



District-wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts 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.

St. Lawrence-Lewis BOCES continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The District Superintendent of Schools encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.

TABLE OF CONTENTS

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

- A. PURPOSE
- B. IDENTIFICATION OF SAFETY TEAMS
- C. CONCEPT OF OPERATIONS
- D. PLAN REVIEW AND PUBLIC COMMENT

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

- A. PREVENTION/INTERVENTION STRATEGIES
 - *Program Initiatives*
 - *Training, Drills, and Exercises*
 - *Implementation of School Security*
 - *Vital Educational Agency Information*
- B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS
- C. HAZARD IDENTIFICATION
- D. CONSTRUCTION AND CAPITAL PROJECT SAFETY

SECTION III: RESPONSE

- A. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)
- B. SITUATIONAL RESPONSES
 - *Multi-Hazard Response*
 - *Responses to Acts of Violence: Implied or Direct Threats*
 - *Acts of Violence*
 - *Response Protocols*
 - *Arrangements for Obtaining Emergency Assistance from Local Government*
 - *Procedures for Obtaining Advice and Assistance from Local Government Officials*
 - *District Resources Available for Use in an Emergency*
 - *Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies*
 - *Protective Action Options*

SECTION IV: RECOVERY

- A. DISTRICT SUPPORT FOR BUILDINGS
- B. DISASTER MENTAL HEALTH SERVICES

A. Purpose

St. Lawrence-Lewis BOCES District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the St. Lawrence-Lewis BOCES Board of Education, the District Superintendent 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 Safety Teams

As referenced in the previous section, St. Lawrence-Lewis BOCES has appointed a Safety Team consisting of, but not limited to, representatives of administrators, school safety personnel, law enforcement, and other personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Darin Saiff	District Superintendent
James Nee	Deputy Superintendent
Kevin Perretta	Director of Facilities
Nicole Ashley	Director of Financial Affairs
Ray Filley	Safety/Risk Management
Linda Shaw	Health and Safety
Reginald McDonald	Interim Director of Special Education
Lori Sheffield	Director of Career, Alternative & Adult Education
Lori Remington	Director of Technology
Roger Bennett	Board of Education President
Michael Davis	Board of Education Trustee

C. Concept of Operations

- General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each division and serve as the standard operating procedures.
- In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. St. Lawrence-Lewis BOCES is an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual division will be by the Building Emergency Response Team.
- Upon activation of the Building Emergency Response Team, the District Superintendent of

Schools or his designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Cooperative Board.
- 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. In addition, the Building Safety Plans will be sent to the New York State Police, St. Lawrence County Sheriff's Office and the Canton Police Department.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Cooperative Board.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within St. Lawrence-Lewis BOCES. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

St. Lawrence-Lewis BOCES recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the St. Lawrence-Lewis BOCES community.

The district encourages all divisions to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

St. Lawrence-Lewis BOCES will ensure that each division conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training will be conducted for selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. In addition, Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill. The emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.

Implementation of School Security

Routine Precautions by all staff

All staff is expected to immediately report to their respective principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Limited Access

Each division is tasked with implementing this policy while tailoring it to the specific needs of their program. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional/business day.

Once secured for the instructional/business day, the divisions may utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The divisions also utilize a keyless entry / electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

Staff Photo Identification Badges

All St. Lawrence-Lewis BOCES employees are issued photo identification badges that are to be **displayed at all times** while on St. Lawrence-Lewis BOCES property to assist visitors, students and staff in identifying employees as well as possible intruders.

Visitor policy

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

Student Sign-Out Procedures

St. Lawrence-Lewis BOCES is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

Video Surveillance

A digital video surveillance system is in service at St. Lawrence-Lewis BOCES to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at St. Lawrence-Lewis BOCES. These alarms and fire response procedures are tested regularly and consistent with New York State Education Department regulations.

Random Drug Sniffing Canine Search

St. Lawrence-Lewis BOCES may occasionally conduct canine searches throughout the school year.

Vital Educational Agency Information

The District maintains general information located at St. Lawrence-Lewis BOCES, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials.

