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Introduction

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

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

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

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

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

Continued

Introduction, continued

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

Promoting Student Academic Achievement

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

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

Planning for Success

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

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

Information about School Safety Plans

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

Who Must Adopt School Safety Plans?

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

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

When Do Plans Have to Be Developed?

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

Who Develops the Plans?

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

Who Are On the Planning Teams?

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

- **The District-wide School Safety Team** is appointed by the Board of Education or the Chancellor in New York City and shall include, but is not limited to, representatives of the School Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

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Information about School Safety Plans, continued

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

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

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

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

Are the Plans Subject to Public Comment?

Both District-wide School Safety Plans and Building-level Emergency Response Plans must be made available for public comment at least thirty days prior to adoption by the School Board. Only a summary of each of the Building-level plans must be available for public comment. The School Board may adopt the plans only after at least one public hearing has been held which provides for the participation of school personnel, parents, students and other interested parties.

Where Should Plans Be Submitted?

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

Guidelines For Developing School Safety Plans

Introduction

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

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

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

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

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

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Guidelines For Developing School Safety Plans, continued

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

Guiding Principles

A school safety planning workgroup of key State agencies with expertise in school safety, violence prevention, and risk management developed a set of guiding principles for school safety planning. The principles are as follows.

- Schools should build on what is already in place. Many school districts and school buildings have already developed school safety and violence prevention plans. These should be used as the foundation for meeting the new requirements.
- Plans should be developed through an open process with broad community participation. Students, parents, teachers, school leaders, public safety agencies and other key partners should be involved in plan development in a meaningful way. Broad participation by community members will gain their acceptance and support of school plans.
- Planning should be comprehensive, encompassing activities from early prevention through crisis response. In addressing the intent of the law, schools should focus on a process-driven approach to planning rather than on a checklist of activities that must be done.
- Planning should be based on an assessment of data. School safety plans will be more responsive to particular school needs when data related to the school is used as a basis for planning.
- Plans should be user-friendly, easy to read, and understandable. The plans should be widely disseminated within the community to foster broad acceptance and participation.
- Plans should clearly define roles and responsibilities. It is crucial that all key people know their roles and responsibilities, as well as the roles and responsibilities of others in the event of a crisis situation. Plans should also include contingency provisions to enable implementation when key individuals are unavailable or not in a position to perform their roles.
- Staff development should be included in the planning process. For plans to be effective, staff and other involved individuals need to develop their knowledge and skills about the components in the plans and actions to be taken for implementing the components in appropriate situations.
- Plans should be coordinated with nonpublic schools and recognize the needs of special school populations. Students and staff with disabilities, limited English speaking students and other special student populations should be addressed in all plans.
- Plans should be continually reviewed and updated to remain current. Changes in personnel, local conditions and other factors necessitate periodic review and updating of plans to ensure their applicability to current conditions.

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Guidelines For Developing School Safety Plans, continued

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

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

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Guidelines For Developing School Safety Plans, continued

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

- Determine the tasks and activities that need to be completed in order to develop all the required components in the school safety plan. For example, a policy for reducing potential acts of violence may call for a new system for the registration of all visitors and the wearing of a visitor pass when an individual visits any school. The task could be to establish visitor protocols for school visitors, with activities including: developing sign in sheets, identifying the roles and responsibilities of school staff when a visitor arrives, and specifying rules for school visitations. The planning worksheets can be used to document the person(s) or group who will complete the activities, and the timeframe for their completion.
- Prepare a concise summary of the key strategies and activities included in each category as a way of summarizing for all individuals the important elements in the school safety plan.
- Review and consider the Sample Outlines for the District-wide and Building-level School Safety Plans as a potential format for developing the school safety plans. Sample outlines are provided as one way of organizing the information for presentation in the plan. These sample plans provide the structure for the information to be entered for each plan at the district and building levels. For the School Building-level Emergency Response Plan, a sample summary outline is also provided since the plan itself is confidential and legislation requires that only a summary be provided for public comment. Some districts may have already developed their plans in another format or are considering organizing their plan differently. While no single format is required, all legislative and regulatory components must be included in the plans.

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

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE OUTLINE

For District-wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

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

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

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

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

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Section I: General Considerations and Planning Guidelines

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

A. Purpose

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

B. Identification of School Teams

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

C. Concept of Operations

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

Continued

Sample Outline for District-Wide School Safety Plan, continued

Training, Drills, and Exercises

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

Implementation of School Security

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

Vital Educational Agency Information

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

B. Early Detection of Potentially Violent Behaviors

Explain how the district would implement policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district may also want to describe programs, training, and services the district may develop to prepare for violent incidents and lessen their impact, such as staff training in identifying early warning signs in students, early intervention/prevention strategies, or development of violence prevention instruction for all staff.

