

**PROJECT S.A.V.E.
DISTRICT-WIDE
SCHOOL SAFETY PLAN**

**WATERFORD-HALFMOON
UNION FREE SCHOOL DISTRICT**

Approved by Board of Education

Updated Plan
August 19, 2016

Original Plan Approved by Board of Education
June 28, 2001

Commissioner Regulation 155.17 Public Hearing Date
May 22, 2001

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 Washington-Saratoga-Warren-Hamilton-Essex B.O.C.E.S., in coordination with the Waterford-Halfmoon Union Free 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 1: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Waterford-Halfmoon District-wide School Safety Plan was developed pursuant to Commissioner Regulation 155.17. At the direction of the Waterford-Halfmoon Union Free School District Board of Education, the Superintendent of the Waterford-Halfmoon Union Free 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 Chief Emergency Officer

The **district**, through Board of Education appointment, designates the **School Superintendent** as the district's **chief emergency officer** whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;

- e. Assist in the selection of security related technology and development of policies for the use of such technology;
- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

The Waterford-Halfmoon Union Free 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. Due to the size of the school district, the building level team and the district team will be one and the same. The district is a one building, K-12 school with all students and staff located in the same building as the district office. The district/local level team is comprised of existing organizations. The primary team is the district Shared Decision-Making Team. This team is made up of students that are from grades 5-12, teachers from the K-12, parents from the district, support staff, Director of Facilities and the administration. In addition to the Shared Decision-Making Team, the district Health and Wellness Coordinator is a permanent member of this team. The actual composition of the team is listed as follows:

- Board of Education Members-one of which is a local police officer
- Members from the Waterford Teachers Association
- Director of the District Health and Wellness Committee-also a member for the Waterford Teachers Association.
- Students from grades 5-12. These students are selected equally from grades 5-8 and 9-12.
- Building Administrators; Principal and Assistant Principal
- Director of Special Education Services
- Parent representatives-these individuals are selected from our Parent Teacher Organization. One of the individuals is a business person who has children in the district and the other two are parents of students from the school district.
- Director of Facilities
- Member of the local CSEA union.
- Superintendent of the School District.

Along with the district and local level team, we have two additional teams that are activated when there is an emergency. The first of these teams is the Building Level School Emergency Response Team. This team is comprised of our local Crisis Team members and the administration. The actual team members are:

- School Nurses-one responsible for grades K-6 and the other is responsible for grades 7-12.
- Director of Special Education Services.
- Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.
- School Psychologist/Counselors

- Social Workers
- Building Administrators, and
- School Superintendent

The third team that the district has established is the District Post-incident Response Team. The members of this team are:

School Nurses-one responsible for grades K-6 and the other is responsible for grades 7-12.

Director of Special Education Services.

Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.

School Psychologist/Counselors

Social Workers

Building Administrators

School Superintendent

Director of Facilities

President of the Board of Education, or his/her designee.

C. **Concept of Operations**

- In developing the District-wide School Safety Plan the committee was interested in making sure that the steps that were necessary to insure that our school would respond appropriately would apply to both the district and the local level. Thus, the steps that the district plan outline for the response to a fire emergency or a bomb threat or what ever the emergency, relate directly to the building level response. As was mentioned earlier, the Waterford-Halfmoon UFSD is a one building school district. Therefore, it is most appropriate to respond with a district level response that matches what would be done at the building level.
- At the first meeting of the School Safety committee the direction taken was to first determine what specific emergency situations would be most likely to be encountered by this district. The administration provided a list of emergencies that have been encountered since the construction of our school in the early 1960's. Having begun the process with this information, the next step was to see what types of responses were given to each of the individual events. The most common events that this district encountered were the death of a staff member or student, severe weather and on occasion a bomb threat. As the years progressed, the incidents of bomb threats increased. The members of the committee, both school based and community based, provided an interesting prospective from their individual points of view. The community members were able to highlight what their concerns were for each incident type mentioned. After the committee developed their key types of emergencies, we took the actual documentation of the legislation, reviewed the list of emergency incidents, and incorporated them into the list that we had created. This then led to the creation of protocols for reaction for each.

