

OWEN D. YOUNG CENTRAL SCHOOL DISTRICT-WIDE SCHOOL SAFETY PLAN

**PROJECT SAVE
(Safe Schools against Violence in Education
Commissioner's Regulation 155.17)**

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts 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 School (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. This document describes the process used by the district in developing this school's safety plan; including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individual needs of the district, in keeping with the intent of Project SAVE.

The Owen D. Young Central School District supports the SAVE Legislation and intends to continue to engage in 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 Owen D. Young District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the 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 School Team

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

| MEMBER'S NAME | TITLE |
|----------------------|-----------------------------------|
| Brennan M. Fahey | Superintendent |
| Cory Pike | Assistant Principal |
| Fred Seifried | Business Manager |
| Wanda Armstrong | Assistant to Superintendent |
| Linda Tharp | Board President |
| Lisa Wilber | President of Teachers Association |
| Kristi Baggetta | Elementary Teacher |
| Suzanne Giachetti | School Nurse/parent |
| Rob Walker | Facilities Director |
| Michael Tasovac | School Resource Officer |

C. Concept of Operations

- The Owen D. Young District-wide School Safety Plan is directly linked to our Building-level Emergency Response Plan which contains additional information that is not accessible to the public for security reasons. Although the District is considered a single instructional building, additional plans and/or procedures will be established for the Teacherage, the Business Office, and separate elementary and secondary areas as necessary. Elements of the district-wide plan including staff development, drill and exercises and response actions will be developed as appropriate to the student population in each of these areas. The Building-level Emergency Response Plan is found in Appendix 2.
- The district-wide plan has been developed based on the State Education sample outline in the Project SAVE guidance document and resources provided by the Oneida-Herkimer-Madison BOCES Safety Office. The members of the District-wide School Safety Team listed above have reviewed and revised this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development and maintenance.
- In the event of an emergency or violent incident, the initial response to all emergencies will be conducted by the School Emergency Response Team utilizing those members who are appropriate to the location and scope of the emergency. The Superintendent will be notified of all emergencies. His or her designee, will then notify local emergency officials as needed.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan (minus Appendix 2) 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 Board of Education.
- 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 will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the District Office at Owen D. Young Central School.

Section II: Risk Reduction/Prevention Strategies

A. Program Initiatives

The district has established the following programs and activities for improving communication among students and between students and staff and to facilitate the reporting and evaluation of potentially violent incidents:

- Non-violent conflict resolution training programs,
- Peer mediation programs,
- Extended day and other school safety programs,
- Youth-run programs,
- Creating a forum or designating a mentor for students concerned with bullying or violence,
- Establishing anonymous reporting mechanisms for school violence, and
- Threat Evaluation Team

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; live drill; and Emergency Management Team exercise.

- When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. The following drills and/or exercises will be conducted in the 2021-2022 school year:

| DATE | DESCRIPTION OF DRILL/EXERCISE |
|------|----------------------------------|
| | |
| | |
| | |

- Attached is a description of duties for school safety personnel acting in a school security capacity. Included are copies of any collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including training to de-escalate potentially violent situations.

Refer to Attachment – School Crisis Team Procedures

Refer to Attachment – American Red Cross Mass Care Facility Information

Implementation of School Security

- The district has conducted a security review of the facility with the assistance of local law enforcement and/or the Oneida-Herkimer-Madison-BOCES Safety Office, and has determined that the following security measures should be adopted where appropriate: entrance guard; hall monitor; visitor badge/sign-in procedure; video surveillance; resource officer; security audit; and random search.

Vital Educational Agency Information

- In an emergency, the Superintendent may be responsible for contacting other educational agencies in the district. The following chart contains information about each educational agency located in the school district, including: school population, transportation needs, and the business and home telephone numbers of key officials of each such agency.

| SCHOOL | CONTACT | PHONE # | # OF PUPILS | NEEDS |
|--|--|---|----------------|----------------|
| BOCES Preschool (housed at ODY) | Mrs. Christina Ostrander (Teacher) Mrs. Jodie Drake (Assistant) | (315) 858-2221 ODY Preschool (315) 822-3421 (315) 822-6434 | 14 | Transportation |

B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data cautions against profiling students who have the potential for violence; however, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District, therefore, will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors, and train all staff in how to identify early warning signs in students and in early intervention/prevention strategies.