C. Hazard Identification

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

Sample Outline for District-Wide School Safety Plan, continued

Responses to Acts of Violence: Implied or Direct Threats

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

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

The district may also describe the training and professional development that is available to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior.

Acts of Violence

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

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

Response Protocols

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

- Identification of decision makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures.

Sample Outline for District-Wide School Safety Plan, continued

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

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – *Superintendent/Designee*.
 - Contact Transportation Supervisor to arrange transportation – *Designee*.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all staff and students to pre-arranged evacuation sites.
 - Account for all student and staff population. Report any missing staff or students to Building Principal.
 - Make determination regarding early dismissal – *Designee*.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal – *Incident Reporting Form*.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.

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

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE OUTLINE For Building-level Emergency Response Plan

Commissioner's Regulation 155.17

Introduction

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

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

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

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

Section I: General Considerations and Planning Guidelines

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

Continued

PROJECT SAVE
(Safe Schools Against Violence in Education)

SAMPLE SUMMARY

Building-Level Emergency Response Plan

For Public Hearing

Commissioner's Regulation 155.17

Introduction

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

Legislation requires that Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan is being provided for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.

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

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

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

Continued

Project **SAVE**

APPENDICES

District-Wide School Safety Plans

Regulatory Description of Components

Component	Regulatory Description
Potential Emergency	Identification of sites of potential emergency.
Plans for Response to Specific Emergencies*	A description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering.
Implied or Direct Threats of Violence	Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
Acts of Violence	Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.
Prevention and Intervention Strategies	Appropriate prevention and intervention strategies such as: (a) collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) non-violent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs.
Law Enforcement in Violent Incident	Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.
Assistance During Emergencies*	A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
Local Government Officials*	The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Article 2-B of the Executive Law.
Identification of District Resources*	The identification of district resources which may be available for use during an emergency.
Procedures to Coordinate Use of School District Resources*	A description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies.
Contacting Parents, Guardians or Persons in Parental Relation	Policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal.

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

Continued

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

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

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

Building-level Emergency Response Plans Regulatory Description of Components

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

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

PROJECT SAVE
(Safe Schools Against Violence in Education)

Sample DISTRICT-WIDE SCHOOL SAFETY PLAN GUIDING QUESTIONS

Commissioner's Regulation 155.17

This resource has been developed to provide districts with a series of questions based on the intent of Project SAVE to ensure that all districts have a district-wide school safety plan. Questions have been developed by a group of state agencies, BOCES, and school districts and are designed to assist districts in the planning process. Questions relating to the requirements in the Commissioner's Regulation 155.17 are listed, as well as probing questions that can assist districts further in the planning process. The guiding questions may be useful as the district discusses and creates its plan. The questions are generally organized to reflect the framework provided in the sample district-wide school safety plan, and emphasize only those sections of the plan where additional guidance may be helpful.

General Considerations and Planning Guidelines

1. Has the district established the required district-wide school safety team?
2. Are all required members present, including representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel?
3. Has the district given consideration to other members of the community who may be helpful as members of the district-wide school safety team?
4. Has the district considered the relationship between the district wide school safety team and the building-level school safety team? How will these groups interact?
5. In the event of an emergency or violent incident, does the district-wide plan reflect how the district will interact with an individual school emergency response team?
6. Has the district considered potential training for the members of the district-wide school safety team?
7. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
8. Has the district made provisions for the review of the district-wide school safety plan by the District-wide School Safety Team?
9. Has the district made provisions for the scheduling of a public hearing at least 30 days prior to its adoption by the Board of Education?
10. Has the district made provisions for the submission of a full copy of the plan and any subsequent amendments to the New York State Education Department?

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Prevention/Intervention Strategies: Implementation of School Security

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

Early Detection of Potentially Violent Behaviors

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

Hazard Identification

29. Have districts identified sites of potential internal and external emergencies?
30. Have potential hazards in the neighborhood and community been considered, such as facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults and above-ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in your community?
31. Has the district consulted with your local emergency managers on the hazard analysis for the area in which your school district is located?

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

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

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

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

Situational Responses: Response Protocols and Relationships with Other Agencies

36. Has a description of procedures to coordinate the use of school district resources and manpower during an emergency been prepared?
37. Are the officials authorized to make decisions in an emergency identified?
38. Are staff members assigned or designated to provide assistance during an emergency identified?
39. Have all school buildings received information on district-wide procedures?
40. Are roles and responsibilities of district and school staff clearly defined?
41. Are there contingency provisions if one or more key individuals are not available, or unable to perform their roles and responsibilities?
42. Have descriptions been developed of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies?
43. Are the descriptions reviewed and updated on a periodic basis to reflect any changes in personnel, organizational structures or other conditions?
44. Has a system been developed for informing all educational agencies within the school district of a disaster?

