

District-Wide Safety Plan

Ripley Central School District

2019-2020



Ripley Central School Mission Statement

Through the collaborative effort of the students, faculty, staff and community, the Ripley Central School district provides a healthy, supportive environment which prepares productive, competitive citizens for life in the 21st century.

Recognizing the individuality of each person, we maintain that every child will achieve personal excellence through perseverance. We strive to build pride, confidence, respect and critical thinking skills in order to produce well-educated, responsible citizens who are college and career ready.

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Comprehensive District-Wide Safety Plan

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. As required RIPLEY CENTRAL SCHOOL DISTRICT has developed this **Comprehensive District-Wide Safety Plan** designed to prevent or minimize the effects of serious violent incidents and emergencies, and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide Plan is responsive to the needs of RIPLEY CENTRAL SCHOOL DISTRICT and consistent with the more detailed Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools.

RIPLEY CENTRAL SCHOOL DISTRICT supports SAVE Legislation, and has engaged in a planning process that involves and continues to involve the collaboration of all segments of the RIPLEY CENTRAL SCHOOL DISTRICT community as is demonstrated by the make-up of the District-Wide Safety Team. The District Superintendent encourages and advocates on-going District-Wide cooperation and support of Project SAVE.

The District-Wide Safety Plan is made available to the public. However, confidential information and tactical strategies for responding to critical events are not disclosed because disclosure of such information threatens the safety of students, staff and the public. The Building Level Emergency Response Plans include the details that are required by Education Law §2801-a to be kept confidential and that are prohibited from disclosure. The District-Wide Plan is a comprehensive reflection of the building Emergency Response Plans. Every Building Level Emergency Response Plan is customized to the individualized needs of the program, but all plans are in keeping with the intent of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS

A. PURPOSE

The RIPLEY CENTRAL SCHOOL DISTRICT **Comprehensive District-Wide Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff.

RIPLEY CENTRAL SCHOOL DISTRICT refuses to tolerate violence or threats of violence on school grounds and by implementation of this Plan will make every effort to prevent violent incidents from occurring. The appropriate authority and budgetary resources are provided in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

B. IDENTIFICATION OF SAFETY TEAM

District-Wide Safety Team (DWST) (Planning Team)

The RIPLEY CENTRAL SCHOOL DISTRICT Board appointed a **District-Wide Safety Team** at the regular meeting of the Board on [DATE]. The team is charged with the development and maintenance of the **Comprehensive District-Wide Safety Plan**. The RIPLEY CENTRAL SCHOOL DISTRICT District-Wide Safety Team consists of representatives of the Town Liaison, Ripley Fire Chief, school Nurse, teachers, administrators, department heads, school safety personnel, and other school personnel. The individuals may change on an annual basis due to changes in staff, students and parents at RIPLEY CENTRAL SCHOOL DISTRICT. Program Directors are encouraged to attend DWST meetings. The current members of the team and their affiliations are as follows:

District-Wide Safety Team 2019-2020 Representative of:	Name
Superintendent	William Caldwell
Principal	Micah Oldham
Administrative Assistant	Laurie Kozlowski
Head Custodian	John (Doug) Norton
Building Maintenance Mechanic	Kris Haltiner
Director of Facilities	TBD
School Nurse	Sara Fisher
Teacher on Special Assignment (TOSA)	Michelle Waters
Head of Transportation	James Morrison
Cafeteria	Lori Enterline
Town Liaison	John Hamels
Ripley Fire Chief	Mark Smith

Responsibilities of the District-Wide Safety Team

The District-Wide Safety Team recommends actions that they feel are necessary to prevent school violence in RIPLEY CENTRAL SCHOOL DISTRICT school to the Superintendent and Board. The Team meets at least annually, and minutes of each meeting are kept. An agenda is established prior to each meeting. The Team has the responsibility for developing and auditing the Comprehensive District-Wide Safety Plan to determine its success in the violence prevention. Some of the team's primary responsibilities include:

1. Recommending training programs for students and staff in violence prevention.
2. Dissemination of information regarding early detection of potentially violent behavior.
3. Developing District-Wide Response Plans to acts of violence.
4. Communicating the Plan to students and staff.
5. Reviewing previous incidents, as compiled by the Building-Level Safety Teams, of violence and examining existing records to identify patterns and trends that may indicate causes of violence (OSHA Logs – SH900; Incident and Injury Reports; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances; etc.). Making recommendations necessary for change.
6. Reviewing Building-Level Emergency Response Team security analyses to evaluate the potential for violence. Recommending improved security measures.

