

HFM BOCES District Wide School Safety Plan

PROJECT SAVE

(Safe Schools Against Violence in Education)

Hamilton-Fulton-Montgomery BOCES

DISTRICT – WIDE

SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

Updated July 2023

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Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide 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 Hamilton-Fulton-Montgomery (HFM) BOCES supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The HFM BOCES District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the HFM BOCES District Board of Education, the Superintendent of the HFM BOCES District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan. The district wide plan was updated as of July 2023.

B. Identification of School Teams

As per Commissioner's Regulation, Section 155.17 (c)(13), the HFM BOCES District-Wide Safety Team is composed of administrators, school safety personnel, and other school personnel.

The Chief Emergency Officer for HFM BOCES is the District Superintendent, Dr. David Ziskin.

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for the school building. This District-Wide School Safety Plan will guide the development and implementation of Building Level Safety Plans.
2. This Plan has been developed using the New York State Education Guidance Document.
3. In the event of an emergency or violent incident, the initial response to all emergencies will be by the School Emergency Response Team.
4. Upon activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, when appropriate, local emergency officials will also be notified.
5. County and State resources through existing protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

- This plan has been updated as of July 2023.
- The district-wide and building-level plan was adopted by the School Board in 2001 after a public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

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- o Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review occurred in July of 2023. Building-level Emergency Response Plans will be supplied to local police, the Sheriff's department and the State Police within 30 days of the update.
- While linked to the District-Wide School Safety Plan, Building-Level Safety 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.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. Prevention/Intervention Strategies

Program Initiatives

- Character Education Program
 - Agency consultation provided in schools
 - Dignity for All Students Act policy
 - Code of Conduct policy
1. Information will be available to parents/guardians on how to identify potentially violent behaviors. Information is available from the school guidance office.
 2. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 3. An interpersonal violence prevention education package will be taught as appropriate.
 4. The HFM BOCES recognizes that communication is a vital key in the prevention and intervention of violence in schools; HFM BOCES will continue to explore programs based on need.
 5. HFM BOCES referral process is utilized for the reporting of potentially violent incidents and following HFM BOCES's Code of Conduct.
 6. Additionally, counselors are available in every school for students to share information where the source can be confidential.

Training, Drills, and Exercises

Three levels of annual multi-hazard school training will be considered in this plan for the upcoming school year:

- Required drills to be held throughout the school year (8 evacuation, 4 lockdown drills);
- General staff awareness training conducted either by BOCES HSRM staff and/or online training
- General student awareness training of emergency response procedures conducted by building staff (i.e. fire drills, lockdown drills)

Each year the District-Wide School Safety Team and/or Building-Level Teams will consider appropriate training for each of the groups listed above.

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- Lockout and Lockdown drills are conducted throughout the school year, also, an early release drill is done at least once a year.
- After each lockdown drill we have a building-wide meeting to discuss the drill and make changes if necessary.

Implementation of School Security

Safety Response

School staff is trained to be vigilant pertaining to threats against students and staff (i.e. bullying, violent behavior, etc.). HFM BOCES continues to promote a culture of respect for the students and staff through the Dignity for All Students Act.

Security Devices

- Surveillance cameras placed in various locations on campus.
- Photo ID cards are issued to staff and tags to visitors, plus a sign in and sign out log. Visitors are required to wear a "Visitor" tag.
- Raptor Visitor Management system to be used to screen all visitors.
- Swipe card system used for all staff.
- All outside doors remain locked, but will be accessible as an exit.
- Buzzer system with camera at each main entrance.
- School Safety Officer

As a part of creating the district (BOCES)-wide safety plan, HFM BOCES has considered, pursuant to Alyssa's Law, and has made the decision to implement the use of the TAP App for mobile devices and school owned computer devices.

Vital Educational Agency Information

Each Building-Level Safety Plan will include the following information:

- Transportation needs
- Business and home telephone numbers of key officials

The Building-Level School Safety Team will ensure that this information is accurate and will be updated routinely.

B. Early Detection of Potentially Violent Behavior

1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include, but not limited to:
 - Depressed mood or chronic crying

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- Decline in school performance
 - Verbal expressions about one's own death
 - Giving away important personal possessions
 - Use of alcohol or drugs
 - Sudden lifting of severe depression
 - Recent withdrawal from therapy or psychological counseling
 - Purchase of knives, guns, or ropes
 - Verbal or written communications which appear to be saying "good-bye"
 - Feelings of guilt
 - Violent, aggressive behavior
 - Exaggerated mood swings
 - Running away
 - Talking about revenge or getting even with parents
 - Confusion and despair resulting from sudden death or suicide of a peer
 - Any sudden obvious changes in behavior
 - Eating disorders - changes in eating habits
 - Sleeping disorders - insomnia or excessive sleeping
 - Low energy level, constant fatigue
 - Decreased productivity or effectiveness
 - Pessimism about the future or brooding about the past
 - Loss of interest in formerly pleasurable activity
 - Inability to show pleasure
 - Reactions that seem inappropriate to the situation
 - Statements of inadequacy or low self-esteem
 - Social withdrawal - pulls away from friends
 - Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
 - Neglect of personal appearance
 - Physical complaints
 - Preoccupation with illness, death, or catastrophic events
 - Decreased attention, concentration, or ability to think clearly
2. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 3. The Superintendent of Schools will set specific times for the building principal(s), in conjunction with the Professional Development Committee, to organize activities of particular concern as needed.

