

**DISTRICT-WIDE
SCHOOL
SAFETY PLAN**

2010-2011

**BLIND BROOK-RYE SCHOOL DISTRICT
390 NORTH RIDGE STREET
Rye Brook, New York 10573**

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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. All schools are at risk from a variety of acts of violence and natural and technological disasters. To address these threats the Blind Brook Public Schools established its Emergency Management Plan during the early 1980's. The Plan was reviewed annually with appropriate District personnel, as well as coordinated with outside agencies during this period.

In 2001, the State of New York enacted the Safe Schools against Violence in Education Law (PROJECT SAVE), 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. The Blind Brook Public Schools drafted its initial plan in 2001 and now presents revisions to enhance its practices leading to a safer environment for students, faculty and staff. Appended to this Plan is the New York State Homeland Security System for Schools document issued in April 2003. It provides general guidelines for school officials to use in making decisions relative to school safety and emergency crisis planning and was used in preparing this Plan.

This District-Wide School Safety Plan follows appropriate NY State Education Department (SED) guidelines, the existing Emergency Management Plan and materials provided through SED. The District's revised plan contains the required sections with procedures. This plan will be reviewed and revised annually.

Purpose

While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors; it is not to try to match a student to a predetermined "profile".

This School District supports the SAVE legislation, and has been engaged in the planning and implementation process each year since its adoption. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Identification of School Teams

The School District has created a Schools Safety and Emergency Response Team, (SSERT), consisting of, but not limited to, representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The hiring and screening of school safety personnel follow civil service procedures and employees must meet the requirements of their respective job description (see Appendix A). All school employees are subject fingerprint and background checks pursuant to SAVE regulations. The members of the team and their positions or affiliations are as follows:

- School Board Representative – Hon. Mr. Steven M. Kaplan
- Teacher Representative – Steven Giglio
- Parent Organization Representative – Judy Sarch and Kevin Chason
- Student Representative – *Pending*

Administrative Representatives:

Mr. William Stark, Superintendent of Schools
Dr. Jonathan Ross, Assistant Superintendent (Emergency Coordinator)
Gina Healy, High School Principal
Karen Bronson, Middle School Principal
Deborah Wiesel, Ridge Street Elementary School Principal
Jane Wermuth and Tracy Taylor, Assistant Principals

Other Groups:

Nurses – Hildie Kalish and Nancy Garretto
School Safety Monitors – David Centofanti
Maintenance Foremen – Vincent Camporeale
Village of Rye Brook – Lt. Eugene Matthews

Elements of the Comprehensive School Safety Plan

The school safety plan includes the following important elements to ensure its appropriateness and effectiveness:

- Identification of sites of potential emergencies.
- Plans for responses to emergencies including school cancellation, early dismissal, and evacuation and sheltering.
- Responses to an implied or direct threat of violence.
- Responses to acts of violence.
- Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- Designation of the Chain-of-Command (Incident Command)
- Plans to contact parents and guardians
- School building security
- Dissemination of information regarding early detection of potentially violent behavior.
- Plans to exercise and conduct drills to test the Emergency Response Plan including review of tests.
- Annual school safety training for staff and students.
- Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- Strategies for improving communication and reporting of potentially violent incidents.
- A description of the duties of school monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- Documentation and record keeping

The District-wide School Safety Plan is directly linked to the individual building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual building-level Emergency Response Plans. The Superintendent of Schools or Emergency Coordinator will provide direct support and guidance to the respective building-level team after any incident. All available local, county, and state resources will be utilized to provide the appropriate support.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Safety & Emergency Response Team.

It is important to prepare a threat assessment strategy so that when a threat occurs, everyone will know there is a policy and understand what actions to take. Threats are alarming statements or behaviors that give rise to concern about subsequent violence. Possible threat assessment strategies are:

1. Maintain a School Safety & Emergency Response Team that would be called in to assess the credibility of, and needed response for, serious threats. The team should include school district administrators, legal counsel (when required), and representatives from law enforcement. It might also include security personnel, mental health professionals, threat assessment experts, and any other person who could contribute in a meaningful way. Normally, the permanent members of the SSERT would be the School Site Safety and Violence Prevention Committee, Crisis Planning Team, and/or Crisis Management Team.
2. Define the nature and scope of threats that should and should not invoke the involvement of the SSERT Team. The range of threats may include bomb threats, threats against children by parents/guardians in custody battles, personal vendettas between students or gangs, threats against teachers or staff involved in domestic conflict, threats of retaliation, efforts to intimidate, and any other type of alarming behavior that involves members of the school community or its property.
3. Establish a policy to assure that reports of threats submitted from both inside and outside the school are routed to the appropriate administrator and investigated.
4. Establish procedures for recording and monitoring threats. Guidelines pertaining to what information should be included in threat incident reports are presented below.
5. Ensure cooperation between law enforcement and school authorities in collecting and preserving evidence of threats.
6. Evaluate situations when a threat has been made and if warranted, notify the potential victims.
7. Consider the costs and benefits of providing increased protection to threatened persons. Possible actions include transferring potential victims to another school or providing them with additional means to signal distress, such as cell phones or emergency transmitters.