- As was mentioned earlier in this document, the district and local response will be similar, if not identical. In the event of an emergency, the first step will be to notify an administrator or the Superintendent. If an administrator is the first person to become aware of the situation, they will call or contact the Superintendent immediately. If the Superintendent is unavailable, they will begin the notification of the Crisis Team. The district has established a phone tree to alert all members of the team to the situation. If a member can not be reached it is the responsibility of the person that called this individual to call the next person down on the list until all are notified. A meeting of the Crisis Team will be called for 7:30 the next school day. This meeting will be run by the Superintendent or his/her designee. If there is the need for immediate reaction, the person that is leading the notification will call for an immediate meeting, including phone conferencing if necessary to formulate a plan of action. If there is eminent danger to the school population or the school facilities, the police will be called. The Superintendent will notify the Board of Education members and will organize any public response that is necessary for the situation. As was stated earlier, a plan will be formulated and followed from there.

- Once the School Emergency Response Team has been activated, the Superintendent of Schools will be notifying the appropriate authorities. This means contacting our local police force. They act as a clearing house for all the emergency community organizations. As stated earlier, they will contact the fire department, the ambulance, and the Red Cross if necessary. The Superintendent will be the main contact point for the district. The notification of the local police will be done immediately upon determining the type of serious incident that we are dealing with. Again, as stated earlier, if the Superintendent is unavailable or part of the incident and can not be reached, a chain of command has been determined to address the needs of the district/local level Emergency Response Team.

- County and state authorities will be called in as protocols have been established with the local police force. Outside help will be involved upon request only. The contact points for these notifications have been outlined between the local police and the county and state agencies.

D. Plan Review and Public Comment

- Pursuant to the Commissioner’s Regulation, Section 155.17 (e)(3), **the district-wide school safety plan was** made available for public comment at least 30 days prior to its adoption.

- 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 provisions of law, in accordance with Education Law Section 2801-a.

- Full copies of the Building-level Emergency Response Plan **are submitted** to both local and State Police with 30 days of adoption **but no later than October 15th deadline.**
- This plan **is** reviewed periodically during the year and is maintained by the district-wide school safety team. The required annual review will be completed on or before September 1st of each year after its adoption by the Board of Education. Within the Waterford-Halfmoon UFSD, this will be done at the last Board of Education Meeting in June.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The district is required to submit the web address/URL of the District-Wide School Safety Plan as part of the Basic Educational Data System (BEDS) collection beginning in October 2016.

Section II: Risk Reduction/Prevention and Intervention

A. Risk Reduction/Prevention and Intervention Components-Prevention/Intervention Strategies

The District-wide School Safety Plan includes strategies for improving communications among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designation a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence.

To see the types of activities that the district has established to address these different types of strategies, please turn to Appendix A. Here we have listed in chart form each of the activities that we provide our students, faculty, and staff.

B. Training, Drills, and Exercises

The District-wide plan includes policies and procedures for annual multi-hazard training for staff and students. These types of activities are done on an annual basis. In some cases, the training and review are done in September when both the staff and students return to the school, in other cases, the training is done throughout the school year and finally for the exercises we provide the training on the last day of school.

Please see Appendix B for this information. Again, the material is listed in the chart provided.

Section III: General Emergency Response Planning

- A. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) 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)
 - **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
 - **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
 - **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)
 - **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
 - **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
 - School Cancellation
 - Early Dismissal
- B. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.
- C. Using the ICS (Incident Command System) the district has identified the school officials 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 also identifies the staff members and their backups assigned to provide assistance during emergencies.
- D. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place,

evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

- 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, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

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

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency.

