



SENECA FALLS CENTRAL SCHOOL DISTRICT



DISTRICT SAFETY PLAN 2025-2026

GENERAL CONTACT
(315) 568-5500

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensure a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well-developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. The Seneca Falls Central School District uses the NYS planning format in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The organization of this plan supports two key practices that have been adopted in New York State. First, the Seneca Falls Central School District Emergency Response Plan provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting within the SFCSO ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes

The SFCSO Plan standardizes language and provides a structured framework similar to statewide plans. Individualized policies and procedures have been developed locally based on the Seneca Falls Central School District's unique circumstances and resources. Tools to manage an emergency along with response procedures have been developed through threat assessments, safety audits, planning, and training. The Seneca Falls Emergency Response

Plan, in conjunction with the New York State Guide to School Emergency Response, provides for the development of annexes to meet each school's unique circumstances. In the "Functional Annexes" portion of the plan there is a focus on critical operational functions within the school district and the courses of action developed to carry them out. To ensure consistency, Seneca Falls, as well as New York State, will use standardized definitions and operational practices for the following Functional Annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Secure
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter what Seneca Falls CSD school building they are in.

Actions and best practices have been outlined in the Threat/Hazard Annexes section of the Building Emergency Response Plan, which includes details on what to do in the event of various emergencies.

A copy of the building level safety plan and any amendments thereto, shall be kept on file with the appropriate local law enforcement agencies and with the NY State Police.

Each school year, the Seneca Falls Central School District shall conduct the required number of safety drills, which will include drills from the list of "Functional Annexes" listed above in addition to the traditional fire evacuation drill.

DISTRICT SAFETY COMMITTEE

Dr. Michelle Reed	Superintendent
James Bruni	Administrator of Business & Operations
Jodie Verkey	Assistant Superintendent of Instruction
Karissa Blamble	Director of Special Programs
Kevin Korzeniewski	Athletic Director
Janet Clendenen	Frank M. Knight Elementary School Principal
Amy Hibbard	Elizabeth Cady Stanton School Principal
Kevin Rhinehart	Seneca Falls Middle School Principal
Faith Lewis	Mynderse Academy Principal
Carrie Heffron	Mynderse Academy Assistant Principal
Vickie Burm	Nurse Supervisor
Richard LaBour	Director of Facilities
Jacqueline Brown	Safety Committee Secretary
Stephanie Lawrence	Food Service Manager
Monica Kuney	District Clerk/ Admin. Assistant
Timothy Snyder	Seneca Falls Police Chief
Michael Poole	School Resource Officer
Douglas Jones	SFEA Representative
James Marley	SFSSA Representative
Michael Mirras	Board of Education President
Denise Lorenzetti	Board of Education Vice President
TBD	Parent Representative

THE BASIC PLAN

The District shall institute and maintain a Safety Team. The Safety Team shall include school personnel and local emergency agency representatives.

The Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP.

The complete Seneca Falls Central School District Emergency Response Plan shall be distributed to the Seneca Falls Police Department, Seneca County Sheriff's Department and the NYS Police Department. The SFCSD ERP shall be updated and maintained and dates of re-distribution recorded.

The school district shall take into consideration the following possible emergencies, but not excluding other possible emergencies.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none">● Earthquakes● Tornadoes● Lightning● Severe wind● Hurricanes● Floods● Wildfires● Extreme temperatures● Landslides or mudslides● Winter precipitation● Wildlife
Technological Hazards:	<ul style="list-style-type: none">● Explosions or accidental release of toxins from industrial plants● Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills● Hazardous materials releases from major highways or railroads● Radiological releases from nuclear power stations● Dam failure● Power failure● Water failure
Biological Hazards:	Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i> , and meningitis Contaminated food outbreaks, including <i>Salmonella</i> , botulism, and <i>E. coli</i> Toxic materials present in school laboratories

Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> ● Fire ● Active shooters ● Criminal threats or actions ● Gang violence ● Bomb threats ● Domestic violence and abuse ● Cyber attacks ● Suicide
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Concept of Operations

The overall strategy of a SFCSD ERP is to execute effective and timely decisions and actions that prevent harm, protect lives, and property, mitigate damages, restore order, and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

NaviGate Prepared - School Incident Command System (ICS)

The NaviGate - Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction.

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the **NaviGate 360 Emergency Management Suite - Incident Command System (ICS)**.

Staff are assigned to serve within the NaviGate - ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

The NaviGate Emergency Response software shall be used by district personnel and coordinated with the Seneca Falls Police Department, to record all emergency activities and drills.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS, depending upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees, or is aware of, an emergency shall activate the ERP.