District-Wide Emergency Response Team (Response Team)

The District-Wide Emergency Response Team is responsible for decision-making, advising, and coordination of resources during both District-Wide and Building-Level emergencies. This team uses the National Incident Management System (NIMS) Incident Command structure with a designated chain-of-command. Individual members of the Team will be activated to fulfill needed roles depending on the scope of emergency. The Team is generally comprised of:

- Incident Commander (Usually Superintendent)
- Public Information Officer
- Safety Officer
- Liaison
- Planning Officer
- Operations Officer
- Logistics Officer
- Finance & Administration Officer

Building-Level Emergency Response Team

In addition to the District-Wide Safety Team, RIPLEY CENTRAL SCHOOL DISTRICT has developed one emergency team:

Building-Level Emergency Response Team – responsible for planning and has responsibilities during an emergency. Includes the Building Incident Commander chain of command; Area Leaders and Alternates; First Aid & AED Teams; Scribes; and Custodial Services. In a bomb threat, it additionally includes the Volunteer Search Team which assists emergency service responders in the bomb search.

Building-Level Post-Incident Response Team – responsible in the aftermath of an emergency to get a program back into operation. In addition to those staff members listed as part of the Emergency Response Team. Includes the Building Crisis Counseling Team.

C. CONCEPT OF OPERATIONS

The **Comprehensive District-Wide Safety Plan** is directly linked to and incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Team**. Protocols reflected in the Comprehensive District-Wide Safety Plan have guided the development and implementation of the individual Building-Level Emergency Response Plan.

- ❖ RIPLEY CENTRAL SCHOOL DISTRICT recognizes that it may be subject to a number of potentially disruptive events, and this was a driving force in developing the Comprehensive District-Wide Safety Plan. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response, and this is the goal of both RIPLEY CENTRAL SCHOOL DISTRICT District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every RIPLEY CENTRAL SCHOOL DISTRICT employee is a vital resource and has an important role in accomplishing our goals in an emergency. The Plans contain specific instructions for faculty and staff to follow in the event of emergencies and follow the National Incident Management System (NIMS) chain of command Incident Command structure.
- ❖ In the event of an emergency nor violent incident, the initial response at an individual school building will be the responsibility of the Building Incident Commander and the Building-Level Emergency Response Team.
- ❖ Upon activation of the Building-Level Emergency Response Team, the Building Incident Commander will ensure that the appropriate local emergency response officials and Principal are notified by whatever means necessary and available. The Principal will notify the Office of the Superintendent and other key personnel, as appropriate.
- ❖ The nature of any given emergency dictates the degree of interaction with both State and Local Emergency Response Agencies. If necessary, RIPLEY CENTRAL SCHOOL DISTRICT will call upon local, county and state resources listed on the Emergency Services Agencies list to supplement efforts. The RIPLEY CENTRAL SCHOOL DISTRICT Health Office and Safety Committee have assisted in development of protocols for accessing these services.

D. PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this Plan was made available for public comment at least 30 days prior to its adoption. The District-Wide Plan and Building-Level Plans were adopted by the Board after one public hearing that provided for the participation of school personnel, parents, students and other interested parties. The Plan was formally adopted by the Board on [DATE].

- Full copies of the District-Wide Safety Plan, Building-Level Emergency Response Plans and any amendments were submitted to the New York State Education Department on [DATE], within 30 days of adoption, as per the original cover letter.
- This Plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required reviews are completed annually on or before July 1 of each year since its adoption by the Board on [DATE]. A copy of the District-Wide Plan is available upon request and is available in the District Office.

□ Although the Building-Level Emergency Response Plan is linked to the Comprehensive District-Wide Safety Plan, in accordance with Education Law §2801-a, the **Building-Level Plans are confidential and are not subject to disclosure**. This further ensures safety at the building level and reduces the potential for planned sabotage. Building-Level Emergency Response Plans were filed with both **Local and State Police within 30 days of adoption** and have been updated periodically, as needed.