The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

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

Section III: Responding to Threats and Acts of Violence

- A. The school refers to its **Crisis Intervention Plan** via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school,

including threats by students against themselves, which includes suicide. When a student implies or specifically threatens self-inflicted violence including suicide, the school's **social worker** directly contacts the respective parents/guardians.

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APPENDIX A:

Risk Reduction/Prevention & Intervention Components, Prevention/Intervention Strategies

Program	Mentor(s)	# Of Students	Frequency of Meetings	Summary of Program
Character Education	K-4 Principal	All students in grades K-4	There are once a month meetings with an assembly each month to promote the Value of the Month.	This program is to promote values of good citizenship and healthy relationships within our school system. This provides student to student support as well as student to adult support.
Character Education and Discipline Committee (5-8)	5-8 Principal and the 5-8 Guidance Counselor	All students in grades 5-8	There are meetings with students and staff on a monthly basis	This program is to promote better behavior with the students in the middle level grades throughout the district. The program teaches respect and citizenship skills for students to student relationships and student to teacher relationships
Character Education for grades 9-12	Director of Health and Wellness	All students in grades 9-12	Many of these ideals are integrated into the actual daily lessons. Others are done through monthly meetings.	This program promotes the development of citizenship in the high school students within the high school. The students in registered health classes' deal with issues related to character education on a daily basis. Other students are provided instruction in citizenship to develop better student to student relationships and student to teacher relationships.
Safe and Drug Free Schools / Alcohol & Violence Prevention (5-12)	County Coordinator provided through our BOCES Programming	All students in grades 5-12	These meetings vary with the needs of our students. Varies from twice weekly to once every 2 weeks	This program is meant to provide assistance in substance abuse for our students. Our counselor assists students in dealing with the pressures of growing up in our society. The training provided to the students assists them in making good decisions.
Peer Mediation	Guidance Counselors in grades 5-12	Small group or individual contact- 1 student or groups up to 6	These groups meet on a weekly basis as needed.	This program helps students to learn how to cope with management skills. It promotes options for students to use rather than violence. Once a group has completed their counseling, another group replaces them.

Peer Mediation- Primary Level	K-4 Social Worker	Groups of 2 to 6 students	These groups meet on a weekly basis	This program teaches younger children how to handle conflict. This is done through the use of props and stories with cartoon characters. The topics of violence and diversity are high priorities with these groups.
DARE Program Grade 5	Officer VanBramer	All grade 5 students are involved with this program (94)	These groups run approximately 23 per group; there are three or four groups yearly.	This is a non-violent training program aimed at conflict resolution and violence prevention. Students in grade 5 also receive training in gang resistance.
Student Mentoring	Health and Wellness Coordinator	8 student leaders impacting 100 students	Initially the trainers meet weekly and then work with younger students on a monthly basis	The student leaders demonstrate good role model behavior for younger students. In this way, the younger students can talk with an older student and discuss their problems with someone that they look up to.

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APPENDIX B: Annual Multi-hazard Training for Staff and Students

Type of Training	Training Provider (Name and Title)	Participants (Staff and/or students)	Frequency of Training
HAZCOM, Right To-Know, Universal Precautions, Bloodborne Pathogens	Capital Region BOCES	All employees	Annually per school year
Lockdown/Lockout	Building Principals	All School Building employees & students	4 Lockdown drills per school year
Emergency Evacuation Drill	Building Principals	All Faculty & Staff	Annually in October
Shelter in Place: severe weather	All Classroom Teachers	All K-12 Students	Annually in September
Anthrax & Mail Handling	Capital Region BOCES	All teachers and staff handling mail	Annually as needed
Shelter in Place	Superintendent of Schools	Administrative Staff	Annually as needed in Admin. Meetings
BOCES-wide “Go Home Drill”	Superintendent of Schools	All district students grades K-12	Done on an annual basis as a whole school drill- usually in November

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APPENDIX C:

Review and Conduct of Drills and Other Exercises

Type of Drill, Functional Exercise or Tabletop Exercise	Facilitator (Name and Title)	Participants (staff and/or students) (number involved)	Frequency of Drill, Exercise or Tabletop
Fire/Evacuation Drills	High School Principal (Holds for the entire district)	All employees, visitors and students	6 between 9/1 and 11/30; 2 between 4/1 and 6/30; 2 during summer school; one of which is in the first week of the program
Lockdown	High School Principal in conjunction with the other building administrators	All employees, students, and visitors to the building	4 Annually; 2 in the fall/winter and 2 in the winter/spring
Lockout	Building Administration	All employees, students and visitors to the building	Annually during the fall and spring semesters
BOCES-wide “Go Home” Drill	Superintendent of Schools	All district personnel, Fire Department, Police Department, affiliated organizations (fire police, etc.)	Annually
Hostage Scenario Tabletop Exercise	Superintendent of Schools	Crisis team	Annually in fall of the school year
Shelter in Place	Building Level Administration	All district personnel, visitors and students (900)	Annually in Spring

Appendix D:

Description of the Duties of the Hall Monitors and Any Other School Safety Personnel

Job Title	Job Description	Required Training	Frequency of Required Training	Hiring and Screening Process
Hall Monitor	on file in the Superintendent’s Office	Violence Prevention Training per SAVE Legislation	Annually on the first Superintendent’s Conference Day; Initial Training when Hired; Annually when staff is trained	Fingerprinting and criminal background check done per SAVE.
Greeter	on file in the Superintendent’s Office	Greeter duty training; Violence Prevention Training per SAVE Legislation	Initial training when hired; Annually when staff is trained; Annually on the first Superintendent’s Conference Day.	Fingerprinting and criminal background check done per SAVE.

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Appendix E: School Building Security

Personnel, Devices and/or Procedures	Policy Reference	Security Procedure Summary	Area and/or Buildings Involved
Hall Monitors	See BOE policy related to Support Personnel	Hall monitors are stationed in key locations of the school building. This includes, but is not restricted to, bathroom areas, hallway intersections, and lobby areas. Their purpose is to monitor students' behavior and report possible inappropriate behavior as witnessed.	Halls, Lobbies and restrooms
Hall Greeter	See BOE policy related to Support Personnel	The building greeter is stationed at the front door and meets all people entering the building. The purpose is to alert the administration of any possible high risk situations.	Main Entrance of the school.
School Safety Club		This club is to supervise student movement to and from the building during arrival and dismissal at the end of the day. It is set up with student monitors and adult supervision of the monitors.	Hallways in the elementary building and sidewalk leading to the bus loading area.
Visitor Badge/Sign-In		All visitors to the building are required to sign in to the school. This is supervised by the building Greeter.	Main Entrance to the School.
School Buses		The district uses contract bussing for all major transportation services. This includes pick-up and drop-off of all students on a daily basis. The company has a limited number of cameras that are rotated through the busses that service our district. In the event that we have a problem on a bus, the camera is put on that bus for a longer period. This use of cameras is used to discourage and decrease school bus behavior problems.	All contract bussing vehicles.

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Appendix F: Vital Educational Agency Information

The following information is confidential and only located I the Building-level School Safety Plan, which is protected from FOIL (Freedom of Information Law) requests.

Educational Agency Name and Address	Contact Person	Work and Home Phone Numbers	Student Population and Grade Levels	Faculty and Staff Population	Transportation needs
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Appendix G:
Early Detection of Potentially Violent Behavior