C. Hazard Identification

HFM BOCES has established procedures in the Building-Level Safety Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These

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procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist.

<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>
State Hwy 67	External
School Heating System	Internal
School Bus	External
Athletic Fields	External
Field Trips	External

Hazard Assessment (some external hazards are county wide)

Type	Predictability	Approx. Frequency	Warning Time	Seriousness	Possible Responses
Intruder	1	5	1	2	4,5
Bomb Threat	1	5	1	5	1,3
Hazmat	1	2	1	4	1,3
High Winds	3	2	2	5	1,3
Bus Accident	1	5	1	3	2
Winter Storm	5	1	4	5	1,3

- Predictability: 1) unpredictable through 5) very predictable
 Frequency: 1) more than once/year; 2) annually; 3) every 2-3 years; 4) every 5-10 years; 5) rarely
 Warning Time: 1) none; 2) minutes; 3) hours; 4) days; 5) exact likely dates known
 Seriousness: 1) disaster (entire community w/casualties); 2) disaster (entire school w/casualties); 3) emergency (affects one or more individuals w/casualties); 4) emergency (entire community no casualties); 5) emergency (entire school no casualties)
 Possible Responses: 1) Shelter-in-Place; 2) Hold-in-Place; 3) Evacuation; 4) Lockout; 5) Lockdown

Section III: Response

A. Notification and Activation

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parents/Guardians will be contacted via telephone and school website automatically by the school district. Notification also is provided on our Facebook and Twitter pages for our facility. In some cases, the public/parents may also be notified via media outlets.

B. Situational Responses

Response Protocols

The district uses emergency information folders in each room for important directional information when a response action is needed. The Building-Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

We have incorporated response protocols defined by the state education department. It establishes definitions of lockout, lockdown, sheltering, hold-in-place and evacuation. Our responses are based upon these guidelines and are included in the Building Level School Safety Plan.

Responses to Acts of Violence: Implied or Direct Threats/Acts of Violence

HFM BOCES has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of disciplinary action to be used when responding to threats or acts of violence.

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Bomb Threats

Procedures and Guidelines are included in the Building-Level School Safety Plans for HFM BOCES. We use the NYS Police guidelines to bomb threats as protocol.

Hostage Taking

Procedures and Guidelines are included in the Building-Level School Safety Plans for HFM BOCES.

Intrusions

Procedures and Guidelines are included in the Building-Level School Safety Plans for the HFM BOCES.

Kidnapping

Procedures and Guidelines are included in the Building-Level School Safety Plans for the HFM BOCES.

Pandemic

As we have done throughout the COVID-19 pandemic, HFM BOCES will follow the laws, guidelines and guidance from federal, state and/or local government agencies to help protect against the spread of COVID-19 as a means to prioritize safe, in-person learning in schools.

Arrangements for Obtaining Emergency Assistance from Local Government

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are included in the Building Level Response Plan for HFM BOCES.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the HFM BOCES’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

Arrangements for Obtaining Advice and Assistance from Local Government Officials

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.

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- The person in charge (Incident Commander) will decide if the level of the incident warrants obtaining emergency assistance. If appropriate, the Incident Commander will call 911
- In a crisis situation, school staff should call 911 and notify the Incident Commander.

HFM BOCES Resources Available for Use in an Emergency

Building Resources	Kitchen and serving areas
Transportation Resources	School buses, school vans, and maintenance vehicles
Personnel Resources	Staff with CPR/FA training, bus drivers
Other Resources	AEDs, Portable Fire Extinguishers

Agencies authorized to Request Use of Resources:

Agency
County Emergency Management Office
NYS Police
Montgomery County Sheriff's Office
American Red Cross
Local Fire Dept.'s
Town Government
FMCC Public Safety

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Protective Action Options

School Cancellation

Superintendent of Schools or designee will announce the closing of school. Communication will be sent to all officials needed to proceed with the cancellation.

Early Dismissal

- 1) Preliminary Procedures
 - a) An annual request is made of parents of students to notify the school district where their child should go in the event that they are not home during school hours. Drivers will be alerted and substitutes contacted by the Transportation Office as to the possibility of an early or emergency dismissal.
- 2) All students are transported by bus back to their home schools.