E. ELEMENTS OF THE COMPREHENSIVE DISTRICT-WIDE SAFETY PLAN

As per New York State Education Law Chapter 181 § 2801-a (2), the RIPLEY CENTRAL SCHOOL DISTRICT Comprehensive District-Wide Safety Plan contains the following elements:

- ❖ Identification of sites of potential emergencies.
- ❖ Plans for responses to emergencies including school cancellation, early dismissal, evacuations and sheltering.
- ❖ Responses to an implied or direct **threat of violence** by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves.
- ❖ Responses to **acts of violence** by students, teachers, other school personnel as well as visitors to the school, including acts by students against themselves.
- ❖ 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 workforce available during and emergency.
- ❖ Designation of the chain-of-command (Incident Command)
- ❖ Plans to contact parents and guardians or persons in parental relation to the students of the district in the event of a violent incident and in the event of an implied or direct threat of violence by such student against themselves.
- ❖ School building security
- ❖ Dissemination of information regarding early detection of potentially violent behavior.
- ❖ Plans to conduct drills and exercise the Emergency Response Plan including reviews of tests.
- ❖ Annual school safety training for students and staff; provided that the district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.
- ❖ 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 hall monitors and other school personnel with the requirements for training, hiring and screening process for all personnel acting in a school safety capacity.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

These are the programs, strategies and activities that RIPLEY CENTRAL SCHOOL DISTRICT is using or may use for violence prevention and intervention and improving communication among students and staff, and for the reporting of potentially violent incidents. Due to the variety and nature of RIPLEY CENTRAL SCHOOL DISTRICT programs, not all programs, strategies and activities are used in every program. Different ones are used in different program as appropriate. The training programs for staff listed below are detailed in the RIPLEY CENTRAL SCHOOL DISTRICT Professional Development Plan.

School Violence Prevention and Intervention Training

Each instructional employee completes at least one training session in school violence prevention and intervention lasting at least two hours containing the content as specified by Project SAVE law. Employees of all the instructional departments in RIPLEY CENTRAL SCHOOL DISTRICT attended this session at the onset of the law. Each new employee since that time has been presented with the materials at the annual Superintendent's Conference Days.

Non-Violent Conflict Resolution Training Program

Designed to teach staff and students comfortable ways to end disputes. This helps students reach a peaceful solution to student conflicts. Programs vary from grade level to grade level, but all involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities.

Anger Management, Violence Prevention

Administrators, teachers and support staff have had formal training in programs such as Second Step. School Psychologists train individual students in anger management techniques.

Peer Mediation Programs

Peer mediators are trained and supervised in many programs. Training includes conflict resolution strategies, dealing with anger, taking responsibility for actions, and health and social issues.

Creating a forum or designating a mentor for students concerned with bullying/violence

Some programs have faculty mentoring of students. Bullying is addressed in counseling sessions and through classroom intervention.

Diversity Awareness

Where appropriate for the population, this is an integral part of programs.

Confidential Reporting

All programs work towards creating a culture of trust for anonymous/confidential reporting of school violence or the potential for violence to program staff. This is linked to staff development. Students are encouraged to confidentially report concerns about others, as well as make self-referrals for help during counseling sessions with psychologist and social workers and at times to any staff member such as the school nurse.

Special Education Strategies

Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Psychologist services; Counseling; Building Crisis Teams; and high ratio of staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing pro-social skills in students. Crisis Prevention Institute (CPI) training is provided to staff as nonviolent crisis intervention training, including methods for diffusing disruptive and assaultive students.

Instructional Program Strategies

Teachers are provided with a continuity of presentations on the topic of Character Education and Service Learning in order to implement the strategies of Student Leadership, Character Education and Citizenry into the school climate. Superintendent's Conference Days are used to provide informational sessions on these topics as well as on behavior management plans, and on gangs and bullying. Staff and students are provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.

Parent Support groups, programs, resource networks, and training in some buildings
Others as deemed useful and effective based on the school population needs.