Organization and Assignment of Responsibilities

The SFCSD recognizes the operational organization that will be relied upon to manage an incident.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions
- Take steps necessary to ensure the safety of students, staff, and others
- Determine which emergency protocols to implement
- Coordinate/Cooperate with emergency responders
- Keep the Superintendent informed of the situation

Teachers / Teaching Assistants / Substitute Teachers / Student-Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site.
- Report missing students to the appropriate Emergency Response Team Member.
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals.
- Provide appropriate direction to students.
- Render first aid, CPR, and/or psychological aid if trained to do so.
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency.
- Administer counseling services as deemed necessary during, or after, an incident.
- Execute assignments as directed by the Incident Commander.

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Execute assignments as directed by the Incident Commander.

Custodial/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water, and electricity. Ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Control locks and physical security as directed by the Incident Commander.
- Keep Incident Commander informed of the condition of the school.
- Execute assignments as directed by the Incident Commander.

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving/providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Provide assistance to the Incident Commander/Principal.
- Monitor radio emergency broadcasts.
- Execute assignments as directed by the Incident Commander.

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus.
- Transfer students to assigned location/s when directed.
- Execute assignments as directed by the Incident Commander.

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills.
- Follow directions given by faculty and staff.
- Be aware of student emergency actions and assist fellow students in an incident.
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards. Take measures to protect against and mitigate those threats/hazards.

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early/late dismissals, and other related release information.
- Listen to and follow directions as provided by the School District.

Training and Exercises

The SFCSD understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

- Minimum of 12 drills (e.g. fire drills, lockdown drills, etc.) each school year.
 - Schools must hold drills at least twelve times in each school year, eight of which required drills shall be held between September 1st and December 31st of each such year. Eight of all such drills shall be evacuation drills, four of all such required drills shall be lock-down drills.
- The emergency response plan shall be tested, including sheltering and early dismissal drills (no earlier than 15 minutes before normal dismissal).

FUNCTIONAL ANNEXES

The SFCSD shall employ the following functional annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Secure
- Lockdown

1. Shelter-in-Place

Purpose: A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

2. Hold-in-Place

Purpose: If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

3. Evacuation

Purpose: This annex focuses on the courses of action that the SFCSD will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Specific actions, directions and locations have been excluded from the public version of the District Emergency Response Plan for security reasons.

4. Secure

Purpose

This annex describes the courses of action the SFCSD will execute to secure school buildings and grounds during incidents that pose an imminent concern **outside** of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

5. Lockdown

Purpose

This annex describes the courses of action the SFCSD will execute to secure school buildings and grounds during incidents that pose an **immediate threat of violence** in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Crime Scene Management

Purpose

The SFCSD has outlined procedures for securing and restricting access to a potential school district crime scene in order to preserve evidence in cases of violent crimes on school property.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Communications

Purpose

The SFCSD ERP includes communication and coordination during, and following, emergencies and disasters, both internal and external communication. Procedures include emergency notification of persons in a parental relation.

The SFCSD ERP includes policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media.

Medical and Mental Health Emergency Annex

Purpose

The SFCSD ERP outlines the course of action the district will implement to address emergency medical (e.g. first aid) and mental health issues. The SFCSD will coordinate these efforts with appropriate local emergency medical services, local law enforcement, local fire department and local emergency management representatives.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Education Law §2801-a Regarding Pandemic Planning

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our District-Wide Emergency Response Plan that also incorporates our Building-Level School Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide Emergency Response Plan. The District-Wide Emergency Response Team assumes responsibility for development and compliance with all

provisions of this Plan and implementation at the building level through the Building-Level Safety Team. The list of Emergency Response Team members and positions can be found in the Building-Level School Emergency Response Plans. This team, based on the specific circumstances, will determine who is essential to assist in response to a pandemic or a communicable disease outbreak.

Prevention/Mitigation

We will work closely with the Seneca County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:

- Report suspected and confirmed cases of influenza on the monthly school's Communicable Disease Report, (DMS485.7/93; HE-112.4/81) and submit to: Seneca County Department of Health (315-539-1920) or other NYS agencies as required by the adoption of emergency regulations.

The Seneca County Department of Health will monitor County-wide cases of influenza or other communicable diseases and inform school districts as to appropriate actions. The SFCSD Superintendent will coordinate our Pandemic planning in collaboration with the District-wide School Safety Team that has the responsibility of reviewing all recommendations and incorporating them into the daily operating schedule. Along with health concerns, the District-wide School Safety Team will need to consider issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

The school district will emphasize and teach good hygiene practices such as hand-washing and cough/sneezing etiquette through educational campaigns including any CDC-related materials. The district will continue to educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose. If necessary, we will implement a daily health screening for all students and staff to be completed prior to loading a school bus or reporting to a school building.