8. Determine what additional security measures, if any should be put in place after a threat. Changes might include requesting additional police patrols, hiring security guards, locking doors (in compliance with fire regulations), adding video monitors, or taking other appropriate precautions.
9. Counsel potential victims about the various civil and criminal options available to them, such as obtaining a restraining order. The potential reactions of the offender should be considered in whether or not to seek a restraining order. Additional security precautions should be taken if the offender is likely to respond negatively to the intervention chosen, especially during the period immediately following the initial application of that intervention.
10. Learn what procedures should be taken to screen mail and packages left on school sites after a threat has been made. The District shall contact the U.S. Postal Service, local police, or the Bureau of Alcohol, Tobacco, and Firearms for guidance.
11. Establish policies for releasing any threat-related information to either the school community or media, giving consideration to the potential consequences of choosing to, or not to, disseminate information pertaining to serious threats.

Upon the activation of the School Safety Emergency Response Team (SSERT), the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials (Rye Brook Police and Fire Departments) will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

Threat Assessment Guidelines

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g., students, staff, teachers, and others) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant. The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service's National Threat Assessment Center (NTAC). They were developed primarily for preventing the assassination of public officials so they may not be applicable to all school situations.

To identify threats, school officials are advised to:

- Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.
- Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may

have engaged in “attack-related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

1. What motivated the individual to make the statement or take the action that caused him/her to come to attention?
2. What has the individual communicated to anyone concerning his/her intentions?
3. Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
4. Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
5. Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?
6. How organized is the individual? Is he/she capable of developing and carrying out a plan?
7. Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
8. Corroboration: What is the individual saying, and is it consistent with his/her actions?
9. Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
10. What factors in the individual’s life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

Prevention - The Role of School Administrators, Teachers, and Staff

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. School administrators should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and administrators set the climate of safety within schools, teachers especially must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school. To assist in developing awareness and provide training in the early detection of potentially violent behaviors the District provides annual training for faculty and staff who are

members of the school safety team. This training has been conducted by BCL Solutions and the Southern Westchester BOCES in recent years. There is also a communication mechanism in place to inform of potentially dangerous individuals and circumstances via electronic parent and staff communications (sendwordnow.com) as well as via cable television and radio resources.

School Security

The level of physical security may need to be modified in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary, middle, and high schools.

Administrators should initiate a comprehensive security assessment survey of their school's physical design, safety policies, and emergency procedures. The assessment should be conducted in cooperation with law enforcement, school safety monitors, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students, and other school community members. Using the conclusions of that survey, administrators should assign a (SSERT) composed of all of the above representatives to develop a comprehensive security plan (School Site Safety Plan). Based on each school's needs, school safety plans may include some or all of the following suggestions:

The Blind Brook Safety Plan includes the following Procedures and Practices:

- a. Utilize police officers provided by the local law enforcement agency who are knowledgeable of school operations and familiar with students and staff. These officers will provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged, so that students and police officers develop rapport.
- b. Utilize paid, trained personnel hired specifically to assist teachers and administrators in monitoring student behavior and activities. Continuity of monitors within schools should be encouraged to facilitate good rapport with students. The number of monitors used should be based on the number of students, the extent of problems at the school, and the space and layout of school grounds.
- c. Encourage school personnel to greet strangers on campus and direct them to sign in if they have not. Also instruct school personnel to report visitors who have not signed in.
- d. Require staff to carry with them and/or wear their school photo IDs during school and at all school-related activities.
- e. Consider creating a closed-campus or partially closed-campus policy that prohibits students from leaving campus during lunch.
- f. Establish a cooperative relationship with law enforcement and owners of adjacent properties to the school that allow for joint monitoring of student conduct during school hours.
- g. Encourage neighboring residents and businesses to report all criminal activity and unusual incidents.

- h. Continue providing and making use of alarm, intercom, cell phone, building paging and two-way radios.
- i. Consider, as needed, employing outside security personnel during school functions as is the current practice when assistance with large school events mandates it.
- j. Patrol school grounds, especially in areas where students tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards. This is done by designated school administrators.

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures)
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All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented on the Violent and Disruptive Incident Report (VADIR) Form. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Rye Brook Police Department and other emergency response agencies at the building level. Representatives from these agencies should participate on Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per School Building Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Building-Level School Safety Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members.

Student Rules

Student rules must be communicated, understood, and consistently enforced. They also must comply with constitutionally guaranteed due process procedures. Said rules are published in the annual Family Guidebook (pages 36-60) that every student receives each September (see attachment for a copy of these rules and e) below).

