Most commonly used during bomb threats and weather emergencies. *(See page 14 for Short-Term Shelter in Place instructions and procedures.)*

# School Safety Plan Review

The effectiveness of any response to a crisis is strongly linked to the extent and appropriateness of the planning and preparation process. Your district has developed a safety plan to deal with emergencies such as, bomb threats, biohazards, chemical agents, and radiation, among others not yet determined. The possibility of dangerous events following the onset of war makes review of those plans the critical foundation for your preparedness.

## Essential Elements:

- Viable chain of command – internal and external
- Communication system
- Informed staff, student body and community
- Procedures for people with special needs
- Practiced procedures

## The Review

Your district safety plan has been structured to address a variety of threats that might affect your school community. It is a valuable tool to assist you now. A thorough review of your current plan, keeping in mind changes that have occurred since it was initially developed, will help to ensure that any needed response to an emergency is timely, orderly, and effective. The review of your safety plan may start by answering the guiding questions. These questions provide a solid basis for review of your school safety plan procedures and processes – both at the district and the building level – within the context of current realities. It is likely that you will need to update, modify or develop aspects of the plan in order to reflect changes.

Initially published in the *Guidance Document for School Safety Plans* (Project SAVE), the questions have been streamlined to focus on assessment of the relevance and accuracy of your school safety plan. The items included in this document are organized into two broad categories that group activities and strategies to reduce redundancy and/or overlap in policies and procedures:

- Risk Reduction/Prevention and Intervention
- Response

PROJECT SAVE  
(Safe Schools Against Violence in Education)

**GUIDING QUESTIONS**  
**DISTRICT-WIDE SCHOOL SAFETY PLAN**

*Commissioner's Regulation 155.17*

These questions 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:

- Risk Reduction/Prevention and Intervention
- Response

**Risk Reduction/Prevention and Intervention**

***Prevention/Intervention Strategies: Program Initiatives***

1. Have prevention and intervention programs been linked to community resources, including health and mental health?
2. Have strategies been developed for improving communication among students and between students and staff?
3. Do the strategies include safe and confidential ways for students to report potentially violent incidents?
4. Have best practices and effective strategies used by others been considered for improving communication?

***Prevention/Intervention Strategies: Training, Drills, and Exercises***

5. Have procedures been developed for review and the conduct of drills and other exercises to test components of the emergency response plan?
6. Are the drills and exercises conducted in coordination with local and county emergency responders and preparedness officials?

***Prevention/Intervention Strategies: Implementation of School Security***

7. Has the district developed a description of the policies and procedures related to school building security?
8. 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?
9. Have descriptions been developed of the duties of hall monitors and any other school safety personnel?

***Early Detection of Potentially Violent Behaviors***

10. Have policies and procedures been developed for the dissemination of informative materials regarding the early detection of potentially violent behaviors?
11. Have materials been distributed to teachers, administrators, and school personnel, persons in parental relation to students, students and others deemed appropriate to receive such information?
12. Are staff trained on identification of risk and protective factors to help children?

### ***Hazard Identification***

13. Have districts identified sites of potential internal and external emergencies?
14. 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 aboveground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in your community?
15. 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?
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: Response Protocols and Relationships with Other Agencies***

27. Has a description of procedures to coordinate the use of school district resources and manpower during an emergency been prepared?
28. Are the officials authorized to make decisions in an emergency identified?
29. Are staff members assigned or designated to provide assistance during an emergency identified?
30. Are roles and responsibilities of district and school staff clearly defined?
31. Are there contingency provisions if one or more key individuals are not available, or unable to perform their roles and responsibilities?
32. Have descriptions been developed of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies?
33. Has a system been developed for informing all educational agencies within the school district of a disaster?
34. 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?
35. 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? (see page 30)
36. 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?
37. Are school visitors required to sign in, sign out, and wear visible visitor's passes when visiting school buildings?