B. Early Detection of Potentially Violent Behaviors

St. Lawrence-Lewis BOCES recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, St. Lawrence-Lewis BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, newsletters, and the district website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond St. Lawrence-Lewis BOCES personnel to

include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

C. Hazard Identification

The list of sites of potential emergencies include: Main building, playground areas, properties adjacent to the building, buses, off-site field trips, and the commercial areas adjacent to school property. Each individual Building Health and Safety Team has assessed their own division for any unique hazards and has documented them on their respective Building Safety Plans.

D. Construction and Capital Project Safety

Each division under the direction of the Deputy Superintendent for and the Director of Facilities will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Committee, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Facilities, Health & Safety Office, Deputy Superintendent for Instruction, Principals, architect, construction manager, and contractors.

The Committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

Section III: Response

A. Notification and Activation (Internal and External Communications)

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. St. Lawrence-Lewis BOCES maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The methods used for notifications of a disaster or an act of violence include the following possible forms of communication: St. Lawrence County Emergency Services, telephone, e-mail, portable radio system, NOAA weather radio, St. Lawrence-Lewis BOCES website, intercom or PA system, local media, and others as appropriate or necessary.

The plans may specify that in the event of an emergency, or impending emergency St. Lawrence-Lewis BOCES will notify all principals/designees within the complex to take the appropriate action.

St. Lawrence-Lewis BOCES may utilize the resources of the St. Lawrence County Emergency E911 Center to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. St. Lawrence-Lewis BOCES may also use local media in some instances or post information on the BOCES website.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

The District Superintendent is designated as the person in charge – the **Incident Commander** – during the initial response to any emergency at St. Lawrence-Lewis BOCES. The District Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Building Emergency Response Team and the District Emergency Response Team, if needed. If the District Superintendent is unavailable or not on site, the **Designated Alternate** will act in their absence with the same authority and responsibility.

In most instances where this level of school response is warranted, St. Lawrence-Lewis BOCES will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to **contain and manage** the incident until the emergency responders arrive on scene.

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. By contacting St. Lawrence County 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Each Building-level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-level Safety Plan.

Responses to Acts of Violence: Implied or Direct Threats

St. Lawrence-Lewis BOCES policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) may be used by St. Lawrence-Lewis BOCES:

- ◆ 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 District Superintendent/Designee.
- ◆ Contact appropriate law enforcement agency, if necessary.

- ◆ Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

St. Lawrence-Lewis BOCES policies and procedures for responding to acts of violence by students, teachers, other personnel and visitors to St. Lawrence-Lewis BOCES will be included in the Building-level Safety Plans. The following types of procedure(s) could be used by St. Lawrence-Lewis BOCES:

- ◆ Determine level of threat with District Superintendent/Designee.
- ◆ If the situation warrants, isolate the immediate area and evacuate if appropriate.
- ◆ Inform Building Principal/Deputy Superintendent(s)/District 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

St. Lawrence-Lewis BOCES selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-level Safety Plans. The following possible 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

Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Sheriff, Canton Police Department Chief, the Canton Fire Department Chief, the Canton Village and Town Supervisors, and St. Lawrence County Emergency Services.

Procedures for Obtaining Advice and Assistance from Local Government Officials

- ◆ See above

Resources Available for Use in an Emergency

St. Lawrence-Lewis BOCES resources which may be available during an emergency include all of our facilities at the campus and other vehicles and trucks. We can also contact the Village and Town Highway Department for access to heavy equipment and other resources.

Procedures to Coordinate the Use of Resources and Manpower during Emergencies

St. Lawrence-Lewis BOCES will use the Incident Command System to coordinate the use of resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans: school cancellation, early dismissal, evacuation, shelter in place, hold in place, lockout, and lockdown.

Section IV: Recovery

A. District Support for Buildings

After an incident, the Crisis Plan will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Teams and post-incident responders.

B. Disaster Mental Health Services

Mental health services needed will be addressed by the appropriate emergency response team using the Crisis Plan.