- a) Establish rules of conduct pertaining to improper student behavior using input from students, parents/guardians, staff, public safety officials, health providers, and legal counsel. Code of conduct must be in place.
- b) Annually review, and if needed, revise rules of student conduct.

- c) Ensure that all rules have a purpose that is clearly understood. They should be clear and communicated to all students in both written and verbal formats. Students' comprehension of the rules should be assessed.
- d) Post summaries of rules of student conduct in classrooms and throughout the school.
- e) Send rules home to be read by students and parents/guardians. Include an acknowledgment form for students and parents/guardians to sign and return to the school. Hold meetings to communicate rules to parents/guardians, and to the extent practicable, make sure they understand them. Invite parents/guardians to call if they have questions about the rules.
- f) Communicate rules, in alternate languages as may be needed for each school's population.
- g) Apply rules in a consistent manner. Have pre-established consequences for rule violations.
- h) Develop a consistent, timely, and effective means to notify parents/ guardians of rule violations and consequences.
- i) Establish clearly defined rules and appropriate consequences for all types of harassment, intimidation, and disrespect. Rules should cover adult and student behavior at all school events. Parents/guardians and teachers need to act as positive role models for students.
- j) Suspend and recommend expulsion of students and dismissal or discipline of staff for serious rule violations as contained in the district code of conduct.

Programs to Reduce Isolation and Alienation and to Promote Respect

School administrators and teachers will work through a committee (i.e., Committee for Respect and Tolerance) to identify and support implementation of programs that increase positive self-respect and respect for others. In general, these programs should:

- a) Establish standards for how people should treat each other.
- b) Promote and ensure that classroom standards are consistent with school and district policies.
- c) Ensure classroom standards are reviewed in class and that a copy is sent to the parents/ guardians.
- d) Establish better lines of communication with students who may feel alienated or isolated and/or have low self-esteem.
- e) Increase the number and diversity of positive extra-curricular activities available to students.
- f) Help students become more successful in achieving desirable short- and long-term goals and increase the likelihood that their progress is recognized and rewarded.
- g) Teach students how to resist others' efforts to intimidate or isolate them.
- h) To continue community service projects at all levels.
- i) Model and reinforce values such as learning, respect, character, and cooperation.

- j) Encourage students to work together through the use of cooperative learning techniques such as team projects.
- k) Encourage the contemplation of core values (respect, responsibility, trust, sharing, etc.) through the use of age- and curriculum-appropriate writing assignments and class discussions.
- l) Encourage students to become actively involved in the school community.
- m) Recognize and reward students who exhibit positive and responsible behavior.
- n) Offer troubled and withdrawn students, including victims, help outside of class with schoolwork and personal problems.
- o) Develop a climate that encourages open communication between students and adults. It should maximize the options by which students can transmit their concerns about violence to school personnel, foster an environment of trust, and be sensitive to their fears of retaliation.

Plan Review and Public Comment

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Emergency Response Team (SSERT), with technical assistance from appropriate agencies. The required annual review will be completed each year before its adoption by the Board of Education.

Pursuant to Commissioner’s Regulation 155.17 (e) (3), the outline of this plan will be made available for public comment 30 days prior to its adoption. The plan must be formally adopted by the Board of Education. The minutes will reflect the public comment notice and Board approval of the plan.

While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

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. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

Program Initiatives

Listed below are programs and activities the District may utilize for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

Violence Prevention Programs

Name of Program	Elementary School	Middle School	High School
Character Education	X	X	X
Peer Mediation		X	X
Crisis Intervention	X	X	X

Training, Drills and Exercises

All District personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the District's multi-hazards emergency plan on an annual basis during one or more Superintendent's Conference Days. The orientation will focus on the district policies and procedures for fire evacuations and emergency response codes, procedures, emergency communications and the District's incident command system (substitute teachers and teacher aides will receive a fact sheet on the District's policies and procedures upon initial assignment).

- Emergency procedures will be practiced on an annual basis as part of a regularly scheduled staff meeting to test the District's communication system.
- Fire drill procedures will be practiced a minimum of 12 times per school year. These procedures will follow the Commissioner's regulations. All fire drills will be unannounced with the exception of the first drill in September.
- The District will conduct one early go-home drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures annually.
- The emergency plan for sheltering in the event a severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test alerting and warning procedures, as well as communications procedures, staff procedures and the movement of students to designated areas within the school building.
- The District will conduct one drill and/or exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.
- Following a program orientation, drill and/or exercise, participants will forward their observations to their "School Safety & Emergency Response Team" representative for further review and/or discussion. If immediate action is needed, the Building's Principal will be notified in order to take corrective action. The "Building Safety Committee" will review post-action reports and forward their recommendations and suggestions to the "District Wide Safety Committee".
- School monitors and other essential building personnel will be trained on an annual basis. Training shall be conducted by the Southern Westchester BOCES safety coordinator and/or by outside consultants such as BCL Solutions, Inc. (see attachment for examples of training materials).
- All school safety personnel will take the Violence (SAVE) Workshop, which consists of two hours of training in school violence prevention and intervention. This is an online course available at <http://www.violenceworkshop.com/>

Hazard Identification

Faculty and/or staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and, if needed, to control any potential hazards associated within their work area. All concerns should be forwarded

to a member of the facility's safety committee for further review. If immediate action is needed, the building's principal should be contacted directly.