A comprehensive set of guiding questions can be found on the project SAVE website at <http://www.emsc.nysed.gov/rscs/chaps/SAVE/SchoolSafetywebpage.htm>.

# Response Actions

## Bomb Threat, Lockdown, Lockout, Short-Term Shelter in Place

**NOTE:** Your district safety plan and building response plans should be used as the basis for action. The key decisions should have been addressed there, making response simple and effective. A clear chain of command is essential, as is a viable communication system. The response plan should be practiced regularly to ensure that everyone knows their role.

### Bomb Threat

Bomb threat guidelines are available upon request.

### Lockdown

This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. Most commonly used when building has an intruder. Questions to ask?

1. Does the school have a lockdown procedure in place? Is it activated using a predetermined phrase or other code?
2. Do all the staff members have keys to lock the doors of their rooms?
3. Have teachers arranged classrooms in advance, using "line of sight" as guidance?
4. What are the procedures for ensuring that all students and staff are accounted for?
5. Does each teacher know what his/her responsibilities are?
6. Have substitutes been informed of and trained in the emergency procedures?
7. Has the lockdown procedure been practiced by the entire school?

#### **Steps to implement lockdown after threat have been identified:**

- 1) Lockdown signal is given – maybe a code phrase or audible sound from speakers. Can be initiated by any school building Management Personnel.
- 2) **Call 911.**
- 3) Teachers/Staff follow preset instructions to secure doors, turn out lights, cover windows, pull shades, and move students out of line of sight of door windows.
- 4) Teachers/Staff take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
- 5) Teachers are not allowed to open doors for ANYONE under ANY Circumstances
- 6) All activities cease.
- 7) Students/Staff outside building must evacuate to a predetermined, off-campus, location. This includes bus runs and field trips.

## Lockout

This is a procedure, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building. Most commonly used when incident is occurring outside school building, on or off school property.

### **Steps to implement Lockout after possible threat have been identified:**

- 1) Announce Lockout has been implemented.
- 2) **Call 911.**
- 3) Activate building emergency plan and implement Incident Command System in accordance with safety plan instructions.
- 4) Have students who are outside immediately return to school building.
- 5) Administrators/Custodians/Assigned staff - lock and secure all exterior doors and entrances.
- 6) Monitor main entrance and allow only AUTHORIZED personnel into building.
- 7) Consider using "barricades" close off school driveways and parking lots.
- 8) Consider modified release of students for end of school day.

## Short-Term Shelter in Place

Procedure whereby the entire school population is moved to a single (or multiple) location(s) in the school (depending on building population). Most commonly used during bomb threats and weather emergencies.

### **Steps to implement Short-Term Shelter in Place after threat of emergency has been identified:**

- 1) Activate building emergency plan and implement Incident Command System in accordance with the safety plan instructions.
- 2) Activate Emergency Response Teams.
- 3) Advise the staff and students to proceed to their designated shelter in place area.
- 4) **Call 911.**
- 5) Staff and students proceed to their designated locations in an orderly fashion.
- 6) Teachers/Staff must take attendance and forward it to the principal or his/her designee.
- 7) Depending on emergency, consider using "barricades" to close off school driveways and parking lots.
- 8) Principal and designees assist emergency personnel as necessary.
- 9) Consider modified release of students depending on emergency and time of day.
- 10) If long-term shelter is needed, consult with county emergency management personnel.

# School Safety Audit Checklist

Based on work done by Virginia State Education Department and modified by the New York State Police as a resource for school personnel.

## Components of the Audit Process

School safety is the responsibility of everyone – staff, students, parents, and the community. An audit is one tool that, if used effectively, can provide a snapshot of the school's level of safety and identify those areas that need improvement. This proactive process will help ensure that students can maximize their learning potential within a safe and secure environment.