Policies & Procedures For Early Detection	Method Used to Disseminate	Group Receiving the Data	Dissemination Time Frame and Frequency
Annual Violence Prevention Training	Superintendent's Conference Day	All faculty, staff, and administration	Annually on one of the Superintendent's Conference Days held early in the school year.
SAVE required 2-hour training for certified faculty and staff	Workshops provided by school district trainers or personnel hired by the district.	Initially to all faculty, staff and administration	Annually on one of the Superintendent's Conference Days.
Integrating skills-based violence prevention education into health education and other related curricula	Lesson Plans based on current violence prevention skills.	A program for K-12 students modified to meet each age and grade level	Integrated into health classes in the senior high school and worked into our counseling program in the middle level grades. Our Primary integrates this material from the regular classroom teachers and the prevention programs offered.
Annual article in the school newsletter that summaries the early detection methods.	District Newsletter	All district parents, faculty, staff, and community members	Annually during the first quarter of the school year. Usually in the October newsletter.

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Appendix H:
Hazard Identification

Method of Hazard Identification	People Involved	Comments and Feedback	Frequency of Review
Safety audit and school walk-through.	New York State Police; Waterford Police Department; Waterford Fire Department; members of the School Safety Committee	As the police make suggestions, a designated member of the school safety committee takes notes. At the next meeting the committee addresses the suggested ideas and how to address the suggestions	The safety audit is done on a yearly basis.
Committee meetings and discussions and detailed list of potential hazard locations.	District-wide School Safety Committee and all building administrators/Crisis Team members	The suggestions from the School Safety Audit are discussed and the individuals present discussed potential hazardous situations within the district. A chart was developed with designations of hazardous materials and potentially dangerous areas were identified.	This committee/meeting is held at least yearly and if necessary, more frequently. The information that is generated is reviewed annually and updated.

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Appendix I

Response: Notification and Activation for Contacting Appropriate Law Enforcement

Policies & Procedures	Internal Communication	External Communication	Training
<p>Protocols for responding to bomb threats, hostage taking, intrusions, and kidnappings have been established. These protocols have been given to and reviewed by local and State Police. Protocols, such as bomb threat procedures, follow the response options as NYSED laws allows.</p>	<p>Eyewitness can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local, confidential plan.</p>	<p>The school building will activate the Incident Command System as soon as possible. Emergencies at this level will also activate the District-level ICS Emergency Response Team. The responding police are an invaluable resource that will be looked upon for response and unified ICS</p>	<p>Annual training in the proper protocols is given to faculty, staff, administration, and students. All practice various drills, such as lockdown and lockout.</p>
<p>The district will contact the appropriate law enforcement officials in the event of a violent incident or other emergencies as needed.</p>	<p>Eyewitness can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local plan.</p>	<p>The district uses the Incident Command System to communicate with responding agencies and activates the Public Information Officer as needed. The district ICS protocols have been shared with responding fire, police and EMS agencies</p>	<p>Covered annually at the start of the school year and at the start of second semester as necessary.</p>

Appendix J:

Regulatory Component with Regulatory Citation: Informing All Educational Agencies

Note: All names and phones numbers are be maintained in the confidential Building-level School Safety Plan, regarding the system for notifying educational agencies located within the district.

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Appendix K:

Response: Notification and Activation for Contacting Parents and Guardians

Policies and Procedures	Internal & External Communication	Emergency Contacts	Method of Communication
<p>The district will contact the appropriate parent or guardian in the event of a violent incident or other emergencies that directly involve their child. The district will inform the employees, parents, and students of a violent incident or emergency in a manner that ensures accurate, timely, and consistent information.</p>	<p>Eyewitness can contact 911 directly and then inform the Main Office or Eyewitness can inform the Main office to call 911, whichever expedites calling the police and/or other responders needed. The principal and school nurse will contact parent/ guardian and inform them of all details pertinent to share. The information may include: summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved.</p>	<p>Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency contact cards will be located in the school nurse's office.</p>	<p>As needed, the district will use letters home to parents, memos to faculty and staff and meetings to disseminate information regarding violent incidents or other emergencies.</p>
<p>All parents and guardians will be informed at the beginning of the school year of the district's policy regarding contacting them in the event of an emergency involving their child. All special needs will be taken into account, such as providing the information in the primary language of the parent or guardian.</p>	<p>This information will be included in the September or October newsletter. If there are parents or guardians that do not speak English, the information will be provided for them in their native language.</p>		<p>This newsletter is communicated through both the internet and the normal mail system.</p>
<p>The school will use a telephone tree to contact all impacted parents. The phone trees are updated and tested annually shortly after the beginning of the school year.</p>	<p>There are designated individuals who will be making these calls. They have locations to call from and will be given instruction as to what is to be said.</p>		<p>These calls will be made through the district phone system, as well as the use of cellular phones.</p>