The District will continue to coordinate with outside emergency response agencies at the local/county levels and the NY Schools Insurance Reciprocal (NYSIR) Safety Inspector to evaluate potential hazards associated in transporting and/or educating the children within our District. See "Building Level Response Plans" for a list of specific hazards associated with each building.

Notification and Activation (Internal and External Communications)

General Guidelines:

In the event of a violent incident, "Preplanned Emergency" procedures will be implemented immediately. The Building Level Response Plan will be used to call 911. If at all possible use a land-line telephone when making emergency notification calls.

In the event of a weather emergency, central office will alert whenever possible District personnel by telephone chain and/or fax for the need to seek shelter. "Building Level Response Plans" will be followed to alert faculty, staff, students and guest as designated within each plan. The Rye Brook Police Department will be notified.

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on School-Building Safety Teams. These individuals and appropriate means of contact are documented in the Building-Level Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system (Sendwordnow.com). However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each School Building Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the School Building Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning

to the building and false bomb threat prevention are addressed in the Building Plan. The Bomb Threat Call Checklist must be available at all main phone desks.

Hostage Taking:

The School Building Emergency Response Plan procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911 (9-911 when using MS/HS land lines).
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The School Building Emergency Response Plan procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- If the situation escalates, plain language will be utilized to notify all teachers to lock doors. Once the alert is announced, administrators will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

The School Building Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.

- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, when a student has not arrived at school, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System
- Determine the level of threat
- If necessary, isolate the immediate area and evacuate if necessary
- 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

Response protocols to specific emergencies will vary but usually will include the following:

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

Rapid Response Crisis Kit

Each school building will organize a Rapid Response Crisis Kit containing:

- Master Key(s)
- Blank nametags or identification vests
- Classroom telephone directory
- Complete student roster
- Bell and bus schedules
- Current yearbook or class photos
- Daily attendance list

After-school Safety and Security Issues

The Blind Brook-Rye UFSD Board of Education supports the use of school facilities for after-school activities and weekend use by community members and organizations. Schools are a part of the community and community ownership in schools plays a role in school safety.

An Expectation of Safety

While schools should be accessible to members of the school community for extracurricular activities and community use, there is also a reasonable expectation for the safety and security of facility users by students, staff, parents and community members. Practices of years past in many schools have included allowing school doors to be open and after school activities to carry on with only the program sponsors and evening custodial personnel officially on duty in the building. Unfortunately most, if not all, schools have some level of potential risk and, while the threat level may vary school to school and community to community, school and community officials must take safety and security into account when allowing such activities to occur at school facilities.

Reducing After-School and Weekend Risks

Wide open doors and facilities, limited (if any) supervision, and leaving the school on “auto pilot” simply are not options in today's society. Although we cannot prevent every potential crime and act of violence, school and community officials should explore ways to reduce risks and to prepare for managing those incidents which cannot be prevented. Some specific steps to consider might include:

- Reduce the number of open doors that are accessible to outsiders once the normal school day has ended (of course, reduced access should also be a part of day-time school security procedures, too).
- Concentrate (as best possible) after-school and weekend activities in limited areas of the building. If at all possible, avoid having activities spread out all over the school. If you do have multiple activities taking place, try to identify ways to contain them to their designated areas.
- Block off sections of the building not being used for after-school activities in accordance with fire code standards and good common sense.
- Build into contractual agreements with community organizations and other non-school event sponsors specific security requirements (supervision, security personnel, etc.) that must be in place as part of your agreement in allowing them to use school facilities.
- Assign dedicated personnel to schedule and coordinate after-school activities and community use of the building. Keep written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures, and related issues.
- Adult supervision is one of the most critical elements to adequate after-school and weekend facility safety. It is unreasonable and unfair to rely upon after-hours custodial personnel, who are already working in the school to clean the building and who understandably lack training, to officially provide security services. Dedicated personnel may range from an overall activities coordinator to specific school security personnel and/or law enforcement officers, as appropriate.
- Build fees into after school facility use agreements for non-school organizations that use school facilities, including community organizations. Many schools charge reimbursement fees for custodial/cleaning personnel. Why should supervision and security be any less important?
- Develop, test and train staff on emergency/crisis preparedness guidelines for after-school and weekend hours just as should be done for regular school hour operations. Include coordination with public safety agencies for after-school and weekend situations.
- Conduct crime prevention, security and crisis preparedness training and awareness programs for after-school and weekend staff, volunteers, community organizations and facility users.
- Conduct security assessments to identify how security equipment may be used as a supplement to (not a substitute for) supervision and other risk-reduction measures. Such equipment might include measures such as surveillance cameras to deter and record activity, keycard access to control staff access to restricted areas, locks and alarms for high-value and high-risk areas, communications equipment for custodial personnel and activity coordinators, access to phones for after school users to use in an emergency, adequacy of interior and exterior lighting (including parking lots), and related strategies.