School safety encompasses multiple domains within the school environment that must be reviewed altogether when assessing the level of safety for students and staff. The ten minimum components of the audit process that should be assessed are:

1. Development and Enforcement of Policies
2. Procedures for Data Collection
3. Development of Intervention and Prevention Plans
4. Level of Staff Development
5. Opportunities for Student involvement
6. Level of Parent and Community Involvement
7. Role of Law Enforcement
8. Standards for Safety and Security Personnel
9. Safety and Security of Buildings and Grounds
10. Development of Emergency Response Plans

How often should a safety audit be conducted? A complete safety audit should be conducted every three years. A review of the identified implementation and improvements noted in the complete audit should be conducted on an annual basis.

## Audit Procedure Preparation and Planning

It is recommended that a team be established to conduct the school safety audit. Each team should be comprised of at least three to five people representing a variety of stakeholders. These should include, but not be limited to, the central office administration, teachers, parents, and law enforcement personnel. To ensure neutrality and objectivity, it is suggested, when applicable, that team members should not audit their own facility. For example, the audit team in School A should audit School B, and vice-versa. Audits may also be conducted by qualified, private organizations outside the school system. Audit Team members should review the following documents and materials, preferably in advance of the on-site visit:

1. Student / Staff Code of Conduct
2. Data on Student Discipline Referrals
3. Criminal Data (reported by the school and by the surrounding community)
4. Blueprint of the school
5. Crisis Management Plan
6. Overview of the SAVE Legislation
7. New York State Department of Education Homeland Security System for Schools

## School Safety Audit Checklist

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	IMPLEMENT	IMPROVE
School grounds are fenced.				
a. What kind				
If yes, approximate height				
There is one clearly marked and designated entrance for visitors				
Signs are posted for visitors to report to main office through a designated entrance.				
Restricted areas are clearly marked.				
Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'-0" rule)				
All poisonous shrubs, trees, and foliage have been removed.				
Shrubs near building have been trimmed "up" to allow view of bottom of building				
Bus loading and drop-off zones are clearly defined.				
Access to bus loading area is restricted to other vehicles during loading/unloading.				
Staff is assigned to bus loading/drop off areas.				
There is a schedule for maintenance of:				
a. Outside lights				
b. Locks/Hardware				
c. Storage Sheds				
d. Windows				
e. Other exterior buildings				

SCHOOL EXTERIOR	YES	NO	IMPLEMENT	IMPROVE
Parent drop-off and pick-up area is clearly defined.				
There is adequate lighting around the building.				
Lighting is provided at entrances and other points of possible intrusion.				
The school ground is free from trash or debris.				
The school is free of graffiti.				

## School Safety Audit Checklist

SCHOOL EXTERIOR	YES	NO	IMPLEMENT	IMPROVE
Play areas are fenced.				
Playground equipment has tamper-proof fasteners				
Visual surveillance of bicycle racks is possible.				
Visual surveillance of parking lots from main office is possible				
Parking lot is lighted properly and all lights are functioning				
Accessible lenses are protected by some unbreakable material				
All areas of school buildings and grounds are accessible to patrolling security vehicles.				
Driver education vehicles are secure.				
Students/Staff are issued parking stickers for assigned parking areas				
Student access to parking area is restricted to arrival and dismissal times				
Staff and visitor parking has been designated				
Outside hardware has been removed from all doors except at points of entry.				
Ground floor windows:				
a. no broken panes,				
b. locking hardware in working order				
Basement windows are protected with grill or wall cover.				
Doors are locked when classrooms are vacant.				
High-risk areas are protected by high security locks and an alarm system				
a. Main office				
b. Cafeteria				
c. Computer Labs				
d. Industrial Arts rooms				
e. Science labs				
f. Nurses Office				
g. Boiler Room				
h. Electrical Rooms				
i. Phone line access closet				

## School Safety Audit Checklist

SCHOOL EXTERIOR	YES	NO	IMPLEMENT	IMPROVE
Unused areas of the school can be closed off during after school activities.				
There is two-way communication between the main office and:				
a. Classroom				
b. Duty stations				
c. Re-locatable classrooms				
d. Staff and faculty outside building				
e. Buses				
Students are restricted from loitering in corridors, hallways, and restrooms.				
"Restricted" areas are properly identified.				
There are written regulations restricting student access to school grounds and buildings.				

SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
There is a central alarm system in the school. If yes, briefly describe				
The main entrance is visible from the main office.				
There is only one clearly marked and designated entrance for visitors.				
Multiple entries to the building are controlled and supervised.				
Administrative staff maintain a highly visible profile				
Signage directing visitors to the main office are clearly posted				
Visitors are required to sign in.				
Visitors are issued I.D. cards or badges.				
Proper identification is required of vendors, repairmen.				
All staff - Full and part-time staff are issued ID cards that is worn in a manner that is visible				
The following areas are properly lighted:				
a. Hallways				
b. Bathrooms				
c. Stairwells				

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
Hallways and Bathrooms are supervised by staff.				
The bathroom walls are free of graffiti.				
Doors accessing internal courtyards are securely locked from the inside				
Exit signs are clearly visible and pointing in the correct direction.				
Switches and controls are properly located and protected.				
Access to electrical panels is restricted.				
The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.				
Directional lights are aimed at the building.				
Mechanical rooms and other hazardous storage areas are kept locked using key only access locking system.				
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.				
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.				
If a classroom is vacant, students are restricted from entering the room alone.				
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.				
Students are required to have written permission to leave school during school hours.				
Full and part-time staff including bus drivers are issued I.D. cards or other identification.				
There are written regulations regarding access and control of school personnel using the building after school hours.				
Staffmembers who remain after school hours are required to sign out.				
Faculty members are required to lock classrooms upon leaving.				

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
One person is designated to perform the following security checks at the end of day:				
a. That all classrooms and offices are locked				
b. All restrooms are empty				
c. All locker rooms are empty				
d. Check all exterior entrances are locked				
e. Check all night lights are working				
f. Check the alarm system				
The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.				
Law enforcement personnel and/or community residents monitor school grounds after school hours.				
All school equipment is permanently marked with an Identification Number.				
An up-to-date inventory is maintained for all expendable school supplies.				
Secure storage is available for valuable items				
a. During school hours				
b. After school				
There is a policy for handling cash received at the school.				
There is regular maintenance and/or testing of the entire security alarm system at least every six months.				
Are classrooms numbered with reflective material:				
a. Over door				
b. On bottom of door				
c. On exterior window				
Has consideration been given to replacing interior doors with large windows to doors with small windows				

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
Has consideration been given to replacing present classroom locks with locks that can be activated from the inside				
Does the P.A. system work properly				
a. Can it be accessed from several areas in the school				
b. Can it be heard, and understood, outside				
Has consideration been given to establishing a greeters window inside first set of exterior doors				
Are convex mirrors used to see around corners in hallways				
Are convex mirrors used to see up and down stairwells				
Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.				
Has consideration been given to installing Proximity Readers on certain exterior doors				
Has consideration been given to installing strobe lights or flashing lights on exterior of building to warn staff and students outside of problems				
How do you communicate during emergencies				
a. Two way radios				
b. Cell phones				
c. Pagers				
d. Other				
Who is issued two way radios				
a. Administrators				
b. Custodians				
c. Members of the Emergency Response Team				
d. Other				
There is a control system in place to monitor keys and duplicates.				
Exterior light fixtures are securely mounted.				

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
Mechanical rooms and hazardous storage areas are locked.				
Fire drills are conducted as required by New York Education Law				
A record of health permits is maintained.				
A record of Fire Inspection by the local or state Fire Officer is maintained.				

DEVELOPMENT / ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT	IMPROVE
The Student Conduct Policy is reviewed and updated annually.				
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.				
The school has a Crisis Management Plan in effect that is reviewed and updated annually.				
The Incident Command System is an integral part of the Safety Plan				
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.				
The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).				
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.				
Parents are an integral part of student discipline procedures and actions.				
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.				
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.				
Parents are an integral part of the schools safety planning and policy making				
Parents are an integral part of students discipline procedures and actions				
The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.				

