

2018-
2019

Brentwood Union Free School Plan District-Wide
Emergency Response Plan



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Appendix

Brentwood Free School District District-Wide School Safety Plan

I. Introduction:

Districts are required by the New York State Department of Education to develop a comprehensive district-wide safety plan that is designed to prevent or minimize the effects of serious violent incidents and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at every school building.

Every year the district shall appoint members to the district safety team. Members of this team should include, but not be limited to, representatives of teachers, administrators, school safety and other school personnel, community members, and other local first responders. The district safety committee will be charged with developing the district's safety plan and presenting to the community for an annual public hearing. The approved district safety plan will be posted on the district's website and made available to local emergency agencies.

The District-wide safety plan shall be 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.

II. District-Wide School Safety Team

District-Wide School Safety Team	
Name	Title and Department
Julia Burgos	Trustee, Board of Education
Dr. Monique Darrisaw-Akil	Assistant Superintendent of Secondary Education, Programs and Policy
Stacy O'Connor	Assistant Superintendent, Finance and Operations
Carlos Sanchez	Director, Office of Security/Chief Emergency Officer
Kim Fauci	Director, Special Services
Erik Karlund	Director of Operations
Kevin Coyne	President, Brentwood Teachers Association
Dr. Berge Escorbores	President, Brentwood Principal and Supervisors Organizations
John Callan	Principal, Brentwood High School
Vanessa Espinal	President, Brentwood Clerical Association
Karen Harris	Coordinator of Transportation
Miguel Cruz	Coordinator of Facilities
Geraldine Coleman-Odom	Parent Representative

III. Responsibilities of the District Safety Team

The Brentwood School District-Wide Safety Team will act a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend proactive measures to maintain a safe school environment. The team also has the responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities include:

- Recommending training programs for students and staff in violence prevention and mental health.
- Dissemination of information regarding early detection of potentially violent behavior.
- Communicating the plan to staff, students and members of their respective organizations.

IV. Identification of Potentially Dangerous/Hazardous Sites:

- A. District personnel has identified and located areas of potential emergencies in and around each building. These sites have been mapped or outlined for each building. Potentially hazardous areas around the district are as follows:
1. The Brentwood Union Free School District sits within the confines of the Long Island Expressway, the Sagtikos Parkway, Motor Parkway and the Southern State Parkway. In the event of an emergency, these routes would be main thoroughfares and would be subject to traffic congestion.
 2. The Long Island Railroad runs through the center of the district. In the event of a disaster, the northern section of the district could be shut off from the southern section.
 3. Brentwood is within the flight path of aircraft heading to and coming from MacArthur Airport and Republic Airport.
 4. The Third Precinct of the Suffolk County Police Department is located within the boundaries of the Brentwood School District.
 5. There are a variety of factories and industries located within the school district boundaries. LIPA, National Grid and Synergy have facilities within the district. Additionally, high voltage power lines run through sections of the district.
- B. Fire inspections are done annually by the Brentwood Fire Department and/or qualified inspector with District staff.
- C. Potentially dangerous sites are checked regularly by district staff. An annual visual inspection is done by an external facilities management group. This inspection includes but is not limited to:
1. Systems sites
 2. Environmental Problem Sites (potential flooding areas, rook leaks, sidewalks, heating and cooling systems, sidewalks, mold and roof top units)
 3. Site considerations- Brentwood High School
 - Chemical Inventory
 - Pool-chlorine storage
 - Kitchen cooking-grease storage
- D. In the case of Central Administration, the following are identified as potential issues that would impair normal operations:
1. Power failure/loss of utilities

V. Prevention and Response

The Brentwood Union Free School District has implemented strategies for prevention of violent incidents and for identifying and reducing risks, as well as responding to emergencies including weather or loss of utilities or services. Strategies include:

- A. Training of school-based staff during Superintendent's Conference Days, faculty meetings, and other professional development opportunities.
- B. All security staff annually participate in a minimum of eight hours of approved professional training in topics such as:
 - 1. Non-Violent Crisis Intervention Prevention Training
 - 2. Bullying Prevention
 - 3. Emergency Response Training
 - 4. CPR/AED
- C. In addition to the mandated training, the security department also offers training in the following areas:
 - 1. Gang Awareness and Prevention
 - 2. Trauma Wounds Training
 - 3. Crisis Management
- D. School building safety and security equipment that is available:
 - 1. All District schools have alarm systems
 - 2. Surveillance cameras are used in school buildings
 - 3. All school buildings have safety equipment to assist in the event of an emergency or evacuation, i.e., hand-held stop signs, reflective vests, flashlights, weather radio, "grab and go kits", bull horns.