C. Hazard Identification

The District has identified the following sites of potential emergency or potential emergency situations:

| SITE/SITUATION |
|-------------------------|
| Instructional buildings |
| Business Office |
| Athletic fields |
| Swimming pool |
| Nature trail |
| Buses |
| Off-site field trips |
| Playground areas |
| Roadways |

Section III: Response

A. Notification and Activation (Internal and External Communications)

- In the event of a violent incident, the Superintendent/Building Principal will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and those individuals who are authorized to contact the law enforcement agencies is included in the appendix of the Emergency Response Plan.
- In the event of a disaster or an act of violence, all educational agencies within the school district will be notified using one or more of the following mechanisms:

| | |
|-----------------------|--------------------|
| Telephone | Intercom |
| Fax/Email | Local Media |
| District Radio System | NOAA Weather Radio |

In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take the appropriate action.

- Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media in some instances, or by using emergency contact cards provided by parents, which are updated at the beginning of each school year.

B. Situational Responses

Emergency Response

The District's emergency response plans are outlined in the Building-level Emergency Response Plan for security reasons. They include the following situations:

| | |
|-------------------------|-----------------------|
| Threats of Violence | Intruder |
| Hostage/Kidnapping | Explosive/Bomb Threat |
| Natural/Weather Related | Hazardous Material |
| Civil Disturbance | Biological |
| School Bus Incident | Radiological |
| Gas Leak | Epidemic |

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school: The Building-level plan includes specifics to potential emergency situations which would require these responses.

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

The district will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plan. The following types of procedure(s) have been considered:

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

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the Building-level Plan. The following protocols are provided as examples:

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

Arrangements for Obtaining Emergency Assistance from Local Government

- In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response.
- On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will contact the County Emergency Management office for advice and assistance for implementation of Article 2-B of the Executive Law. A list of emergency response agencies including the Red Cross, fire department, police, mental health services, hospitals, private industry, private individuals, and religious organizations is included in Appendix 3; Procedures in the Event of a Crisis (Page 13).

District Resources Available for Use in an Emergency

During an emergency, the District has the following resources available:

| EQUIPMENT | LOCATION |
|--|-----------------|
| School Buses | On-Site |
| Fire-Evacuation Alarm w/ Battery Back-up | All Buildings |
| Cafeteria w/ Food Supply | Main Campus |
| Water Resources: Otsquago Creek | On-Site |
| Swimming Pool | On-Site |
| Fire Hydrants | On-Site |
| Elevators/Lifts for Handicap Evacuation | Main Campus |

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The following persons are available to assist in the event of an emergency:

| NAME | ROLL, SKILL, OR ASSIGNMENT |
|--------------------|--|
| Brennan M. Fahey | Chief Executive |
| Cory Pike | Assistant Principal, First Aid – CPR (Certified Trainer) |
| Suzanne Giachetti | Registered Nurse |
| Guidance Counselor | Student Intervention |
| Eva Allegretti | Assist Special Needs Students |
| Denise Hayes | Assist Special Needs Students |
| Wanda Armstrong | 911, Parent, Media Facilitator |
| Tonya Toner | Cafeteria |
| Fred Seifried | Business Manager |
| Michael Tasovac | School Resource Officer |

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
 - Early dismissal
 - Evacuation
 - Sheltering
- School cancellation
- Monitor any situation that may warrant a school cancellation
 - Make determination
 - Contact local media
- Early Dismissal
- Monitor situation
 - If conditions warrant, close school
 - Contact Transportation Supervisor or arrange transportation

- Contact local media to inform parents of early dismissal
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
- Determine the level of threat
 - Contact Transportation Supervisor to arrange transportation
 - Clear all evacuation routes and sites prior to evacuation
 - Evacuate all staff and students to pre-arranged evacuation sites
 - Account for all student and staff population. Report any missing staff or students to the Building Principal
 - Make determination regarding early dismissal
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
- Sheltering sites (internal and external)
- Determine the level of threat
 - Determine location of sheltering depending on nature of incident
 - Account for all students and staff
 - Report any missing staff or students to designee
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs
 - Take appropriate safety precautions
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
 - Retain appropriate district personnel until all students have been returned home

Section IV: Recovery

A. District Support for Buildings

The District has established Building-level Emergency Response Teams and Crisis Response Teams for both the elementary and secondary programs.