## School Safety Audit Checklist

DEVELOPMENT / ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT	IMPROVE
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.				
The school has implemented a pro-active policy regarding parental actions during sporting events				

PROCEDURES FOR DATA COLLECTION	YES	NO	IMPLEMENT	IMPROVE
All Violations of state and federal law are reported to law enforcement				
An incident reporting procedure for disruptive and violent students has been established in accordance with the SAVE Legislation requirements				
Records or data have been established and are analyzed to identify recurring problems.				
Accident reports are filed when a student is injured on school property or during school-related activities.				
The incident reporting system is reviewed and updated annually.				

INTERVENTION AND PREVENTION PLANS	YES	NO	IMPLEMENT	IMPROVE
Students have access to conflict resolution programs.				
Students are assisted in developing anger management skills.				
Diversity awareness is emphasized.				
Programs are available for students who are academically at-risk.				
Students may seek help without the loss of confidentiality.				
Students and parents are aware of community resources.				
Character education is taught as part of the curriculum in accordance with the SAVE Legislation requirements				

## School Safety Audit Checklist

STAFF DEVELOPMENT	YES	NO	IMPLEMENT	IMPROVE
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.				
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.				
Administrators and staff are trained in personal safety.				
School security officers (NOT law enforcement) receive in-service training for their responsibilities.				
School Resource Officers (law enforcement) receive in-service training for their responsibilities.				
School volunteers receive training to perform their duties.				
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.				
School safety and violence prevention information is regularly provided as part staff development plan in accordance with the SAVE Legislation requirements				
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.				

OPPORTUNITIES FOR STUDENT INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
Students are represented on the School Safety Team.				
The school provides opportunities for student leadership related to violence prevention and safety issues.				
The school provides adequate recognition opportunities for all students.				
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i. e., by avoiding high-risk situations, etc.).				

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
The community supports the school's programs and activities that teach safety and non-violence.				
School activities, services, and curricula reflect the characteristics of the students and the community.				

## School Safety Audit Checklist

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
School safety planning reflects the neighborhood, including crime and hazardous conditions.				
Parents are an integral part of the school's safety planning and policymaking.				
Parents are aware of behavioral expectations and are informed of changes in a timely manner.				
Local businesses and other community groups are involved in the school's safety planning.				

ROLE OF LAW ENFORCEMENT	YES	NO	IMPLEMENT	IMPROVE
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.				
Law Enforcement is consulted on matters that may fall below the threshold of criminal activity				
Law enforcement personnel are an integral part of the school's safety planning process				
The school has developed an effective partnership with local law enforcement.				
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.				
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.				
Local law enforcement provides after hours patrols of the school site.				

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT	IMPROVE
The school has a Crisis Management Plan.				
a. Reviewed on an annual basis				
b. Plan developed by the building safety team				
c. Team membership is in accordance with minimum requirements of the SAVE Legislation				
d. Meets minimum requirements of the SAVE Legislation				

## School Safety Audit Checklist

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT	IMPROVE
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.				
Categories listed in the plan should include, but may not be limited to, the following:				
a. Natural Disasters				
b. Accidents				
c. Acts of Violence				
d. Death				
e. Loss of power				
f. Fire				
The following components of the Crisis Management Plan are practiced on a quarterly basis				
a. Lockdown				
b. Lockout				
c. Shelter in place				
d. Evacuation of Building (can be done on a semi-annual basis)				

STANDARDS FOR SECURITY PERSONNEL	YES	NO	IMPLEMENT	IMPROVE
This school does employ security personnel.				
Pre-employment background checks are conducted for security personnel.				
School security personnel meet a standard for training and qualifications as mandated by New York State				
Security personnel have clearly defined roles and responsibilities.				
Security personnel are involved in the school's safe school planning process.				
Security personnel are knowledgeable about youth service providers, both in and out of the school.				