Additionally, all schools maintain evacuation plans for students/staff with mobility issues.

- E. All schools have programs to promote positive school climate and positive youth development. The following are examples of the programs offered to students to prevent violent behaviors:
 - 1. Response to Intervention
 - 2. Positive Behavioral Interventions and Supports
 - 3. The G.R.E.A.T Program
 - 4. The Friendship Club
 - 5. Police Athletic League
 - 6. Restorative Practices
 - 7. Athletes Helping Athletes
 - 8. STRONG Youth
 - 9. My Brother's Keeper
 - 10. Girls, INC.
- F. All schools have at least one AED with locations posted at entrances to buildings. Nurses, Security, Physical Education Teachers, Coaches and other staff are trained in CPR/AED.

- G. Staff members wear identification badges so they can be easily identified. Entrance to the Central Administrative Office is secured by the trained security guard and monitored by the use of an electronic visitor management system which issues temporary passes to visitors.
- H. Each school building uses an electronic visitor management system for the signing in of visitors in order to control access to buildings.
- I. The following proactive security measures have been implemented:
1. All schools have monitored entrances.
 2. Visitors are required to carry identification and sign in and out.
 3. Schools educate students and staff about the importance of school safety.
 4. All schools conduct the required drills as follows:
 - 8 fire drills a year
 - Minimum of 4 lock down drills a year
 - Evacuation drill once a year
 - Shelter in place drill
 - Early dismissal drill
 5. Each school will maintain records of School Safety Team meetings and building drills and report information to the District Office and to the Chief Emergency Officer.
 6. All schools will develop and implement reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students.
- J. Training, Drills and Exercises
1. All security staff hold NYS Security Guard licenses. State law requires training, fingerprinting and background checks for all licensed Security Guards.
 2. All security personnel are hired through the civil service process with job descriptions and acceptable training and experience outlined in the employment postings. Job descriptions are included in **Appendix 1**.
 3. As required by Section 807 of the Education Law, each school principal must instruct and train their students on how to exit the building in the shortest possible time without confusion or panic. The instruction must include drills or rapid dismissals. Twelve (12) drills must be conducted each school year, eight of which shall be held prior to December 1st. Instruction must be given to pupils in the procedure to follow in the event that a fire occurs during the lunch period, unless at least one drill is held during the lunch period. Summer schools must hold at least two drills, one of which must be held during the first week of the summer session.
 4. As required by SAVE legislation (155.17), each school district shall, at least once every school year, conduct one test of its emergency plans, including sheltering or early dismissal, not to occur more than 15 minutes earlier than the regular dismissal.

5. All teachers and other staff receive annual training on the schools Emergency Response Plan annually, including resources for recognizing the signs of mental health issues. All new staff receive this training within 30 days of being hired.
6. All school bus monitors are required to:
 - Attend a New York State mandated 13 hour pre-service and basic training class
 - Attend an annual two-hour mandatory refresher course
 - Be fingerprinted
 - Pass a physical performance test.

This training includes but is not limited to: special needs training, bullying prevention, Dignity for All Students Act, student safety and bus safety operations, emergency procedures and evacuations, incident reporting, gang and active shooter awareness and epi-pen training.

VI. Responding to Threats and Acts of Violence

The District has developed the following safety and security procedures to protect students, staff and visitors from indirect and direct threats and acts of violence.

- A. Reporting of threats and acts of violence to school authorities
 1. Students are required to inform school staff about any threat or acts of violence to themselves, others or property.
 2. Staff are required to inform administration of any threat of violence to students, themselves, others or property, including threats of suicide.
 3. Building principals are required to notify the Superintendent's office and the Director of Security.
 4. Parents and visitors are encouraged to tell school staff about any indirect or direct threats and acts of violence towards students, themselves, others of property.
 5. Students, staff, parents and others will be educated about the importance of reporting threats and procedures of reporting.
- B. Investigating threats and acts of violence
 1. The building administrator will investigate reported threats and acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
 2. Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements).
 3. Chronic offenders may require a behavior intervention plan, close monitoring by school and safety personnel.
 4. Threats placing students, staff and others in imminent danger require an immediate call to the police.
 5. Allegations of bullying, harassment, and discrimination should be reported to the Dignity Act Coordinator at the building level for investigation.