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Appendix L:
Situational Responses: Multi-Hazard Response

Multi-Hazard Response	Basic Response Procedures	Student, Faculty & Staff Accountability & Evacuation (before, during and after school) Including Special Needs	Communication & Transportation	District Resources and Grab & Go Bags
<p>The district has detailed procedures in the confidential Building-level School Safety Plan for the following potential emergencies: Air Pollution, Anthrax/Biological Aviation Crash, Building Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Electrical System Failure Energy Supply Loss, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on & off site, Heating System Failure, Hostage Situation, Intruder Situation, Loss of Building, Loss of Busses, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, Roof Leak/ Failure, School Bus Accident, Severe Weather Emergency, Threats of Violence, Toxic Exposure and Water Emergency</p>	<p>The district has annual training and drills for the following procedures: Lockdown, Lockout, shelter-in-place, duck and cover, early dismissal, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential Building Level School Safety Plan. The district uses ICS. The Incident Commander determines how many or few ICS branches are to be activated.</p>	<p>A. During each drill or real emergency, all students, faculty, and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students. B. The district has a procedure for programs held before and after school hours. C. As required by NYSED, all non-ambulatory people on floors above or below the ground level are informed of the “Safe Rooms” that are to be used in the event of an emergency evacuation. The fire department and the designated staff have been involved in this plan.</p>	<p>These details are located in the confidential Building-level School Safety Plan.</p>	<p>These details are located in the confidential Building-level School Safety Plan.</p>

Appendix M
Responses to Acts of Violence: Implied or Direct Threats

Policies and Procedures
<p>The district has a written policy for responding to acts of implied violence or direct threats of violence, which is included in the Code of Conduct.</p>
<p>All hall monitors will receive initial and annual training in de-escalation or potentially violent situations.</p>
<p>Every September, all faculty, staff, students, and parents will receive information about the signs of direct and implied threats of violence, what the school wants them to do in that situation, and who to report these threats to. The district has procedures that are outlined in the safety plan to address actions to be taken, such as lockdown, lockout.</p>
<p>The school’s attorney has defined the terms “implied” and “direct” threats and these definitions are included in the district’s Code of Conduct.</p>

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Appendix N:
Acts of Violence

Policies and Procedures
The district has written policies that address acts of violence, which are included in the school code of Conduct, Policy Book, Students Handbook, and Faculty and Staff Handbooks.
Every September, all faculty and staff receive instruction on the policies of the district with respect to violence and violent acts. It should be noted that when the district goes into a lockdown, the district is also in a state of Lockout.
The district has specific policies addressing weapons on school grounds (this includes within the school and on the grounds as well as busses), sexual harassment, and the use of drugs and alcohol.

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Appendix O
Response Protocols