Other strategies may also be employed. The specific needs and actions will vary based upon the unique nature of each school, the school district and community.

Chain of Command and Duties

The Superintendent of Schools shall be responsible for contacting media and for deciding on school closings. The Superintendent's Office is to be the contact as part of the General Procedures as listed in the School Safety Plan. When calls are directed to the

Superintendent and the Superintendent is not available, the Office of the Superintendent will be responsible for activating and informing the next individual in the chain of command that he or she is responsible.

- If the Superintendent is not present, the Assistant Superintendent will be in charge.
- If the High School Principal is not present the High School Assistant Principal will be in charge.
- If the Middle School Principal is not present, the High School Assistant Principal will be in charge.
- If the Elementary Principal is not present the Elementary Assistant Principal will be in charge.
- In all cases where the building administration is not present, the “Teacher in Charge” will take over all activities.

The Superintendent will serve as the communications link to the media and the Board of Education in the event of a serious emergency. The Superintendent or the person in charge will:

1. Obtain the facts surrounding the incident(s)
2. Ask another staff member to work with him or her, if necessary. The two people should use the Superintendent’s office and conference room so that two phones and a private line are available. In the event the office is not available, phone lines in other schools will be used, as needed.
3. Contact the Board of Education members once the facts are known and all emergency procedures to ensure student safety have been followed.
4. Inform the BOCES District Superintendent at (914) 937-3820.
5. Notify the Rye Brook Police Chief (914) 937-1020 and other authority as may be necessary.

Described below is the system that has been established for receiving and disseminating information to educational agencies within a school district when a disaster happens. The system shall include the following forms of communication:

Telephone/Intercom	Internet
Fax/Email	Local Media
District Radio System/Transportation	Nextel
Public Address Systems	E-mail/Voice Alert Systems

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

Only one other educational institution exists within the geographical boundary of the Blind Brook School District, the Ridge Street Country School, a pre-kindergarten private school located at 431 North Ridge Street, Rye Brook, NY 10573 (914-937-5460). The Superintendent of Schools will notify this school of any such emergency situation.

Demographic Data of Schools in the Blind Brook-Rye UFSD Jurisdiction:

Bruno M. Ponterio Ridge Street School

390 North Ridge Street, Rye Brook, NY 10573 – Phone (914) 937-3600x3142

Students: 736

Staff: 115

Transportation Needs: Full

Blind Brook MS/HS

840 King Street, Rye Brook, NY 10573 – Phone (914) 937-3600x3119

Students 832

Staff: 125

Transportation Needs: Full

Ridge Street Country School (Private Pre-K School)

431 North Ridge Street, Rye Brook, NY 10573 – Phone (914) 939-5460

Students: 50

Staff: 10

Transportation Needs: None

CHAIN OF COMMAND

Superintendent

Mr. William Stark

Asst. Superintendent, Finance & Facilities
(Emergency Coordinator)

Dr. Jonathan Ross

High School Principal

Gina Healy

Middle School Principal

Karen Bronson

Elementary School Principal

Deborah Wiesel

Director, Pupil Personnel Services

Harry Burg

Director of Technology

Colin Byrne

Maintenance Forepersons

Vincent Camporeale

DISTRICT EMERGENCY TELEPHONE NUMBERS

<u>District Office</u>		Business
Superintendent	Mr. William Stark	937-3600x3022
Superintendent Secretary	Susan Arkawy	937-3600x3021
Assistant Superintendent	Dr. Jonathan Ross	937-3600x3025
Director of Technology	Colin Byrne	937-3600x3103
Director Pupil Personnel	Harry Burg	937-3600x3058

<u>High School</u>		Business
Principal	Gina Healy	937-3600x3141
Assistant Principal	Jane Wermuth	937-3600x3126
Director of Athletics	James Spano	937-3600x3118
HS Secretary	Joanne Connor	937-3600x3142

<u>Middle School</u>		Business
Principal	Karen Bronson	937-3600x3208
MS Principal Secretary	Audrey Currie	937-3600x3119

<u>Elementary School</u>		Business
Principal	Deborah Wiesel	937-3600x3028
Assistant Principal	Tracy Taylor	937-3600x3052
ES Principal Secretary	Mary Ann Falco	937-3600x3027

<u>Operations & Maintenance</u>		Business
Maintenance Foreperson	Vincent Camporeale	937-3600x3147
Maintenance Foreperson	Pending	937-3600x3095

***ALL EMERGENCIES
FOR FIRE, POLICE & AMBULANCE
DIAL 911***

Assistance from Local Governmental Officials

The School District has developed an emergency management plan along with specific procedures to follow should an emergency occur. A copy of this plan is located in each of the building offices. Appended to this document is the Village of Rye Brook Hazard Mitigation Plan and information published by the Westchester County Emergency Services Department. This information will be used to assist school officials in seeking assistance from local and regional government officials.