6. All schools will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students through Pupil Personnel staff and/or building-based teams.

C. Reporting Incidents

1. School administrators must keep record of serious threats and acts of violence and report them annually to the state through the VADIR system.
2. Incidents of violence, serious threats, intimidation, etc., may require involvement of the police.
3. Ordinarily district and building administrators are authorized to call the police to respond to the threat or acts of violence. In case of imminent danger, any staff member is authorized to call 911.
4. The Public Relations office will handle all contacts with media.
5. The Public Relations office will provide information to building staff that can be given to parents and concerned others.
6. As required by SAVE legislation and the Dignity for All Students Act, incidents of violence as well as material cases of bullying, harassment, and discrimination will be reported to New York State on an annual basis through the VADIR (Violent and Disruptive Incident Report) and Report of incidents concerning school Safety and the Educational Climate.

D. Removing Violent Individuals

1. Aggressively dangerous and violent students should only be restrained by qualified staff (CPI Nonviolent Crisis Intervention Training certified). Police or Crisis Team should be called to remove the student.
2. Violent adults are to be reported immediately, the authorities called and only removed by police.
3. Schools should be in **lock down** mode when violent people are in the school.
4. Schools should be in **lock out** when violent/dangerous people or situations occur around the school.

E. Situational Responses

Responses to Threats-direct or implied

1. Threats may be received in various forms: by telephone, written messages, email messages, or the discovery of a suspicious package/device in the school or on the school grounds.
 - a. In the event of a direct bomb threat, contact Police at 911 immediately.
 - b. Initiate the evacuation of the building. Exit routes altered if indicated by specific threat.
 - c. Provide as much information as possible to law enforcement. Minimize the handling of any documents or materials to avoid damaging the evidence.
 - d. Work with law enforcement to determine the time required for the investigation so that plans can be made to shelter the students in an alternate site or to dismiss students for the remainder of the school day.
2. Upon discovery of a suspicious package/device, contact Police at 911 immediately.

- a. Provide as much information as possible to law enforcement
 - b. If the decision is made to evacuate the entire building or a specific area, announce the evacuation and use the standard evacuation procedures with exit routes altered as required.
3. In the event of an implied/indirect threat
 - a. Contact Police, 911.
 - b. Law Enforcement will conduct a threat assessment in consultation with School Administration to determine the next steps.
 - c. If indicated, initiate the full/partial evacuation of the building using the standard evacuation procedures.
4. Anyone receiving information about an abduction/kidnapping must immediately notify the school building administrator.
 - a. Contact Police, 911.
 - b. Provide as much information as possible to law enforcement.
 - c. Schools should be in **lock down** mode when violent people in the school.
 - d. Schools should be in **lock out** when violent/dangerous people or situations.
5. Identification of appropriate responses to emergencies

Each school building has developed an emergency response plan that provides responses to emergencies that impact the school. The following emergency procedures are outlined:

- a. Abduction/Kidnapping
- b. Bomb Threat
- c. Bus Accident
- d. Criminal Offenses (Suspected/Potential)
- e. Death of Student or Staff
- f. Evacuation
- g. Fire/Explosion in the Building
- h. HAZMAT-Hazardous Materials
- i. Intruder/Dangerous Person
 - Medical Emergencies (injuries and illness)
 - Severe Weather-Shelter in Place
 - Suicide
 - Violent Behavior-Student
 - Violent Behavior-Large Group Altercation
 - Terrorism

VII. Communication with External Agencies

Brentwood Union Free School District will obtain assistance from local emergency organizations and local governmental agencies during an emergency. The School District has worked with Suffolk County Police Department, Suffolk County Fire Department, EMS and other agencies during emergencies. Providers have given approval to the Brentwood Union Free School District to rely on local personnel, resources, and facilities in emergency situations.