Response Protocols	Comments and Attachments
<p>The district has identified appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-taking, intrusions, and kidnappings. There are response procedures for shelter-in-place, evacuation, lockdown, and/or lockout. These response protocols are district protocols and are used in the school building.</p>	<p>The details of these response protocols are located in the confidential Building-level School Safety Plan as recommended by the District-Wide School Safety Team and the NY State Police and/or local police. The specific protocols are shared with all employees and drills are conducted with all employees and students in September of each school year and again in late spring of each school year.</p>
<p>The District-Wide School Safety Team has invited local emergency responders (Fire, Police, EMS, County Emergency Personnel, etc.) to attend the committee meetings where they have discussed the district response protocols for evacuation, lockdown, and lockout. Responder suggestions have been incorporated into the protocols. Written response agreements have been established between the district and various response agencies.</p>	<p>A copy of the members of the local agencies that attend meeting to discuss protocols are located in the confidential Building-level School Safety Plan.</p>
<p>The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as the first and second backup person, should the other individual(s) not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities are reviewed on an annual basis and updated on an as needed basis.</p>	<p>The district building, a one district building, has used ICS to assign roles and responsibilities to their respective Emergency Response Team. This team is part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not attached. The district does not want to publish the names and phone numbers of key school emergency response team members as recommended by the State and/or local police. The team members have been trained in their roles and practice them during drills.</p>
<p>The school will use a confidential phone tree along with the building-level phone tree to contact all educational agencies within the district boundaries to inform them of any know or pending emergency within or near the district boundaries. The district will use the educational agency data from the Building-level School Safety Plan F. If phones are down, then the media via Television and Radio will be used to communicate emergency information.</p>	<p>For confidentiality purposes, the educational agency details will remain in the confidential Building-level School Safety Plan as recommended by the State and/or local police agencies.</p>
<p>Attendance of all students, faculty, staff, and visitors is verified at the beginning of all drills/incidents, at the end of all drills/incidents and anytime people are moved from one location to another. Current student rosters, faculty/staff lists and visitor sign-in/sign-out logs from the main office are important tools to verify building occupancy during an incident. All visitors must sign-in/sign-out at the greeter's desk and wear a visitors badge in plane sight. All employees must wear the district's employee badges.</p>	<p>The district on an as needed basis upgrades the employee badges so all staff are current with their information.</p>

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APPENDIX P:

Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining Advice and Assistance from Local Government Officials

<p style="text-align: center;">Procedures for Obtaining Advice and Assistance from Local Government Officials</p>	<p style="text-align: center;">Arrangements for Obtaining Advice and Assistance from Local Government Officials</p>
<p>The district uses the Emergency Reference Card to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Reference Cards are given to all district office administrators, principals, supervisors, security, head custodians, and their secretaries.</p>	<p>The District-Level School Safety Team has included the Local Police, Sheriff, State Police, Fire Chief, EMS, American Red Cross, County Emergency Coordinator, the Mayor, the Town Supervisors of our school district, etc. To attend various meetings during each year since the inception of this legislation. The initial meeting of this group had one specific topic for discussion, which was Article 2-B of the Executive Law. The procedures and expectations of school and government officials were discussed. It was agreed that this topic would be discussed annually as members of this group changed.</p>
<p>Security assessments have been made involving state/local police, fire, EMT, and Building-level School Safety Team members.</p>	<p>As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety meeting and prioritized for putting into place or adjusting current practice.</p>

APPENDIX Q:

District Resources Available for use in an Emergency

Note: This appendix will appear in the confidential Building-level School Safety Plan only.

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APPENDIX R:

Procedures to Coordinate the use of School District Resources and Manpower During an Emergency.

Procedures to Coordinate Resources and Manpower	Officials Authorized to Make Decisions	Assigned Staff Members and Responsibilities
<p>The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as a 1st and 2nd backup person, should the other individual not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities will be reviewed on an annual basis and updated as needed.</p>	<p>The district and each school building have used ICS to assign roles and responsibilities to their respective Emergency Response Teams. In the Incident Command System, the Incident Commander (IC) has the authority to make official decisions on behalf of the school district. All recommendations, suggestions, and decisions must be reviewed by and approved by the IC. In the event of an incident that involves emergency responders, the district IC will connect with the responders' ICs in a Unified Command Post.</p>	<p>The District-level and Building-level ICS teams are part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not included. The district does not publish the names or phone numbers of key school emergency response team members as recommended by local and state police agencies. The team members have been trained in their roles and practice them during drills. Each school Emergency Response Team consists of:</p> <ul style="list-style-type: none"> • Incident Commander (IC) • Safety • Liaison • Public Information Officer (PIO) • Operations • Logistics • Planning & Intelligence • Finance/Administration • Incident Log/Scribe • Command Post