AGENCY	CONTACT	PHONE
County Police	Supervisor On-Duty	741-4400
Village of Rye Brook Police	Chief of Police	937-1020
State Police	Dispatcher	797-2600
Village Government	Administrator	939-1120x102
Village DPW	Supervisor-On Duty	939-0753
So. Westchester BOCES	District Superintendent	937-3820
Westchester County Dept of Emergency Management	Carl Tramontana	864-5450
Hospitals	Greenwich	911
Ambulance	Dispatcher	911
Risk Management	NYSIR	(800) ISNYSIR
American Red Cross		682-2299
County Fire Control & Hazmat		231-1900

OTHER	PHONE
Poison Control	366-3030, 1-800-336-6997
Gas Leak – Con Ed	925-6210, 967-0552
NYPA	681-6200
FBI	989-6000
Life Threatening Emergencies	911 (9-911 from MS/HS landline)
School Doctor, Dr. Linda Silberstein	937-3434
NYDEC	845-256-3000
Disaster & Emergency Service	285-3027
Health Department	285-6143
Joint Water Works (Water)	698-3500
NY Telephone Company Repair	890-7711
Environmental Protection Agency	212-264-5175

Should an actual emergency occur, the District Emergency Coordinator or Incident Commander will contact the appropriate agency with the specific nature of the emergency and request assistance. Questions concerning these emergency procedures should be directed to the Emergency Coordinator.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The Blind Brook-Rye School District Superintendent/Designee in an emergency will contact the Westchester County emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

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

The Blind Brook-Rye School District chain of command will determine what resources and manpower will be used during emergencies.

Protective Action Options

District resources will support the School Safety Emergency Response Teams (SSERT) in the affected school(s) during all incidents.

The District office will assist in the coordination of Disaster Mental Health Resources, in support of the School Safety Emergency Response Team (SSERT), in the affected school(s) in the following ways:

- Supply the contact information needed for Westchester County Mental Health services.
- Through the building level plan personnel with Mental Health Skills will be part of the SSERT Team.

Emergency District Closing

The Superintendent of Schools is responsible for closing schools in inclement weather or other emergencies. Each administrator will be provided two copies of the emergency closing call list. One copy is for use at home and the second copy for use during school hours. In the event of a school closing the decision will be made by 5:45 a.m. The Rye Brook Police will be notified immediately.

This decision will be communicated by the calling chain (local alert system) for the District and then continued by building calling chains. The main District phone number will be programmed to deliver a message advising of a District-wide closing or delay.

Full closure prior to the start of the school day - **NO** employee will be required to report to work with the exception of the custodial crew, who will be notified as required by the Head Custodian or Maintenance Foreperson.

Two-hour delay - all employees should leave for work in order to arrive prior to the students. The custodial/transportation staff should arrive at their normal time as to clear walks and parking. It is the intention of the District not to close after announcing a two-hour delay, so staff should plan on arriving at their school.

One-Hour delay - Early Dismissal Schedule: if weather, or other emergency conditions are serious enough to close schools prior to the end of the school day, employees will remain on duty until dismissed by the immediate supervisor. A calling chain shall be implemented.

OPTIONS TO CHOOSE FOR EMERGENCY SITUATIONS

CANCELLATION OR CLOSING – The Superintendent will determine that one or more Blind Brook facilities will not be in session due to an emergency.

EARLY DISMISSAL – Students and staff will be directed to return to their homes or appropriate locations before the end of the normal day.

SHELTERING – Students and staff will be directed to pre-designated shelter areas when it is determined safer to remain inside rather than return home or be evacuated.

EVACUATED – Students and staff will be directed from an existing building to a predetermined location in response to an emergency.

EMERGENCY NOTIFICATION PROCEDURE DURING A SCHOOL DAY

For students and staff: if a crisis or emergency situation arises during a school day, the building SSERT will direct all procedures at the site. Protection of personal safety and well being will be the primary concern. An emergency alert may be announced by: personal contact, telephone, public address system and fire alarm system.