Training, Drills and Exercises

It is RIPLEY CENTRAL SCHOOL DISTRICT's policy to fully comply with all applicable safety standards and laws and specifically to be in compliance with Commissioner of Education Regulation 155.17, including the requirement to have multi-hazard training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the District-Wide Safety Team and the Building-Level School Safety Team, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form, which is part of the Building-Level School Safety Plan.

- ✓ Early Go-Home drill
- ✓ Live drill including sheltering, evacuation, lockout
- ✓ Live drill for specific response (i.e. hostage taking, bomb threat, etc.)
- ✓ Table top exercises – During these problem solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
- ✓ Emergency Response Training exercises – These drills test whether team members are clear on their roles during an emergency without staging a live drill of the entire building.

RIPLEY CENTRAL SCHOOL DISTRICT recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, RIPLEY CENTRAL SCHOOL DISTRICT invites local agencies to participate in and to help evaluate exercise. These agencies include but are not limited to local Police and Fire Department, Rescue and Ambulance Services, Local Emergency Management Offices and the RIPLEY CENTRAL SCHOOL DISTRICT's Health Office and Safety Committee. RIPLEY CENTRAL SCHOOL DISTRICT also has staff members involved in incidents and drills fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level Emergency Response Team debriefs and analyzes these to help improve the response in the future.

Annual training is also given at each school building on its Building-Level Emergency Response Plan, including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. Staff receives written information in the form of the Building-Level Emergency Functional Annexes SHELL Poster, which is part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the RIPLEY CENTRAL SCHOOL DISTRICT Comprehensive Safety Plan.

The district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

All potential RIPLEY CENTRAL SCHOOL DISTRICT employees undergo a rigorous screening and hiring process including required fingerprinting. School programs have entrance and hall monitors. Employees whose duties include entrance and/or hall monitor duties, as well as all teacher aides, are provided with a detailed job description and instruction on those duties. They are responsible to supervise students in halls, during lunch period and student breaks and provide assistance to students, as needed. They are to help maintain order and discipline and assist in managing the heavier of students. Select staff receive Crisis Prevention Institute (CPI) training, so that they may assist in crisis intervention, de-escalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior, as needed. They are required to identify and promptly report safety hazards to designated building personnel. All employees are to direct all visitors to sign in, sign out, and to obtain and wear a visitor's badges. They are to report possible intruders to the Building Incident Commander. They receive annual training in the Emergency Response Plan.

Implementation of School Safety

- ✓ A Security Committee is led by a Chief Emergency Officer, and includes members of the District-Wide Safety Committee.
- ✓ Appropriate school building security measures and procedures are determined on an ongoing basis by the school Administrators in conjunction with the Security Committee.
- ✓ The Building-Level Emergency Response Teams also help carry out the District-Wide Comprehensive Safety Plan with regards to school security. The team members are appointed by the Principal, but may include anyone in the school community. The Building-Level Emergency Response Team may conduct and review security surveys of their building and then detail security needs for their program to the District-Wide Safety Team for the team to address.

Security measures currently may include:

- ✓ Employees are required to wear picture IDs, provided by the District.
- ✓ Signs directing visitors to the Main Office or reception desk.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear visitor's badges, at the reception desk (staffed by entrance monitors and/or security guards/aids) or Main Office (office staff) in the building.
- ✓ Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- ✓ Perimeter doors other than main entrances at all buildings kept locked.
- ✓ Indoor and outdoor video surveillance cameras in key locations at all buildings.
- ✓ Hall monitors in hallways during classroom changes.
- ✓ All employees, including entrance and hall monitors, are authorized to question persons without visitor's badges and send and/or accompany them to the Main Office.
- ✓ A trained Crisis Team is in place and is activated as needed.
- ✓ Contractors wear picture IDs.
- ✓ All Facilities custodial and maintenance staff wear uniforms with their names and the RCS logo.
- ✓ Periodic security audits.
- ✓ Security Tips sheet provided to staff.
- ✓ Random searches, as deemed necessary.
- ✓ Other methods as deemed necessary based on a constant review of current practices.
- ✓ Not all security measures are implemented in every RIPLEY CENTRAL SCHOOL DISTRICT location. Measures are applied as determined by the needs of the program.