Preparedness

The District's Health Management Plan for a Pandemic outlines several key components to staying prepared in case of a pandemic. The detailed plan can be found on the District Website. This plan includes the following:

- General Practices including guidelines for physical distancing, personal responsibility, hand hygiene, face coverings, work screening guidelines, cleaning of areas, common areas
- Communication including how information is shared to the school community and posters/signage
- Building Considerations including security cameras and software, fire code compliance, cleaning and disinfecting, HVAC and water system guidelines
- Training
- Procedures for cleaning all areas of the district
- Emergency drills and closure considerations

- Standard operating procedures as they relate to each department (custodial/maintenance, general offices, information technology, nursing, mental health professionals, food service, classrooms and libraries, itinerant services, and transportation)

Continuity of operations could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

- Overall Operations – we have defined the following decision making authority for the district (Board of Education, Superintendent (in conjunction with the Leadership Team). Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communications during a pandemic will be through virtual meetings, email, cell phones, and the district automated notification system.
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing, payroll, and operations responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Transportation Supervisor, Facilities Director, Director of Technology, Purchasing Agent, Administrator of Business and Operations, District Clerk and Senior Account Clerks. Recognizing the need for job cross-training, we have trained the necessary individuals to assist with any absences. We have also established the ability to maintain these essential functions off-site (working remotely). Off-site functions will be tested annually. The Central Business Office (WFL BOCES) as well as the local Business Office will alternate employees in order to continue operation and ensure payroll and accounts payable continue. For other essential employees, an alternative schedule may be developed in order to carry out necessary basic functions. This schedule will be driven by need and parameters outlined by the local and/or state level agency (Department of Health).
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided Head Building custodians with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building functions and cleaning of critical areas such as bathrooms. Teachers may be asked to assist with these efforts. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Training for teachers on this process will be provided annually.
- Principals will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented. The Principals will provide cross-training of staff to ensure essential functions annually to help develop the Plan, in conjunction with all bargaining units, for emergency use of

personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc.

Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with the school community (parents, students, staff). Communication methods may include: district mass notification systems, school website postings; general mailings; emails; special presentations; phones and cell phones, and the public media. The Superintendent has been designated to coordinate this effort and act as the central point for all communication. The Superintendent will also retain responsibility for establishing and maintaining contact with accepted media partners. The Superintendent will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar and instructional models may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up through an automated notification system (email, text, phone, postings) and District website.

Response

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Seneca County Department of Health and other experts.

- Each Building Level Safety Team will be informed that the Plan has been activated. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The Superintendent will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Safety Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Superintendent will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Administrator of Business and Operations will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Administrator of Business and Operations will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with all personnel. The Facility Director will work closely with the Administrator of

Business and Operations or designee to implement the different phases of the Plan as necessary.

- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible.

- We will work toward a smooth transition from the continuity of instruction plan back to our normal model of daily instruction.
- We will use all described communication methods and the Superintendent or designee will keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and appropriate maintenance and cleaning procedures. Including, flushing the water supply if there was ever a building closure.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide Emergency Response Team and Building-Level School Safety Team will meet to debrief and determine lessons learned.

Accounting for All Persons & Reunification

Purpose

The SFCSD has developed a course of action to account for the whereabouts of students, staff, and visitors, while identifying those who may be missing. Each SFCSD building principal shall maintain their own unique reunification annex that details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Continuity of Operations Plan (COOP)

Purpose

The SFCSD has outlined a plan in which a school and/or school district will ensure that essential functions continue during an emergency and its immediate aftermath. This plan includes the continuity of essential functions including business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning. The district has implemented a one-to-one computing initiative for all students and staff.

Recovery

Purpose

Including a plan for both immediate and potential long-term recovery needs supports the school community and continuity of education in any emergency. As the end and beginning of the emergency management cycle, recovery is necessary to mitigate the negative impact of emergencies.

Immediate Recovery

(Academic, physical, fiscal, psychological and emotional recovery)

Long-term Recovery

(Assess needs for long-term recovery)

Organizations we partner with to support emotional needs, financial needs, etc.

Carbon Monoxide Annex

Purpose

The SFCSD has installed carbon monoxide detectors in all school buildings. The district has enacted a plan to respond to a CO alarm. This plan provides all staff with the required response actions in the event of a CO alarm. The plan lays out specific directions in response to a CO alarm's location(s). District carbon monoxide alarms include a series of audible beeps coupled with an LED strobe indicator.