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Response

Assignment of Responsibilities

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

Continuity of Operations

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

Access to Floor Plans

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

Notification and Activation

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

Hazard Guidelines

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

Evacuation Procedures

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

Security of Crime Scene

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

Recovery

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

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

	<i>CSHN Center</i>	<i>JMT Region BOCES</i>	<i>Counties</i>	
West	Jane Ogilvie, Coordinator E-Mail: jogilvie@erie1.wnyric.org Erie 1 BOCES 1050 Maryvale Drive Cheektowaga, NY 14225 Phone: (716) 630-4250 Fax: (716) 630-4251	Cattaraugus-Allegany-Erie- Wyoming Erie 1 Erie 2-Chautauqua- Cattaraugus Orleans-Niagara Steuben-Allegany	Orleans Niagara Erie Chautauqua	Cattaraugus Allegany Steuben
Mid-West	Kim McLaughlin, Coordinator E-Mail: kmclaughlin@gvmail.edutech.org Genesee Valley BOCES Service Center 80 Munson Street Leroy, NY 14482 Phone: (716) 344-7570 Fax: (716) 344-7578	Genesee Valley Monroe 1 Monroe 2-Orleans Wayne-Finger Lakes	Monroe Wayne Genesee Wyoming	Livingston Ontario Yates Seneca
Mid-South	Colleen Hurd, Coordinator E-Mail: churd@mail.sctboces.org Schuyler-Chemung-Tioga BOCES 459 Philo Road Elmira, NY 14903 Phone: (607) 739-3581 Fax: (607) 795-5310	Broome-Delaware-Tioga Delaware-Chenango-Madison- Otsego Otsego-Northern Catskill Schuyler-Chemung-Tioga	Schuyler Chemung Tioga Broome	Chenango Otsego Delaware
Mid-State	Lee Beals, Coordinator E-Mail: lbeals@ocmboces.org Onondaga-Cortland-Madison BOCES 6075 East Molloy Road P.O. Box 4774 Syracuse, NY 13221-4774 Phone: (315) 431-8556 Fax: (315) 433-2636	Cayuga-Onondaga Onondaga-Cortland-Madison Oswego Tompkins-Seneca-Tioga	Oswego Onondaga Cayuga Cortland Tompkins	
North Country/Mohawk	Suzanne Doin, Coordinator E-Mail: sdoin@cves.org Clinton-Essex-Warren-Washington BOCES P.O.Box 455 Plattsburgh, NY 12901 FedEx Add:4 Area Development Dr Phone: (518) 561-0100 x 135 Fax: (518) 561-0240	Clinton-Essex-Warren- Washington Franklin-Essex-Hamilton Herkimer-Fulton-Hamilton-Otsego Jefferson-Lewis-Hamilton- Herkimer-Oneida Oneida-Herkimer-Madison St. Lawrence-Lewis Madison-Oneida	Clinton Franklin St. Lawrence Essex Jefferson Lewis	Oneida Herkimer Madison Hamilton

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New York State Emergency Management Office

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

Contacts

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

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

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

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

Christopher Holmes, Regional Director
Creek Road
Poughkeepsie, NY 12601-1098
Bus: (845) 454-0430
Bus Fax: (845) 454-4620
E-mail: christopher.holmes@semo.state.ny.us

Region 3: Includes Albany, Schenectady, Rensselaer, Schoharie, Otsego, Montgomery, Herkimer, Fulton, Saratoga, Washington, Warren, Hamilton, Essex, Franklin, and Clinton Counties.

Robert Baccari, Regional Director
5 Fox Farm Road
Queensbury, NY 12804-1107
Bus: (518) 793-6646
Bus Fax: (518) 793-6647
E-mail: robert.baccari@semo.state.ny.us

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

Gerald Heitzman, Regional Director
NYS Armory
1055 East Genesee Street
Syracuse, NY 13210-1893
Bus: (315) 448-4536
Bus Fax: (315) 423-0419
E-mail: gerald.heitzman@semo.state.ny.us

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

William Clark, Regional Director
1144 East Union Street
Newark, NY 14513-9201
Bus: (315) 331-4880
Bus Fax: (315) 331-3934
E-mail: william.clark@semo.state.ny.us

References and Citations:

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

New York State Office of Mental Health County Mental Health Directory

Robin B. Siegal, Ph.D., Director
Albany County Community Services
175 Green Street
Post Office Box 678
Albany, NY 12202
Phone: 518-447-4555
Fax: 518-447-4577

Robert W. Anderson, Ph.D., Director
Allegany County Community Services Counseling
Center
45 North Broad Street
Wellsville, NY 14895
Phone: 716-593-1991
Fax: 716-593-7104

Arthur R. Johnson, Commissioner
Broome County Community Mental Health Services
One Hawley Street
3rd Floor – Administration
Binghamton, NY 13901
Phone: 607-778-1152
Fax: 607-778-6189

Michael L. Anderson, MSW, Director
Cattaraugus County Mental Health Services
1701 Lincoln Avenue Suite 4308
Olean, NY 14760-1156
Phone: 716-373-8040
Fax: 716-373-4820

David A. Blair, Director
Community Mental Health Center of **Cayuga County**
146 North Street
Auburn, NY 13021
Phone: 315-253-2746
Fax: 315-253-1077

Patricia Ann Brinkman, MS, MBA., Director
Chautauqua County Mental Hygiene Services
Hall R. Clothier Building, 1st Floor
7 North Erie Street
Mayville, NY 14757
Phone: 716-753-4319
Fax: 716-753-4230

Pauline M. Sanders, Acting Director
Chemung County Community Mental Health Services
Human Resources Center - 3rd Floor
425 Pennsylvania Avenue
Post Office Box 588
Elmira, NY 14902-0588
Phone: 607-737-5501
Fax: 607-737-5500

Mary Ann Spryn, MSW, ACSW, Director
Chenango County Community Services
Chenango County Office Building Suite 42
Norwich, NY 13815
Phone: 607-337-1600
Fax: 607-334-4519

John E. Johnson, CSW, Director
Clinton County Community Mental Health Services
18 Ampersand Drive
Plattsburgh, NY 12901
Phone: 518-566-0100
Fax: 518-566-0168

Michael O'Leary, DSW, Director
Columbia County Department of Human Services
71 North Third Street
Hudson, NY 12534
Phone: 518-828-9446
Fax: 518-828-9450

Patricia Thomson, CSW, Director
Delaware County Community Mental Health Services
One Hospital Road, Box 266
Walton, NY 13856
Phone: 607-865-6522
Fax: 607-865-7424

Kenneth M. Glatt, Ph.D., Commissioner
Dutchess County Department of Mental Hygiene
230 North Road
Poughkeepsie, NY 12601
Phone: 845-485-9700 or 486-2750
Fax: 845-485-2759

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School Safety and Violence Prevention: Specific Articles

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

www.ncjrs.org/school/178265.pdf

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

Crisis Response Box: Partnering for Safe Schools

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

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

Early Warning: Timely Response: A Guide to Safe Schools

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

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

Facts About Gun Violence

www.abanet.org/gunviol/schoolshm.html

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

Improving School Violence Prevention Through Meaningful Evaluation

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

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

Inventory of Federal Activities Addressing Violence in Schools

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

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

Is Youth Violence Just Another Fact of Life?

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

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

Protective Schools: Linking Drug Abuse Prevention with Student Success

www.drugstats.org/prosch.html

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

Safe Schools Now Network

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

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

School Safety and the Legal Rights of Students

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

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

Project SAVE – Selected Web-based Resources, continued

The Hamilton Fish Institute

www.hamfish.org

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

Institute for Violence Reduction

www.vi.uconn.edu/~wwwswk/violence.htm

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

Join Together

<http://www.jointogether.org>

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

Keep Schools Safe

www.keepschoolssafe.org

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

Keeping Schools and Communities Safe

www.ed.gov/offices/OESE/SDFS/safeschools.html

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

Kentucky Center for School Safety

www.kysafeschools.org

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

National Alliance for Safe Schools

www.safeschools.org

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

National Criminal Justice Reference Center

www.ncjrs.org

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

National Resource Center for Safe Schools

www.safetyzone.org

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

Office of Juvenile Justice and Delinquency Prevention

www.ojjdp.ncjrs.org

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

Partnership Against Violence Network (PAVNET)

www.pavnet.org

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

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

PROJECT SAVE
(Safe Schools Against Violence in Education)

Selected Print References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Continued

This document is available on the following websites:

New York State Education Department

www.nysed.gov

New York State Center for School Safety

www.mhric.org/scss

New York State Police

www.troopers.state.ny.us/

New York State Emergency Management Office

www.nysemo.state.ny.us



New York State Education Department
Albany, NY 12234

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