SLL BOCES Remote Addendum

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

St. Lawrence-Lewis BOCES relies on our 18 Component Districts to provide computing devices to students. In the event of a remote emergency, it would be up to the districts to disseminate the computing devices to students.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

St. Lawrence-Lewis BOCES relies on our 18 component districts to help support students during instances where internet access was limited. The districts provide students with internet hotspots in order to allow access. In cases where hotspots were not possible, students were provided either written work or work via other means such as materials loaded onto USB sticks.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

St. Lawrence-Lewis BOCES has many different programs through CTE and Special Education. It is up to the program directors and principals in the program to work in conjunction with our 18 components to determine the best course of action for their individual programs. A model of synchronous instruction and asynchronous instruction are listed here to help support the St. Lawrence-Lewis BOCES CTE and Special Education programs meet the needs of our students.

MODEL 1: Synchronous Instruction

Our district's model to be enacted for remote instruction would be best characterized as a synchronous model. In this manner, teachers will be providing video-based instruction to students. Whether from the teachers' homes or from a school-based setting, the teacher will be utilizing their webcam and screen sharing to illustrate materials and provide lectures to students. In this manner, students will be asked to respond in real time whether through the chat function in our video conferencing software, through vocal responses, or through independent work time that is still on the class call. The greatest majority of instructional time will be spent in the manner of synchronous instruction, though students may be released for short periods of time to complete rehearsal activities.

When comparing synchronous to asynchronous instruction, the district aspires to have 80-90% of instructional time be dedicated synchronous instruction. The remaining 10% of asynchronous

work time would not only be utilized for rehearsal activities, it would also serve as an opportunity for breakout room assistance for targeted, struggling students. In this model, our district will adhere to the class schedule that would have been previously established during in-person instruction. Attendance will be taken at the start of each class period through roll call and those students who are present on the call.

MODEL 2: Asynchronous Instruction

Our district's model to be enacted for remote instruction would be best characterized as an asynchronous model. In this manner, teachers will be providing instruction to students through prepared curricular materials. These materials could be teacher generated as time permits or may utilize courseware such as Edgenuity, etc. The greatest majority of instructional time will be spent in the manner of asynchronous instruction, though students will be required to be virtually present on a video conferencing call to note their presence on the digital platform. Starting each class period with a synchronous check-in allows for the teacher to provide synchronous assistance while also keeping a keen eye on the social-emotional wellbeing of every child. If the student is not present in this call, then the district's ability to provide targeted interventions is hindered.

When comparing synchronous to asynchronous instruction, the district aspires to have 80% of instructional time be dedicated to asynchronous instruction. The remaining 20% of synchronous time would commence with beginning of class check ins, both wellbeing and academic progress, but can be continued further through exhibited need.

In this model, our district will adhere to the class schedule that would have been previously established during in-person instruction. Attendance will be taken at the start of each class period through roll call and those students who are present on the call.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

St. Lawrence-Lewis BOCES teachers service students from our 18 component districts containing subgroups of students that do not or cannot receive internet access at home. This consideration has helped to direct a multi-faceted approach to providing students curricular materials.

Our approach to providing access to curricular materials has a two tiered approach. Where at all possible, we seek to provide equitable access to internet connectivity in our students' homes. The actions to be taken in these two tiers will be informed by the canvassing calls initiated less than 24 hours after the decision to go to remote instruction has been made.

TIER 1: Students lacking internet access will be provided a mobile hotspot free of charge from their home district.

TIER 2: For students that do not have cellular connectivity in their homes where technology usage would be inappropriate, St. Lawrence-Lewis BOCES will work with the home district which will utilize transportation personnel to establish drop off routes for the work. To make this tier feasible, teachers will need to submit hard copies of their curriculum one week in advance.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

St. Lawrence-Lewis BOCES aspires to create support services that mimic the in-person environment to the greatest extent possible. Utilizing the previously established student schedule, the student will continue to receive these services in the same time increments (days per week and time per session) in accordance with their IEP. These services seek to utilize synchronous video instruction. In the cases of resource room, academic intervention services, and speech, this transition can greatly parallel the services provided in person via these means. Services for occupational therapy and physical therapy would enlist the assistance of caregivers where possible and seek to utilize means that students would find in their home as opposed to specialized equipment. Where practical, the district will provide specialized equipment in the home to facilitate OT/PT sessions.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.