

| |
|---|
| SCOTIA-GLENVILLE CENTRAL SCHOOL DSITRCT |
| DISTRICT-WIDE SCHOOL SAFETY PLAN |
| PROJECT SAVE |
| (Safe Schools Against Violence in Education) |
| Commissioner’s Regulation 155.17 |

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Scotia-Glenville Central 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

A. Purpose

The Scotia-Glenville Central School District’s District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Scotia-Glenville Central School District’s Board of Education, the Superintendent of the Scotia-Glenville Central 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 Scotia-Glenville Central School District 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.

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan 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 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 when needed.

D. Plan review and public comment

- This plan shall be reviewed and maintained by the Scotia-Glenville Central School District’s District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at the District Office located at 900 Preddice Parkway, Scotia, New York.
- Pursuant to Commissioner’s Regulation 155.17(e)(3), the 2001-02 District-wide School Safety Plan was made available for public comment 30 days prior to its adoption. A public hearing Was held, which provided for the participation of school personnel, parents, students and any other interested parties in attendance.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department (NYSED) within 30 days of adoption.
- 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. Original Building-level Emergency Response Plans and all updates are given to the New York State Police and Schenectady County within 30 days of adoption.

Section II: General Emergency Response Planning

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will be used to assist school employees, students, parents and emergency responders learn one system that can be used in any of the Scotia-Glenville Schools. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

A. Identification of sites of potential emergency:

- The district-wide school safety team has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as airports, bridges, dams, major intersections, primary routes of hazardous cartage and SARA Title III locations of hazardous materials. The detailed list is included in the confidential Building-level Emergency Response Plans and is updated on an annual basis.
- Lists of areas have been identified as having the potential to impact within the district. This list and color-coded floor plans have been created for reference and awareness. This list is not all-inclusive

for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency, such as gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential Building-level Emergency Response Plans and are updated on an annual basis.

- The district team has recognized that there are many factors that could cause an emergency in our schools and facilities within the district. There are also factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential Building-level Emergency Response Plans.
- B. 1.** The district has developed multi-hazard response plans. These guidelines are included in the Building-level Emergency Response Plans and are in Incident Command System (ICS) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:
- Initial Actions
 - Command Post Location (primary and secondary)
 - School Cancellation
 - Early Dismissal
 - Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Evacuation/Relocation Sites (internal and external)
 - Shelter in Place
 - Lockdown
 - Relocation
- “Emergency School Closing and Delays” details for parents, students, faculty and staff is also posted on the district’s website and is listed in the district calendar. These information resources include details on School Closings/Delays, Early Dismissal, After School/Evening Activities, Weekend Closings, etc.

Emergencies include, but are not limited to the following Multi-hazard Response Guides:

| | | |
|--------------------------|------------------------|--------------------------|
| Air Pollution | Epidemic | Mass Casualty |
| Anthrax/Biological | Explosion | Medical Emergency |
| Aviation Crash | Fire Alarm Activation | Natural Gas Leak |
| Bldg. Structural Failure | Flood | Radiological |
| Bomb Threat | HazMat; on & off-site | School Bus Accident |
| Civil Disturbance | Heating System Failure | Severe Weather Emergency |
| Crimes Against People | Hostage Situation | Threats of Violence |
| Cybersecurity | Intruder Situation | Toxic Exposure |
| Earthquake | Loss of Building | Water Emergency |
| Elec. System Failure | Loss of Buses | |
| Energy Supply Loss | | |

- B. 2. The district has identified various resources that may be available for use during an emergency, including the identification of personnel via school building teams and use of ICS, a list of volunteer faculty/staff trained in first aid and CPR, equipment, master list of all vehicles in the Transportation Department, building floor plans/maps with shut-offs and potential hazards noted, the use and availability of the silent notification system, and designated shelter sites with backup shelter sites. The district has agreements with any shelters that are used within the community. The specific, detailed information is included in the confidential Building-level Emergency Response Plans upon the advice of the New York State Police.
- C. Using the Incident Command System (ICS), the district has identified the school personnel authorized to make decisions during an emergency. Through ICS the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identified the staff members and their backups assigned to provide assistance during emergencies.