NOTE: During any emergency or crisis situation, the media and public will be kept constantly informed and updated on all developments in statements released by the official Blind Brook-Rye School District spokesperson, Mr. William J. Stark or his designee, as designated in the Emergency Chain of Command. Staff members, parents and students are asked to refer all queries from the press and public to this spokesperson, in order to guarantee the release of actual factual, current information.

For parents and area residents: please tune to the television, radio station or District website listed below for the most current information about any emergency situation that should occur during the school day. The Superintendent or designee will consistently provide updated information to these media outlets and by telephone messaging (SchoolMessenger). It is advisable to keep a battery-powered radio at home or work, in case of an electrical failure.

Station	AM	FM
WFAS White Plains	1230	103.9
WHUD Hudson Valley		100.7
WGCH Greenwich	1490	

DISTRICT WEBSITE	blindbrook.org	
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TV NEWS CHANNEL 12	CABLE	
TV NEWS CHANNEL 5	NETWORK	
TV NEWS CHANNEL 4	NETWORK	

Do not call the school or come to an emergency site unless you are contacted. Emergency services personnel must be able to respond to the situation.

DURING NON-BUSINESS OR NON-SCHOOL HOURS

Please tune to the television or radio stations listed immediately above for information about an emergency or crisis situation, which could necessitate a school or office closing.

Information may also be obtained by calling 937-3600 and listening to the recorded message that pre-empts the auto-attendant. All efforts will be employed to send out emergency messages using voice and data local alert systems.

**SUPERINTENDENT BUILDING NEEDS REPORT
BUILDING PLAN**

Building Name	
School Population	
Number of Staff	
Transportation Needs (# buses needed)	
Special Transportation Needs	
Telephone Numbers	
Principal	
Business	
Home	
Assistant Principal	
Business	
Home	
Other Key Personnel	
Business	
Home	

STAFF QUALIFIED TO ADMINISTER FIRST AID

Listed below are personnel qualified to administer first aid/CPR:

Ridge Street School	
Hildie Kalish (Nurse)	
Sue Aruilio	
Steve Turkewitz	
Steve Forzaglia	

Blind Brook Middle/High School	
Nancy Garretto (Nurse)	Jon Dakers
Karen Flaherty	Judy Mella
Naz Flory	Dave Centofanti
Matt Beatty	Don Ahrenberg
Christine Keegan	

LIST OF POTENTIAL HAZARDOUS SITES

Westchester County Airport 995-4860

Tennessee Gas Pipeline (monitored by Tennessee Gas) (860) 763-3603
Section 1, Block 600, Lot 4

Bridges over Hutchinson River Parkway RB Police 937-1020
Exit 29 – North Ridge Street County police 741-4400
Exit 30 – King Street

LIST OF TRADES/TECHNOLOGY RESOURCES

TRADE	NAME	TELEPHONE
Architect	Armand Quadrini/KSQ	682-3700
Engineer	Triton Construction	(516) 780-8100
HVAC	Johnson Controls	(800) 395-4822
Alarm System	Alarm Specialists	946-1998
Time Clock	Simplex	(845)566-0533
Electrician	Anderson Electric	(203) 531-9346
Utility (CON ED)	Con Ed	921-3716
Blacktop	Peter Landi	961-4444
General Trades (Roof, Carpenter, Plumbing)	Ruben Tornini/ARAT	879-1742
Telephone System	NuVisions Technology Broadview Networks Cablevision Lightpath	(631) 841-5233 (800) 260-8766 (516) 803-5732
Technology	EduTek Ltd.	686-7777/906-0155

**APPENDIX A
SCHOOL SECURITY PERSONNEL
JOB DESCRIPTIONS**

JOB DESCRIPTION - SECURITY AIDE

All employees hired in this classification must be hired from an established list of eligibles provided by the Westchester County Department of Human Resources and meet the stated job qualification standards.

GENERAL STATEMENT OF DUTIES: Patrols school building(s) and building perimeter, including parking lots, to prevent unauthorized visitors or property damage, and to provide for general building security; does related work as required.

DISTINGUISHING FEATURES OF THE CLASS: Under the general supervision of the building administrator or other designated school district official, an incumbent of this class is primarily responsible for providing general security for all building occupants and school district property. Security is maintained by constant foot patrol of assigned building(s), building perimeter and adjacent district parking lots. This position is usually an unarmed, non-uniformed position. It is distinguished from Safety and Security Officer in that incumbents of this position are not involved with initiating and maintaining safety programs. Likewise, this position is distinguished from the position of Security Officer in that this position functions at a lower level of responsibility and generally does not function in a supervisory capacity over other security personnel. It is also distinguished from School Monitor in that incumbents of this position are primarily charged with maintaining building security. Incumbents do not generally have the power to arrest or detain individuals. Supervision is not usually a responsibility of this position.