List Governmental Agencies and Community Services:		
Agency	Point of Contact	Telephone Number
Town Supervisor	Angie Carpenter	631-224-5500
Fire Department	Chief William Peterson	631-273-7080
Police Commissioner	Geraldine Hart	631-852-7009
Third Precinct	Inspector Waring	631-854-8300
Health Department	Dr. James L. Tomarken	631-854-0100
Community Mental Health	Ann Marie Csorny LCSW	631-858-8500
American Red Cross	Diane Amarosa (Suffolk County)	516-747-3500
PSEG-GAS	TBD	800-490-0045
PSEG-Electric	Rob Scipioni	516-721-9516
American Association of Poison Control	TBD	800-222-1222
Suffolk County Youth Bureau	Roderick Pearson-Exec. Director	631-853-8270
Southside Hospital	Dispatch	631-968-3000
Ambulance	General	631-273-3701
Suffolk County Water Authority	General	631-698-9800 (business hours) 631-655-0663 (after hours)
BOCES District Superintendent	David Wicks	631-687-3006

A. Obtaining Advice and Assistance from Government Office

1. The arrangements for obtaining assistance during emergencies from local emergency organizations, agencies, and officials responsible for implementation have been made.

2. Key officials in local government that can help to develop plans and assist in emergency situation are listed above.
- B. System for informing all educational agencies located within the Brentwood Union Free School District of a disaster or emergency.
1. The Superintendent or his designee shall inform all educational agencies with the District's boundaries of disaster.
 2. The list of educational institutions located within the district, the school population and staff numbers, their transportation needs and cell phone, home phone, and personal e-mail address numbers of key officials of each school will be kept updated annually.
 3. The procedure to inform each school in the event of an emergency situation is, the Superintendent will authorize emergency calls to each educational agency.

VIII. Procedures for contacting parents, guardians and persons in parental relation to the students of the district in even of a violent incident or early dismissal.

- A. The District procedure for early dismissal is as follows:
1. Superintendent or his/her designee decides on an early dismissal.
 2. Transportation Director is notified to supply busses.
 3. Central and building administrators are informed.
 4. Staff and students are informed of closing.
 5. Parents are notified of the planned early dismissal through multiple contacts (District Calendar, the School Messenger Notification System, District website www.bufsd.org, and School websites, Emergency Outreach messages). The district's hotline telephone number is **631-972-1555**.
 6. Parents are notified about unplanned early dismissal or violent incidents through the School Messenger Notification System, parents of all students will receive a phone call to regular and emergency phone numbers. When phone calls fail to contact the parent or emergency number, the elementary and middle school student will remain under the supervision of school personnel until parents are notified and pick up the student, or the regular end of the school day, whichever comes first.
 7. Parents of high school students are notified through the School Messenger Notification System message alert system and then students are dismissed from school.
 8. Parents will receive information about the threat of act of violence that determined an early dismissal in their child's school as soon as practical. This information is limited to information the school is allowed to provide by law enforcement officials.

- B. Procedures for contacting parents, guardians, and persons in parental relation to the students of the District in even of a school cancellation due to weather or other emergency prior to school opening.
1. Parents are notified through multiple contacts including, School Messenger Notification System, district website www.bufsd.org , the District's Facebook pages, and announcements through local media; News 12, CBS, NBC, ABC, Fox News, FIOS1 and radio stations WALK, WBAB, WBLI and WXBA.

IX. Leadership: Incident Command

In order to provide effective direction, control and coordination of an incident, the district Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS)

Incident Command Post

Incident Command System: Role/Responsibilities	
Incident Commander	Superintendent of Schools
Safety Officer	Director of Security
Deputy Incident Commander	Assistant Superintendent for Secondary Education, Programs and Policy
Public Information Officer	District Public Relations Officer
Liaison Officer	Assistant Superintendent of Finance and Operations
Planning	Director of Operations
Operations	Director of Operations
Logistics	Coordinator of Facilities
Finance and Administration	Assistant Superintendent of Finance and Operations

Incident Commander (IC): Sets the incident objectives, strategies, and prior; has overall responsibility for incident response; and coordinates and manages all IC functions.

X. Emergency Response Protocol: Dealing with Trauma after an Emergency Incident

Our schools are ever changing as result of the world around us. Unfortunately, during the course of a school day there may be incidents that take place that have a dramatic emotional impact on both students and staff. These incidents can range from natural disasters, acts of violence or the unexpected death of a member of the school community. Just as it is important that schools remain prepared to deal with issues related to safety; so to must we be vigilant in preparing to take care of the emotional wellbeing of our students in the event that such an incident takes place. In any event it is important for staff to remain calm and rely on the guidance of the central administration and our district's team of guidance professionals. Having a strategic plan helps us to think through possible scenarios and be more equipped to deal when something unexpected occurs.