B. Disaster Mental Health Services

- The district office will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Team(s) as outlined in the District Crisis Response Team's procedure plan.
- During the recovery phase of the incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

Appendix 1:

Listing of all school buildings covered by the District-wide School Safety Plan with contact names and telephone numbers for building staff.

| <u>School Building</u> | <u>Contact Person</u> | <u>Phone Number</u> |
|----------------------------------|--|----------------------------|
| Main Campus | Brennan M. Fahey Superintendent of Schools | 315 858-0729 (school) |
| BOCES Preschool Housed at ODY | Christina Ostrander Teacher Jodie Drake, Assistant | 315 858-2221 (school) |
| O.D.Y. Business Office | Fred Seifried | 315 858-0336 (office) |

Appendix 2:

A copy of the Building-level Emergency Response Plan is attached to this plan. Copies of the plan will be filed and accessible in the following locations:

District Office

Superintendent's Office

Business Office

Guidance Office

Physical Education Office

Appendix 3:

Attached are agreements relevant to the implementation of the District-wide School Safety Plan and, where appropriate, Building-level Emergency Response Plan.

Owen D. Young Central School Procedures in the Event of a Crisis

Incident Command System Organization Chart

NYS Emergency Management Contact and Resource Information

American Red Cross Facility Plan

OWEN D. YOUNG CENTRAL SCHOOL PROCEDURES IN THE EVENT OF A CRISIS

- I. When news of a crisis is received, the Superintendent will call the police or family to verify the information.
 - A. If appropriate, inform the family of the school's crisis procedure; ask for their input as to how they would prefer information to be shared. If needed, arrange for notification, transportation, and accommodation of family members at school.
- II. Superintendent will confer with Crisis Team members to determine if crisis plan should be implemented. If a decision is made to implement the plan, the Crisis Team will meet to do the following:
 - Review plan
 - Clarify responsibilities (media, family, liaisons, etc.)
 - Determine who needs to be notified, how, and where
 - Prepare accurate statement of facts to be shared with staff and students
 - Designate counseling center
 - Designate crisis center (with phone access)
 - Notify Board of Education members
 - Contact appropriate resource people (Appendix B)
 - Inform secretaries to refer any crisis-related calls to the Superintendent
 - Plan for staff meeting
 - If crisis occurs during the day, arrange for notification of entire staff and for meeting after school.
 - If after hours, arrange for entire staff meeting next morning (phone tree list: Appendix C).
 - Determine if substitutes are necessary.

III. Staff Meeting

- Provide the staff with accurate information and dispel rumors
- Provide opportunity for staff to express emotion
- Outline policies and procedures to be followed in subsequent days and weeks
- Identify resources for both students and staff to use in dealing with their grief; arrange for delivery of services
 - Counseling center
 - Resource people
 - Reading materials
 - Agencies
 - Substitutes
- Provide written statement to be shared with students
- Determine if tests or other activities should be postponed
- Ask for names of students and staff most likely to be affected (family members, close friends). Be sure no one is left out. Refer to profile of at-risk students (Appendix D) and guidelines for dealing with student grief (Appendix E)
- Arrange for next staff meeting
- Notify staff of media liaison person

IV. Subsequent Staff Meetings

A. Provide information:

- i. dealing with grief: students, staff, their own
- ii. compile list of at-risk students
- iii. delivery of services
- iv. funeral arrangements and possible release time
- v. meeting with students in small groups, classes

B. Seek feedback to evaluate procedure and provide needed services.

V. Subsequent CRT Meetings

- A. Prepare mailing to parents if appropriate
 1. include list of resources, stages of grieving
- B. Plan small group/class meetings with students
- C. Identify at-risk students
- D. Contact parents of students visiting crisis center
 1. offer guidance on how to handle students at home
 2. review list of outside resources

APPENDIX A: CRISIS RESPONSE TEAM MEMBERS

Brennan M. Fahey, Superintendent
Cory Pike, Assistant Principal
Alicia Soper, Guidance Counselor
Eva Allegretti, Special Assistance Teacher
Rob Walker, Facilities Director
Suzanne Giachetti, School Nurse

AD HOC MEMBERS:

Wanda Armstrong
Lisa Wilber
Christine Tucker

APPENDIX B: CRISIS RESPONSE AGENCIES

| | |
|---------------------------------|---|
| Ambulance | 911 or (315) 866-0974 |
| Fire Department | 911 |
| Police Department | 911 |
| Poison Control Center | 1-800-222-1222 |
| Main Office (Owen D. Young CS) | (315) 858-0729 |
| Herkimer Co. Sheriff's Dept. | (315) 867-1252 |
| Health Department – Herkimer | (315) 866-6879 |
| VH Millpond Community Center | (315) 858-5308 (President Carol Mulcrone) |
| VanHornesville Methodist Church | (315) 842-2060 (Pastor Barnes) |