EXAMPLES OF WORK: (Illustrative Only)

- Patrols assigned building(s), building perimeter, and adjacent school district parking lots to prevent illegal trespass by unauthorized individuals;
- Prevents unauthorized visitors from entering school buildings and/or loitering on school grounds;
- Informs superior of need to contact or involve local police department;
- Ascertains individual's business on school property and responds accordingly;
- May escort visitors to/from areas of building;
- Conducts security inspections of school facilities/sites;
- May assist in handling emergency disciplinary matters;
- May, under specifically defined and limited circumstances, use force;
- May prepare reports of incidents.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Knowledge of security techniques; knowledge of the principles, practices, and techniques employed in establishing and maintaining building security; ability to establish and maintain effective working relationships with students, school personnel and the general public; initiative; tact; courtesy; sound judgment; physical condition commensurate with the duties of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: Graduation from high school or possession of a high school equivalency diploma and either: a) one (1) year work experience where the primary responsibilities involved security for a bank, hotel, restaurant, retail store, school or a public law enforcement or private security agency; or b) completion of 30 postsecondary credits in security or criminal justice studies; or c) twenty four months as a School Monitor and possession of a current Security Guard or Armed Guard registration, d) a satisfactory equivalent combination of the foregoing training and experience. Note: Appointees may be required to meet the requirements of the Security Guard Act of 1993.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:

In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.

School Districts

J. C.: Competitive Job Class Code: S155

JOB DESCRIPTION - SCHOOL MONITOR

All employees hired in this classification must be approved by the Westchester County Department of Human Resources and meet the stated job qualification standards.

GENERAL STATEMENT OF DUTIES: Performs a variety of non-teaching duties in overseeing student activities and maintaining order in school buildings, (school district) public libraries, on school grounds and playgrounds, and at street crossings; does related work as required.

DISTINGUISHING FEATURES OF THE CLASS: Under supervision, an employee in this class performs responsible work in the supervision of students requiring the exercise of good judgment and the ability to get along well with children, youths, and/or young adults. Work requires the employee to be able to maintain discipline among students in a courteous but firm manner. The class of School Monitor differs from that of Teacher Aide in that the latter assists teachers in a classroom setting, while the School Monitor generally functions outside the classroom maintaining order.

EXAMPLES OF WORK: (Illustrative Only)

- Oversees and monitors student behavior by walking hallways, campus grounds, locker rooms, and cafeteria to ensure students are proceeding to their classes in an orderly manner;
- Oversees and monitors behavior of children, youth and/or young adults in a library setting, if assigned to a school district library;
- Helps maintain order in classrooms, library, gymnasiums and on school grounds by removing students in the event of unruly behavior;
- Guides students safely across streets and intersections; Aids students in lower grades with wearing apparel; Takes attendance and searches for students who are on campus but not in assigned class;
- Controls traffic while school buses are arriving and departing; May have charge of supplies and equipment for locker rooms and swimming pools;
- May have charge of rest periods;
- May assist teachers with supervision during recess and lunch periods;
- May render elementary first-aid treatment;
- May perform miscellaneous clerical duties as assigned, e.g., maintain attendance records;
- May function as a representative for students to bring issues/concerns to the attention of teachers, counselors, and administration.
- May function as a "guide" for members of the community who wish to tour a school district's campus and/or classes.
- Monitors interactions between students, intervening when a situation appears to require it, by providing crisis prevention and intervention, for example, when a disagreement appears to be escalating into a physical altercation;
- Provides crisis prevention and intervention where appropriate;
- Assists staff in crisis prevention;
- Prepares and maintains routine event records and daily and weekly logs, including attendance, incident reports, AWOLS, Out of Program students, time outs, etc.;
- Maintains a controlled environment for students and staff in the school buildings and campus;
- May participate in escorting or transporting assigned students between classes, within the school, on the grounds or to other areas;
- May testify at Superintendent's hearings, as required;
- May perform other related duties as assigned by school administrators.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Skill in dealing with children and youths with behavioral and/or emotional problems; ability to gain and hold the confidence of, and to maintain a patient and understanding attitude toward students; ability to maintain order in classrooms/library and to enforce school regulations with firmness, tact, and impartiality; ability to establish good working relationships with students, parents, school personnel and the general public; ability to successfully complete therapeutic crisis intervention training; ability to keep simple records and to make reports; ability to understand and follow oral and written instructions; ability to administer basic first aid; good judgment; mental alertness; good powers of observation; tact and courtesy; physical condition commensurate with the duties of the position.

MINIMUM TRAINING AND EXPERIENCE: None, but experience in overseeing the activities of children and/or teenagers is desirable. Preference may be given to applicants possessing a Therapeutic Crisis Intervention Certificate.

1. Depending on assignment, must successfully complete Therapeutic Crisis Intervention Training.
2. Depending on assignment, possession of a valid license to operate a motor vehicle in New York State.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:

In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.

School Districts

J. C.: Labor Job Class Code: S082