

ATTACHMENT I
SCHOOL SAFETY PLANS

	District-wide School Safety Plan	Building Level - School Emergency Response Plan
Purpose of Plan	<ul style="list-style-type: none"> • Comprehensive multi-hazard school safety plan that covers all school buildings. • Addresses crisis intervention, emergency response and management at the district level. 	<ul style="list-style-type: none"> • A specific emergency response plan that addresses crisis intervention, emergency response and management at the building level.
Who Appoints Development/ Implementation Team	<ul style="list-style-type: none"> • District team appointed by Board of Education 	<ul style="list-style-type: none"> • Building team appointed by Building Principal (according to Board of Education rules). Building Level School Safety Team appoints members of school emergency response teams and post accident response teams.
Members of Team	<ul style="list-style-type: none"> • Representatives of school board, student teacher, administration and parent organization. • School safety personnel • Other school personnel 	<ul style="list-style-type: none"> • Representatives of teacher, administrator and parent organizations. • School safety personnel. • Other school personnel. • Community members. • Local law enforcement officials. • Local ambulance and other emergency response agencies. • Other representatives.

Content of Plan	District-Wide School Safety Plan¹	Building Level School Emergency Response Plan²
	<p>District-wide school safety plans must include, at a minimum:</p> <ul style="list-style-type: none"> • Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. • Policies and procedures for responding to acts of violence by students, teachers, other school personnel as well as visitors to the school, including consideration of zero-tolerance policies for school violence. • Appropriate prevention and intervention strategies such as: <ul style="list-style-type: none"> ◆ Collaborative arrangements with state and local law enforcement officials; ◆ Non-violent conflict resolution training programs; ◆ Peer mediation programs and youth courts; and ◆ Extended day and other school safety programs. • Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident; • Policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident; 	<p>All emergency response plans must include the following components:</p> <ul style="list-style-type: none"> • Designation of an emergency response team comprised of school personnel, local law enforcement officials and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident. (The purpose of the post-incident response plan is to assist the school community in coping with the aftermath of a serious violent incident or emergency.) • Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area; • Establishment of internal and external communication systems in emergencies; • Definition of the chain of command in a manner consistent with the national interagency incident management system/incident command system; • Coordination of the school safety plan with the state-wide plan for disaster mental health

¹ The Board of Regents adopted revisions to the SAVE regulations to exempt New York City from certain provisions related to notification and communications responsibilities which are currently handled by the Mayor’s Office of Emergency Management.

² New York City may continue to have district-level emergency response and post-incident response teams and is not required to establish unique response teams for each of its schools.

	<p>District-Wide School Safety Plan</p> <ul style="list-style-type: none"> • Policies and procedures relating to school building security, including where appropriate the use of school safety officers and/or security devices or procedures; • Policies and procedures for the dissemination of informative materials regarding the early protection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors, to teachers, administrators, school personnel, persons in parental relation to students of the district, students and other persons deemed appropriate to receive such information; • Policies and procedures for annual school safety training for staff and students; • Protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings; • Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence; and • A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity. 	<p>Building Level School Emergency Response Plan</p> <p>services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident;</p> <ul style="list-style-type: none"> • Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan; and • Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.
--	---	--

ATTACHMENT II

Minimum Components of Code of Conduct

- Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions.
- Provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions, including the appropriate range of disciplinary measures which may be imposed for violation of the code.
- The roles of teachers, administrators, other school personnel, the Board of Education and parents.
- Standards and procedures to assure security and safety of students and school personnel.
- Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the code.
- Provisions prescribing the period for which a disruptive pupil may be removed from the classroom for each incident provided that no pupil shall return to the classroom until the principal makes a final determination or the period of removal expires, whichever is less.
- Disciplinary measures to be taken in incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights and threats of violence.
- Provisions for detention, suspension or removal from the classroom of students, consistent with federal, state and local laws, including provisions for school authorities to ensure continued educational programming and activities for students removed from the classroom, placed in detention or suspended from school, which shall include alternative educational programs appropriate to individual student needs.
- Procedures for how violations are reported, determined, discipline measures imposed and discipline measures carried out.
- Provisions to ensure that the code is in compliance with state and federal law relating to students with disabilities.
- Procedures for notifying local law enforcement agencies of code violations which constitute a crime.
- Procedures for notifying parents of students who violate the code.
- Procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision petition (PINS), will be filed.
- Procedures for referral to appropriate human services agencies.
- A minimum suspension period for any student who repeatedly is substantially disruptive or substantially interfere with the teachers authority over the classroom. Part 100.2 of the regulations defines this term as four or more occasions during a semester or three or more occasions during a trimester.
- A bill of rights and responsibilities of students which focuses on positive student behavior, and which shall be publicized and explained to all students on an annual basis.
- Guidelines and programs for inservice education programs for all district staff members to ensure effective implementation of school policy on school conduct and discipline.
- A minimum suspension period for acts that would qualify the student as a violent student.