Alyssa's Law Annex

Alyssa's Law, effective June 2022, requires schools to consider the installation of silent panic alarm systems in any school.

Panic alarm system: a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

THREAT AND HAZARD SPECIFIC ANNEXES

Purpose

The SFCSD has developed annexes to ensure that there are procedures in place to protect students/staff and school property in the event of; an active shooter on school grounds in a school building, actual bomb materials or bomb threats on school grounds, and/or pandemic preparedness.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

MENTAL HEALTH/STUDENT SUPPORT

Purpose

The Seneca Falls School District has developed, maintained and updated a Code of Conduct as specified in district policies 5300.00 – 5300.70.

All District policies can be found at the following web link

https://www.boardpolicyonline.com/?b=seneca_falls_csd

5300.00 Why Do We Have a Code of Conduct?
5300.05 Introduction
5300.10 Definitions
5300.15 Student Rights and Responsibilities
5300.20 Essential Partners
5300.25 Student Dress Code
5300.30 Prohibited Student Conduct
5300.35 Reporting Violations
5300.40 Disciplinary Consequences, Procedures and Referrals
5300.45 Alternative Instruction
5300.50 Discipline of Students with Disabilities
5300.55 Corporal Punishment
5300.60 Student Searches and Interrogations
5300.65 Visitors to Schools
5300.70 Public Conduct on School Property
5300.75 Dissemination and Review

DIGNITY FOR ALL STUDENTS ACT

The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. The Dignity Act also focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate.

Among the Dignity Act's provisions, is the requirement that all public school districts (districts) and Boards of Cooperative Educational Services (BOCES) include provisions in their Codes of Conduct prohibiting the discrimination and harassment against students by students and/or school employees on school property or at a school function, as well as provisions for responding to acts of discrimination and harassment against students by students and/or school employees. The Dignity Act upholds New York State's commitment to provide safe and orderly schools for its students.

Key Terms

The following terms' definitions come from the NYSED and NYS Center for School Safety:

Bullying: is described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet. Bullying generally involves the following characteristics:

An Imbalance of Power
The Intent to Cause Harm
Repetition

Cyberbullying: occurs when harassment or bullying happens through any form of electronic communication.

Harassment: is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:

- Reasonably and substantially interfere with a student's educational performance, opportunities or benefits
- Would reasonably be expected to cause a student to fear for his or her physical safety.

Discrimination: is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

Under New York State's "Dignity for all Students Act" (DASA), the annual public report for the Seneca Falls Central School District can be found at the web link below.

https://www.boardpolicyonline.com/?b=seneca_falls_csd&s=1024843

The Seneca Falls Central School District has implemented two options for anonymous reporting of DASA-related incidents and/or safety concerns: What are the two options?

Online DASA Reporting Form: All school's Reporting Forms are available online on our district website and a hard copy is available in each main office:

* Mynderse Academy: <https://mynderseacademy.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Middle School: <https://sfmiddleschool.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Cady Stanton Elementary: <https://cadystanton.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Frank Knight Elementary: <https://frankknight.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

THREAT ASSESSMENT / PREVENTION STRATEGIES

Purpose

The Seneca Falls Central School District, in coordination with the Seneca Falls Police Department, are studying methods and programs to assess and monitor student threat potential. This Threat Assessment initiative may include preventative components such as.

- An anonymous Tip Line
SpeakUp for Safety Email Address: speakup@senecafallscsd.org
SpeakUp for Safety Phone # (Voicemail & Text): 315-902-0028

While these are important resources to help keep our school safe, if the situation is an emergency call 911.

If you or someone you know is experiencing a mental health crisis, call 988 or 211.

- Threat assessment matrix
- Threat assessment committee
- Historical student record

- Preventative strategies
Gaggle Online Safety Management Program-premiere student safety software enabling K-12 schools to monitor student activity on school-provided devices for concerning content.

- Cyber security

[District Cyber Security Incident Response Plan](https://www.senecafallscsd.org/fs/resource-manager/view/a307b80e-9a9e-41ec-9b66-fae6564187fc) :

<https://www.senecafallscsd.org/fs/resource-manager/view/a307b80e-9a9e-41ec-9b66-fae6564187fc>

- Intervention services
- Threat assessment tool for district facilities and functions

LOCAL AGREEMENTS

Business/Agency

Generations Bank
Northeast College of Health Sciences
Seneca Falls Police Department - Timothy Snyder
Seneca County 911

Service Provided Expiration

Ongoing
Ongoing
Access to Live Security Video Feed
Access to Live Security Video Feed