# Resources

<http://www.troopers.state.ny.us/Directory/TroopInfo/TroopInfoindex.html> - New York State Police website with Troop contact information/Troop locations.

<http://www.nasponline.org/NEAT/unsettlingtimes.html> - *Coping with War and Terrorism* from the National Association of School Psychologists.

<http://www.omh.state.ny.us/omhweb/crisis/crisiscounselingguide.pdf> - *Crisis Counseling Guide for Children and Families in Disasters* from the New York State Office of Mental Health.

<http://www.ed.gov/emergencyplan/> - Emergency Planning Guidance from the U.S. Department of Education.

<http://www.nycenet.edu/whatsnew/guidelines/guides.asp> - New York City Department of Education guidance for parents.

[http://www.travel.state.gov/spring\\_break.html](http://www.travel.state.gov/spring_break.html) - United States State Department Information regarding travel abroad.

<http://www.redcross.org/services/disaster/beprepared/hsas.html> - American National Red Cross Homeland Security Advisory System Recommendations.

NYS Police Bomb Threat Instruction Card - available upon request

<http://www.troopers.state.ny.us/Publications/Publicationsindex.html>

## Legal Citations

Pursuant to **Commissioner Regulation 155.17(b)(3)**, the color-coded risk levels and the associated protective actions for schools shall be considered an amendment to a school's existing building-level emergency response plan. A copy of the building-level plan, including amendments, shall be filed with local law enforcement agencies and with the state police within thirty days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the public officer's law or any other provision of law.

**Education Commissioner's Regulation 155.17(g)** designates the chief communication liaison during a local or State emergency.

(1) Except in a school district in a city having a population of more than one million inhabitants, each [Each] district superintendent, during a local or State emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

**Education Commissioner's Regulation 155.17(m)** delegates the Commissioner of Education with authority to direct emergency response actions by individual school districts.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by State and/or county emergency personnel in accordance with county or State emergency preparedness plans or directives.

**Article 2-B of the State Executive Law** encompasses the legal authority to declare an emergency and suspend laws during such an emergency.

### **Sec. 28. State declaration of disaster emergency.**

Whenever the governor, on his own initiative or pursuant to a request from one or more chief executives, finds that a disaster has occurred or

may be imminent for which local governments are unable to respond adequately, he shall declare a disaster emergency by executive order.

**Sec. 29-a. Suspension of other laws.**

1. Subject to the state constitution, the federal constitution and federal statutes and regulations, and after seeking the advice of the commission, the governor may by executive order temporarily suspend specific provisions of any statute, local law, ordinance, or orders, rules or regulations, or parts thereof, of any agency during a state disaster emergency, if compliance with such provisions would prevent, hinder, or delay action necessary to cope with the disaster.

2. Suspensions pursuant to subdivision one of this section shall be subject to the following standards and limits:

- a. no suspension shall be made for a period in excess of thirty days, provided, however, that upon reconsideration of all of the relevant facts and circumstances, the governor may extend the suspension for additional periods not to exceed thirty days each;
- b. no suspension shall be made which does not safeguard the health and welfare of the public and which is not reasonably necessary to the disaster effort;
- c. any such suspension order shall specify the statute, local law, ordinance, order, rule or regulation or part thereof to be suspended and the terms and conditions of the suspension;
- d. the order may provide for such suspension only under particular circumstances, and may provide for the alteration or modification of the requirements of such statute, local law, ordinance, order, rule or regulation suspended, and may include other terms and conditions;
- e. any such suspension order shall provide for the minimum deviation from the requirements of the statute, local law, ordinance, order, rule or regulation suspended consistent with the disaster action deemed necessary; and
- f. when practicable, specialists shall be assigned to assist with the related emergency actions to avoid needless adverse effects resulting from such suspension.