Mohawk Valley Psychiatric Center, Crisis Intervention Services
205 N. Main Street, Herkimer, NY 13350
Phone # (315) 866-7630 (Out reach)

Herkimer County Mental Health Clinic
301 N. Washington Street, Suite 2470
Herkimer, NY 13350
Phone # (315) 867-1465

Mental Health Crisis Hot Line
St. Elizabeth's Hospital
2209 Genesee Street
Utica, NY 13501
Phone # (315) 732-6228

Emergency/Trauma Department
Mary Imogene Bassett Hospital
One Atwell Street
Cooperstown, NY 13326
Phone # (607) 547-3355

Mohawk Valley Psychiatric Center
1400 Noyes at York
Utica, NY 13501
Phone # (315) 738-3800

Oneida County Mental Health Center
Judd Road
Oriskany, NY 13424
Phone # (315) 768-4744

APPENDIX C: PROFILE OF HIGH RISK STUDENTS

1. Depressed mood or chronic crying
2. Decline in school performance
3. Verbal or internet expressions about one's own death
4. Giving away important personal possessions
5. Use of alcohol or other drugs
6. Sudden lifting of severe depression
7. Recent withdrawal from counseling or therapy
8. Purchase of knives, guns or rope
9. Verbal written communications which appear to be "good-bye" messages
10. Expression of guilt feelings
11. Violent, aggressive behavior
12. Exaggerated mood swings or dramatic changes in behavior
13. Running away
14. Talking about revenge or getting even with parents
15. Confusion and despair resulting from sudden death or suicide of a peer
16. Eating disorders – changes in eating habits
17. Sleeping disorders – insomnia or sleeping all the time
18. Low energy level, chronic fatigue
19. Decreased productivity or effectiveness
20. Pessimism about the future or brooding about the past
21. Loss of interest in formerly pleasurable activity
22. Reactions that seem inappropriate to the situation
23. Statements of inadequacy or low self-esteem
24. Social withdrawal – pulling away from friends
25. Irritability, belligerence, rebelliousness
26. Neglect or personal appearance
27. Physical complaints or psychosomatic complaints
28. Preoccupation with illness, death, or catastrophic events
29. Decreased attention, concentration, confused thinking
30. Spending too much time in delusional or fantasizing behavior

APPENDIX D: GUIDELINES FOR DEALING WITH STUDENT GRIEF

So many times in these situations, people feel that professional counselors should be brought in. It is important to remember that the first and best counselor for any student is a person who knows them well and cares about them. For most students, you, the teacher, are the second most significant person in their lives. Put yourself in the student's shoes. You have just lost somebody very dear to you in a tragic accident. Who would you seek out for comfort? Most of you would go to a mother, father, grandparent or teacher, somebody you have developed a relationship with and trust, not a stranger. Don't exclude yourself because you lack special training. You have ears to listen, eyes to say "I care" and, in an appropriate situation, arms that hug. If you have questions, certainly ask our professional counseling staff, or if you feel the student is entering a serious crisis, refer them.

1. You are encouraged to allow for the expression of grief in your classroom in whatever extent you feel comfortable with. For example, often after a tragedy, students will have many feelings and questions, but they may not feel comfortable openly expressing them. As a teacher, you can say how you feel and serve as a model that it is okay to talk about how you feel. This should only be done if you are comfortable doing so.
2. You are asked to dispel rumors whenever possible, and to discourage any glorification of the event.
3. Reassure the students to discuss their feelings with their parents or guardians.
4. Encourage students to discuss their feelings with their parents or guardians.
5. Respect the validity of all feelings expressed (sorrow, anger, denial, etc.). However, avoid glorification or attributing of "here" status to the act of suicide.
6. Please don't say meaningless platitudes. "I know how you feel" is not as effective as saying how YOU really feel or reflecting back what the student has said; "You're angry with Sam for taking the easy way out and leaving you alone."
7. Encourage students to support each other, and to escort any friend who is upset to the crisis centers.
8. If the guidelines given are not sufficient for dealing with a particular student, and the student appears to be unduly upset and unable to continue in class, that student should be escorted to the crisis center by a trustworthy peer. You should then inform the center that the student should be expected to report the office.