A. Initial Assessment

After a school contacts the superintendent/assistant superintendent to report that a crisis incident has taken place, it is important that an initial assessment of the incident is made. In consultation with the building leader, the central administrative team will determine the extent of the crisis and the potential scope of individuals impacted by the event.

B. Call for Pupil Personnel Providers

Once it has been determined that the event is a crisis that may have a significant impact on either a small group or the entire school community, the following protocols should be followed:

1. Building principal or lead administrator should contact the Superintendent or one of the Assistant Superintendents.
2. The Assistant Superintendent of Secondary Education, Programs and Policy will reach out to the Coordinator of Psychologist/Social Workers and/or the Coordinator of Guidance to get social workers, psychologists and/or guidance counselors to respond to the school as directed.
3. The Coordinator of Psychologists/Social Workers and the Coordinator of Guidance will send out a mass email or text message asking for respondents. The first five providers from each group to respond will report to the school/office. The Coordinator of Psychologists/Social Workers and the Coordinator of Guidance will follow up with a message to their groups indicating who has responded and inform the group that no other providers are needed at this time.
4. Either the Coordinator of Psychologists/Social Workers or the Coordinator of Guidance will report to the school in order to serve as the Pupil Personnel Services (PPS) lead on-site. That individual will be charged with the following responsibilities:

PPS Lead Responsibilities

- Establish a command center at the school where PPS providers can report, obtain a briefing on the crisis and be given directions for deployment.
- Identify locations for crisis counseling, i.e. library, cafeteria, auditorium, etc. Be mindful that in the midst of a crisis some students may prefer to remain quiet so it may be necessary to designate a quiet place for them.
- Identify staffers who can provide floater support i.e., monitor hallways and common areas looking for students or staff who may be in distress.
- Elementary students will remain in their classrooms with teachers, so if may be necessary for providers to push into those classrooms.
- Facilitate an end of the day debriefing meeting with staff. Share information regarding student concerns, discuss any gaps in service, make a decision on deployment for the following day.
- Make a decision on the on-going composition of the team and decide when it is possible to turn over the command back to the principal. Keep in the mind that the goal is to **return to normalcy as quickly as possible.**

C. School-based Crisis Team

Remember that the on-site support team is a critical component of managing any crisis. These individuals have intimate knowledge of the building, as well as a first-hand knowledge of students and staff. It is essential to utilize the knowledge of the building-based staff in addressing the crisis.

D. Communications Plan

The Building Principal or Lead Administrator will serve as the building command for managing with the crisis. The Building Command will be responsible for communicating with the PPS Lead to identify areas of need. The Building Command will also be responsible for directing internal and external communication with support from the central office staff. The Building Command should also:

- Develop talking points and ensure that all support staff and security personnel have these points available to them and use them when interfacing with the public.
- Work with the central administration team to develop a strategy for talking to parents. Additionally, ensure that there is bilingual staff available to communicate with parents.
- Direct all media inquiries to the district's public relations firm, Zimmerman/Edelson, Inc.

E. Training

It is essential that ongoing training occur for guidance personnel and other staff members. School leaders will be required to offer an annual training on managing trauma related to **IIIX. Core Actions of Psychological First Aid for Schools**

Core actions are:

1. Contact and Engagement

Goal: To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner

2. Safety and Comfort

Goal: To enhance immediate and ongoing safety, and provide physical and emotional comfort

3. Stabilization (if needed)

Goal: To calm and orient emotionally overwhelmed or disoriented students and Staff

4. Information Gathering: (Current Needs and Concerns)

Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs

5. Practical Assistance

Goal: To offer practical help to students and staff in addressing immediate needs and concerns

6. Connection with Social Supports

Goal: To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources

7. Information on Coping

Goal: To provide information about stress reactions and coping to reduce distress and promote adaptive functioning

8. Linkage with Collaborative Services

Goal: To link students and staff with available services needed at the time or in the future

These core actions of Psychological First Aid for Schools constitute the basic objectives of providing early assistance within hours, days, or weeks following an event.

The manual stresses the importance of being flexible and devoting the amount of time spent on each core action based on the person's specific needs and concerns.

*Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. *Psychological first aid for schools: Field operations guide, 2nd Edition*. (2012). Los Angeles: National Child Traumatic Stress Network.

http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf

Appendix I: Job Responsibilities

POSITION: Director of School Safety – (non-certificated) Civil Service

Position **RESPONSIBILITIES:**

Under the direct supervision of the Assistant Superintendent for Finance and District Operations, is responsible for the supervising of the Security Department; maintains all appropriate records in accordance with state law and district policy.