Evacuation (before, during and after school hours)

Procedures and guidelines are included in the building-level school safety plans for HFM BOCES for an evacuation.

Sheltering Sites (internal and external)

Procedures and guidelines are included in the building-level school safety plans for HFM BOCES for sheltering sites.

Section IV: Recovery

Support for HFM BOCES

All HFM BOCES's manpower and resources will be available if it should endure an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a district goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident response critique, the notes from the incident command team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve HFM BOCES facilities resulting in them being more resistant to suffering similar or worse damage.

Disaster Mental Health Services

HFM BOCES understands how an emergency can have a major effect on the well being of students, staff and community at large. HFM BOCES will coordinate resources with County Mental Health Services and the Post-Incident Crisis Response Team.

APPENDICES

Appendix 1: Listing of all school buildings covered by the district-wide school safety plan

<i>Building</i>
HFM BOCES
2755 State Hwy 67
Johnstown, NY 12095

Appendix 2: Policies and procedures for working with the Media

Information

- Media interaction may be handled by: **Superintendent or Designee**
- A law enforcement / emergency response agency PIO; or
- Jointly, by both PIO's listed above

Public Information Officer Information

- Incident Commander and PIO functions may be handled by two different persons.
- HFM BOCES PIO may work under, over or in cooperation with law enforcement and emergency response agency PIO's.
- The PIO should set forth clear media guidelines and communicate these guidelines to the media in writing.
- The PIO should use a press release template for both a news conference script and/or a written press release.
- The PIO should receive information and forms from the Incident Commander and other key function personnel on a regular basis throughout the emergency event.

Student/Parent/Guardian Information

- Students, parents and guardians should be mindful of the situation during an emergency event when approached by the media for an interview. Safety and security issues may be comprised

Students should not communicate with the media via cell phone or other type of communication when on campus during any type of emergency situation.

Appendix 3: Student Release in an Emergency

Students will be released only to parents and persons identified on the HFM BOCES Emergency Card. They may be asked to provide proof of identification upon arrival in order for the school to release the student(s). During an extreme emergency, students will be released at designated reunion location(s). Parents should be patient and understanding with the student release process.

Appendix 4: Emergency Contact information form

Located within each Main Office

Appendix 5: Policies and Procedures

Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel, and visitors to the school:

- Corporal Punishment
- Alcohol and Other Substances
- Child Abuse and Maltreatment
- Drug Free Workplace
- Firearms in School
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights

Appendix 6: Remote Learning Plan

Hamilton-Fulton-Montgomery BOCES believes that technology is a tool for learning that is student-centered and empowers teachers to meet the curricular needs of all students. Therefore, every classroom is equipped with diverse technologies to support teaching and learning. Every teacher is knowledgeable and skilled in using technology as an integral part of instruction. All BOCES staff use technology to effectively help students attain high standards that prepare them for college and career. All students have access to the technology needed to fully participate in instruction and learning both in school and at home in the event that a Remote Learning Plan is enacted.

When in-person learning is determined to not be in the best interest of the safety and welfare of students and staff, synchronous instruction will occur remotely across all subject areas, special-areas and additional coursework. Student schedules will remain the same whether instruction is in person or virtual so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Remote learning is synchronous instruction, with teachers providing live instruction and lessons to students.

It is a goal of HFM BOCES' Instructional Technology Plan to create Digital Equity. Therefore, when the Remote Learning Plan is enacted, the BOCES will ensure that students have access to the technology and connectivity needed to fully participate in instruction and learning. The information collected as a part of the Digital Equity Survey, as prescribed by NYSED, will serve as a means to assess student access to devices and the internet in their places of residence. HFM BOCES has partnered with T-Mobile Project 10 Million to acquire hotspots for students in need. Additionally, the BOCES has sufficient devices to be allocated to students, based upon need, and the devices in inventory are part of a rolling three-year cycle of replacement.

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To ensure high-quality virtual learning experiences, we will standardize the use of a single online learning platform, a coordinated set of guidelines for teachers to follow when using these platforms with students. Throughout the year, continued and ongoing professional development will be offered to all teachers and support staff that focuses on instructional strategies for teaching and learning in virtual environments.

Students and staff will practice and prepare technology skills throughout the year so as to be prepared for any possible Remote Learning Day. Teachers and students will engage in Remote Learning Days in a way that provides for meaningful learning experiences such as; engaging with other students, online discussions, using technology to enhance formative assessment, viewing videos, and interacting with their teachers.

Remote learning information will be communicated to students and families by posting on the district website and social media platforms; by using Parent Square; by email, and by phone calls from school staff as necessary.