RIPLEY CENTRAL SCHOOL DISTRICT Vital Educational District Information

Each Building Emergency Response Plan contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs and telephone numbers of key educational officials. RIPLEY CENTRAL SCHOOL DISTRICT's District Administration maintains copies of this information.

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

- ✓ RIPLEY CENTRAL SCHOOL DISTRICT's programs are designed to identify potentially violent behaviors and to work directly with students and families.
- ✓ RIPLEY CENTRAL SCHOOL DISTRICT disseminates informative materials (when deemed appropriate) and provides training regarding the early warning signs and detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the District or board, students and other persons deemed appropriate to receive such information. However, many RIPLEY CENTRAL SCHOOL DISTRICT's Special Education, Alternative Education, and Career Education students are placed in RIPLEY CENTRAL SCHOOL DISTRICT programs due to behavior that could be characterized as potentially violent. Therefore, it has been determined, after extensive discussion by the District-Wide Safety Team, that mailing parents and other persons in parental relation standard brochures on warning signs of potentially violent behavior is inappropriate for the population served by many programs.
- ✓ Training is conducted by in-house staff, local agencies, consultants or others as deemed appropriate.
- ✓ Staff receives training, such as Crisis Prevention Institute (CPI) and Second Step, to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies.
- ✓ Employees receive annual multi-hazard training on the Emergency Response Plan, This training may address topics including the early detection of potentially violent behavior.
- ✓ Employees receive written information from training programs and in the Emergency Procedures Quick Reference pamphlet and the RIPLEY CENTRAL SCHOOL DISTRICT Security Tips sheet.

C. HAZARD IDENTIFICATION (SITES OF POTENTIAL EMERGENCY)

As part of the Building-Level Emergency Response Plan, the Building-Level School Emergency Response Team determines sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips.

SECTION III: RESPONSE

RIPLEY CENTRAL SCHOOL DISTRICT requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by the Program Administrator. With the realization that employees and students may otherwise be reluctant to come forward, all RIPLEY CENTRAL SCHOOL DISTRICT programs maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns.

The School Building Administrator or Designee is responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff is provided as part of the violent prevention training program. The goal is that each incident will be reported to and evaluated by the Building-Level School Emergency Response Team and will be compiled of reported to the District-Wide Safety Team for evaluation of the Violence Prevention Program. Relationships will be established with local law enforcement officials and emergency response agencies at the building level. Representatives from these agencies (Chautauqua County Sheriff's Department, New York State Police Department, local Fire and Emergency Medical Responders and Emergency Management Services) will be asked to participate on Building-Level Emergency Response Teams.

A. REPORTING

Once an incident has been reported, and depending on its severity, the School Building Administrator or Designee will:

- ✓ Report it to the local Police Department (see Notification and Activation below).
- ✓ Secure the area where the disturbance has occurred. (Crime Scene Management)
- ✓ Ensure the physical safety/medical management of student/staff remainder of the building remains appropriate supervised. (Activate Lock Down)
- ✓ 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 Building-Level Emergency Response Plans.
- ✓ Provide notification to District Administration.
- ✓ Provide incident debriefing to students/staff as needed. Notify parents, as appropriate.

B. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATION)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships are established by participation of local emergency response officials on Building-Level Safety Teams. The Emergency Response Services and individuals, and appropriate means of contact, are documented in the Building-Level Response Plans. Additionally, the local agencies are identified with the telephone numbers in the Emergency Telephone Numbers section of Building Plans.

To ensure the fastest response, individual employees are instructed that they may dial 911 to contact emergency service agencies in an emergency, but must inform their Principal and/or Administrator/Building Incident Commander immediately afterwards.

Internal communication is of prime importance and is detailed in the Building-Level Emergency Response Plan based on the equipment available, building layout, staffing, etc. in each building. The specific method of notification to be used will be determined on an incident by incident basis by the Building Incident Commander based on the most effective and appropriate communication methods available during the incident. Below is a list of possible communication methods within RIPLEY CENTRAL SCHOOL DISTRICT.

The Building Incident Commander is responsible for notifying Emergency Response agencies and the District Office, which is then responsible for ensuring that all other necessary notifications are made. This enables the Building Incident Commander to direct all of his/her attention to the emergency.