- (a) Assists in developing and implementing NYSCSS District-Wide School Safety Plan
- (b) Enforces all legal regulations regarding fire safety, security, disaster preparedness, and crisis handling
- (c) Trains, assigns and supervises all school security personnel
- (d) Detects and investigates incidences of suspicious or violent behavior and reports same to parents/guardians and/or authorities as required
- (e) Detects and investigates unsafe practices and conditions, including identification of hazardous/toxic materials, and reports same as required
- (f) Conducts evacuations in the event of terrorism-related threats, such as biological, radiological, or chemical attacks
- (g) Plans and directs all school district safety training, including safety seminars for students and parents/guardians
- (h) Plans responses to national color-coded alert system
- (i) Conducts studies, drills and tests of effectiveness of building safety plans
- (j) Inspects and monitors district security and safety systems

- (k) Acts as liaison with local police department and other authorities
- (l) Collects and prepares evidence for case disciplinary proceedings and criminal court.
- (m) Maintains records of safety and security incidents and prepares related data and reports

QUALIFICATIONS:

- (a) Graduation from a New York State or regionally accredited college or university with an Bachelor's Degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of supervisory or managerial experience in security and safety operations in a school setting or:

Graduation from a New York State or regionally accredited college or university with a Bachelor's Degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of experience as a police officer which included assignments or in-service training relating to violence in schools, juvenile justice or other areas directly related to issues affecting school districts.

NOTE: Additional experience as defined in (a) or (b) above may be substituted for education on a year-for-year basis to a maximum of four (4) years. Candidates must have graduated from senior high school or possess a high school equivalency diploma.

DISTINGUISHING FEATURES OF THE CLASS

An employee in this class patrols the buildings and grounds in a school district to enforce school rules and ensure the safety of students, staff and visitors; and to prevent damage to school facilities. The incumbent is expected to establish a rapport with students in order to provide an atmosphere that is safe and conducive to the proper functioning of the school; and to assist students or refer them to proper staff members for assistance with any problems. Employees may be expected to provide classroom instruction directed at increasing awareness, personal safety and an understanding of applicable laws. Work requires the exercise of independent judgment and is performed under the general supervision of the building principal. Does related work as required.

TYPICAL WORK ACTIVITIES

Patrols all areas of school buildings and grounds including halls, stairwells, rest rooms, courtyards, entrances and parking lots to prevent trespassing, loitering, and class cutting, and to protect persons and

property, maintain order, and assure compliance with all rules and regulations;

Assists students with problems and refers them to proper staff members;

May conduct classroom presentations to provide information and answer questions regarding personal

safety, crime and violence prevention techniques and applicable laws including drug laws, traffic laws, etc.;

Questions unauthorized persons on or around school premises, advises as to school rules, and either

directs visitors to the principal's office, or asks them to leave;

Restrains persons engaged in disorderly conduct;

Reports, to the building principal, any problems, incidents, and conditions affecting the security of the

school buildings and grounds so that the building principal can contact the police if necessary;

Assists police in calming disturbances if necessary;

Assists when emergencies occur within the school building;

Watches for illegal drug use and accompanies school administrators on locker searches for drugs, weapons, or explosive devices.

FULL PERFORMANCE KNOWLEDGES SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Good knowledge of laws, rules and regulations applicable to a school district and necessary for promoting and maintaining proper conduct, and ensuring the safety of students, staff and visitors; good knowledge of crisis intervention and conflict resolution techniques; good knowledge of crime and violence prevention techniques; ability to provide related educational information to students through classroom presentations; ability to identify illegal drugs and detect signs of use; ability to diffuse potentially dangerous situations; ability to follow

directions; ability to develop a rapport with students; ability to explain rules and regulations in a way that will be understood and obeyed; tact; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS

OPEN COMPETITIVE

Either:

(a) Graduation from a college with federally-authorized accreditation or registration by NY State with a Bachelor's Degree in Criminal Justice or a related field, and one (1) year of experience as a peace officer, which includes or is supplemented by one (1) year of experience involving substantial contact with youth in recreation, education or community settings, or;

(b) Graduation from a standard senior high school or possession of a high school equivalency