Each school building has an Emergency Response Team that works under the Incident Command System (ICS). Each team is noted in detail on “Guide A.” Guide A is given only to Emergency Response Team members, the School Emergency Coordinator, the New York State Police and the Schenectady County Sheriff. The specific “Guide A” details are located in the confidential Building-level Emergency Response Plans. Each school building Emergency Response Team has been given an overview of the Incident Command System (ICS), an ICS flow chart, ICS training and specific ICS roles and responsibilities.

- D. The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, fire drills, lockdown drills, table top exercises, New York State Police Safe Schools training, and Incident Command System training. Individual schools use various faculty/staff surveys and forms, in order to obtain feedback on the drill practiced. School administrators then address any concerns or questions noted and share them either in written form or in faculty/staff meetings. On a monthly basis, the district administrators and principals meet to discuss all reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out well are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence.
- E. The district conducts drills and other training 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. The district administrators and Building-level teams participate in tabletop exercises with local responders. A debriefing is conducted after each drill and/or exercise to determine if changes to the plan are necessary and to assist in returning to routine school activities. Schools that have multiple floor levels also prepare and practice a Non-Ambulatory Emergency Evacuation Plan.

Section III: Responding to Threats and Acts of Violence

- A. The Multi-Hazard Emergency Response Guides, located in the confidential Building-level Emergency Response Plans, provide guidance on the district's policies and procedures for responding to direct 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 procedures are addressed in the plan:
- Inform the building principal and superintendent.
 - Determine the level of threat with principal and superintendent/designee.
 - If the situation warrants, isolate the immediate area and evacuate if appropriate.
 - If necessary, initiate lockdown procedure and contact appropriate law enforcement agencies.
 - Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

NOTE: The Scotia-Glenville "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

- B. Response protocols are identified in the District-wide School Safety Plan in ICS format, along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.
- C. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:
- 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.
 - Upon the advice of the New York State Police, Schenectady County Sheriff and local fire department, the specific response details, including the use of the silent notification system, are located in the confidential Building-level Multi-Hazard Emergency Response Guides.
 - All district administrators and principals have a "Scotia-Glenville Central Schools Emergency Reference Card." This specifically outlines which agency and which administrator(s) need to be contacted under which emergency circumstances. This two-sided page is updated on an annual basis and designed to be kept near the phones at work and at home if needed during "off" hours.
- D. The district has established 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. In the Scotia-Glenville Central School District, the following communication methods will be taken:
- For small-scale incidents, school personnel will directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians will receive an informational letter. If needed, meetings will be scheduled in a timely manner for further discussion.
 - For any major incident, the district will be working with the media (TV, radio, Times Union Source Line) to relay pertinent school related information (i.e. how and where parents can be reunited with

children, etc.). It is unfortunate, but important to remember, that major emergencies can quickly tie up phone lines with incoming and outgoing calls and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and community members. School personnel will directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians will receive an information letter. Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan with regard to communication with others.

A. The Scotia-Glenville Central School District is fortunate to have substantial ties to the community. If there were to be an emergency within any one of our facilities, that facility would call 911 for emergency assistance. If involvement were needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plans and the Capital Region BOCES Emergency Communications Network flowchart. The following examples are the types of arrangements that could be used by the district:

- Principal (Building-level IC or backup IC) or Superintendent (District-wide IC or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
- Principal (Building-level IC or backup IC) or Superintendent (District-wide IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

B. Arrangements for obtaining advice and assistance from local government officials including the county or town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in Capital Region BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:

- Superintendent (District-wide IC or backup IC) in an emergency will contact the Schenectady County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials. Likewise, should there be an emergency within the community that has the potential to impact the facilities of the school district, the Superintendent should be notified immediately.

B. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the School Emergency Coordinator will activate a phone tree to inform all necessary parties. The phone tree will be located in the Building-level Emergency Response Plan for the District Office. In the event the phones are not operational, the School Emergency Coordinator will utilize the media (radio and television) to convey the pertinent emergency information.

C. Along with the phone tree, the district will also maintain the following information about each educational agency located in the school district, including information on:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

The Director of Transportation is a member of the District-wide School Safety Committee and plays a key role in communicating district and out-of-district transportation abilities, needs and concerns.

Section V: Prevention and Intervention Strategies

A. The district has developed policies and procedures related to school building security including, visitor sign-in and badge procedures, employee badges, etc. If a crime occurs in or on school property, the district has procedures and will follow the NY State Police ‘Crime Scene Management’ brochure.

To further enhance school security and student, faculty and staff safety, the district has the following policies in place; Peer to Peer Aggression Rubric, Child Safety and Conditional or Emergency Appointments, Suspected Child Abuse by District Personnel and the Drug-Free Workplace Act, Safe and Drug Free Schools, and No Weapons policy.

The district Code of Conduct also supports school safety and security.

B. The Scotia-Glenville Central School District has implemented 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 employs school psychologists and intervention counselors who assist the district in identifying early warning signs in students and early intervention/prevention strategies (threat assessment). The intervention counselors play a key role in violence prevention and suicide prevention programs.

The district currently disseminates informative materials regarding the early detection of potentially violent behaviors through the individual schools with guidance and direction from the District Office.

C. The district has developed a description of duties, hiring and screening process, and as required by the SAVE legislation, all new employees are fingerprinted and have a criminal background check via the NYS Education Department and the FBI.

Section VI: Recovery

District Support for Buildings

- The district realizes that some emergencies may be too much for an individual school building to manage on their own. If/when a School Building Emergency Response Team is faced with threats of violence or actual violent incidents, the District-wide Emergency Response Team will assist as follows:
- Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Sending a District-wide Team member to support the building-level Emergency Response Team.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- At monthly administrator's meetings, all implied or direct threats and/or violent acts are shared and discussed. A consensus is reached on how to best handle each incident in a manner that meets district and building approval. All administrators have this ongoing resource available.

Disaster Mental Health Services

The district understands that some emergencies may be too much for an individual Post-Incident Response Team to manage on their own. If/when a Post-Incident Response Team is faced with threats of violence or actual violent incidents, the District-wide Emergency Response Team and will assist as follows:

- Sending a District-wide Team member to each affected school building as a liaison between the school building and the District Office.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/guardian, student, faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova) (www.try-nova.org).
- Assisting with written guidance and resources. A letter always goes home to respective parents/guardians after incidents such as a physical altercation, bomb threats, suicide, etc., to offer assistance and list warning signs so they can watch their child for any signs of stress/concern and to help dispel rumors.
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer and Communications Office. The district has a large resource of letters, press releases and media procedures that take the burden off of the individual school building team. Since such incidents may impact the entire district, either literally or psychologically, such communication needs to be processed and directed at the district level.

Section VII: NEW YORK SECURE AMMUNITION AND FIREARMS ENFORCEMENT ACT (NYSAFE): IMPACT ON SCHOOL DISTRICT BUILDING AID

The Scotia-Glenville Central School District will provide all facilities with security features sufficient to protect the occupants in case of an intruder and/or unauthorized visitors.

The 2013 NYSAFE Act enhances NYS Education Law for eligible expenses incurred beginning in the 2012-2013 school year and through the 2014-2015 school year. The purpose of this is to allow a school district to purchase and install security systems and devices separate from traditional capital construction projects and in student-occupied buildings in order to receive enhanced building aid for the purchase of approved stationary metal detectors, security cameras and other SED-approved security devices such as electronic security systems and hardened doors.