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APPENDIX S:
Protective Action Options

Protective Action Options	Supporting Evidence
a) School Cancellation; the district has a policy and procedure of school cancellation.	The general procedures are shared with all faculty, staff, parents, and students through the district school newsletters sent home. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the school cancellation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
b) Early Dismissal; the district has a policy and procedure for early dismissal.	The general procedures are shared with all faculty, staff, parents, and students through the district newsletter and with communications from the school. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the early dismissal procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
c) Evacuation; the district has a policy and procedures for evacuation.	The general procedures are shared with all faculty, staff, parents, and students through the district mailings and newsletters. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the evacuation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
d) Sheltering; the district has a policy and procedure for sheltering.	The general procedures for sheltering have been shared with appropriate staff and Red Cross personnel. Key administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the sheltering procedure. These details are kept in the confidential District Office Building-level School Safety Plan.

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APPENDIX T: Recovery: District Support for Buildings and Disaster Mental Health Services.

Recovery & Mental Health Services
RECOVERY: The district has follow-up and post-incident policies and procedures, including templates, sample letters and procedures for various potential “aftermath” scenarios for death by violence, gang terrorism, student terrorism, suicide, etc. The templates and past practices are reviewed annually and updated as needed.
RECOVERY: After threats of violence and/or actual violent incidents, the district sends home a letter summarizing the concern, what has been done, and how people can get further assistance if needed.
RECOVERY: If needed, on the day of the incident and/or threat, the school holds a faculty/staff meeting at the end of that day if possible or at the start of the next school day. If the incident warrants the delay of school in order to facilitate such a meeting, then that is done to prepare all faculty & staff.
RECOVERY: This district has a post incident response team that meets to review the incident and the actions taken.
RECOVERY: The district-wide Emergency Response Team members have had ICS training and know their roles and responsibilities. Each team member has been assigned to a location within the one, district building. If needed they will work with other members of the team via direct connect phone/intercom system.
RECOVERY: The district has designated district staff to coordinate resources from the county and state to work with local officials in evaluating damage assessment of district property and to document cost-related emergency expenditures
RECOVERY: The district has speculated on the potential availability of local buildings in the event any school could not be re-occupied for an extended period of time. A list of possible buildings and contact names has been generated as a result.
Mental Health Services: The district has a plan to assist schools in the coordination of mental health services as needed. The district has developed a list of mental health agencies that will assist in the event it is necessary to call up on them for help. Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. Additional resources are provided through NYSED’s mental health guidance for educators available via: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf , including the one page summary from the U.S. Department of Health and Human Services, titled “What Educators Should Know”.

APPENDIX U:

Required Plan Development Procedures: District-wide School Safety Team and District-wide School Safety Plan Review and Public Comment.

DETAILS	DOCUMENTATION
The Waterford-Halfmoon Board of Education appointed the District-wide School Safety Team on June 22, 2001.	Board Minutes dated June 22, 2000
The team consists of representatives from the Board of Education, teachers, administration, PTO, and other school personnel.	The names are maintained in the confidential Building-level School safety Plan
The District-wide School Safety Team developed the District-wide School Safety Plan as charged by the Board of Education.	See attached Board Minutes dated June 28, 2001
The District-wide School Safety Plan was made available for public comment on May 22, 2001. The Board adopted the plan on June 28, 2001.	The dated public notice and the Board minutes reflect this date.
The public hearing was held on May 22, 2001 and provided participation of school personnel, parents, students, and any other interested parties. This public hearing was held prior to the Board adoption. The Board adopted the plan on June 28, 2001.	Reflected in the public hearing minutes.