The Chief Emergency Officer and the RIPLEY CENTRAL SCHOOL DISTRICT District-Wide Emergency Response Team will determine what notification is appropriate and necessary for all other programs (on and off site) concerning a specific disaster or act of violence and will instruct the Building Principal/Program Administrator to take appropriate action.

Depending on the nature of the emergency, some of the communication methods that will be used within RIPLEY CENTRAL SCHOOL DISTRICT for internal communication, as well as for external communication will include:

- Telephone (hard-wired)
- Cellular telephone (with texting capability for times when networks are saturated)
- Fax
- E-mail
- Internet
- Maintenance Department radio system
- Building Level Emergency Response Team Radios
- NOAA weather radio (located [ADD LOCATION])
- Intercom
- Public Address System
- Alarm System
- Runner (within a building or campus)
- Mobile message transport by vehicle or foot (between buildings)
- SchoolMessenger rapid calling system (for staff & student notification)
- Local media and Emergency Alert
- Others as deemed necessary

Plans to Contact Parents and Guardians

Every effort will be made to directly contact parent/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. Some programs have rapid calling system capabilities, which will be used. In other programs, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff of the individual programs under the direction

of the Principal/Administrator or designee. District Office may take over this task in and evacuation. The RIPLEY CENTRAL SCHOOL DISTRICT Superintendent's office is responsible for the contacting any other organizations and/or school districts whose students are affected. Those organizations/districts may in turn have their own method of contacting parents/guardians. In some cases, it may additionally be necessary to use other means such as local media.

C. SITUATIONAL RESPONSES

RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)

Response actions in individual buildings will include:

- Inform building Principal of implied or direct threat
- Level of threat determined by the Building Principal in consultation with Program Director
- Use of staff trained in de-escalation techniques (CPI and Second Step) such as Crisis Response Team
- Contact law enforcement , if necessary
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

RESPONSE TO ACTS OF VIOLENCE (ACTUAL)

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

- Determine the level of threat
- Use of staff trained in de-escalating techniques (CPI and Second Step) such as Crisis Response Team
- If necessary, isolate the immediate area and evacuate if necessary
- Inform building Principal who will inform the District Office
- In necessary, the Principal will initiate the Lock Down procedure and will contact the appropriate law enforcement agency
- Monitor situation, adjust response as appropriate, if necessary, the Principal will initiate early dismissal, sheltering or evacuation procedures

RESPONSE PROTOCOLS

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

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

Protocols for bomb threats, hostage-taking, intruders, kidnappings, lockout, shelter-in-place, duck and cover, severe weather and medical emergencies, and off campus and bus incidents, are detailed in the multi-hazard response section, as follows.

MULTI-HAZARD RESPONSE

RIPLEY CENTRAL SCHOOL DISTRICT recognizes that many different types of emergency situations may arise resulting in the need for emergency responses. However, there are a limited number of responses (See Protective Actions Options, pgs. 27-30) that can be taken.

These are:

- Canceling School prior to start
- Evacuation; Early Dismissal/Go-Home Early; and
- Sheltering. There are different types of sheltering for different situations including lockout for general external emergencies; for Intruders; and
- Shelter for Severe Weather.

These responses are to be used when addressing emergencies such as: Bomb Threats; Hostage Taking; Intruders; Kidnappings; Fire and Explosion; Medical Emergencies; Weather and other Natural Hazards; System Failure and Technological Hazards.

For a local emergency, the response will be determined by the Building Incident Commander based on the incident, the information available and, if appropriate, the Building-Level School Emergency Response Team will be responsible for reviewing and updating the response and communicating it to staff and students. A response may also be recommended by appropriate authorities such as the State Education Department, the State Office of Emergency Management, or the BOCES District Superintendent under the advisories from the New York State Homeland Security System.

The following are summaries of procedures for certain emergency situations.

BOMB THREATS

All bomb threats are taken seriously and are treated as real.

The FBI Bomb Threat Call Checklist is available at all phone locations and is distributed in each school building as part of the training on emergency procedures along with the Emergency Procedures Quick Reference Pamphlet.

When a building specific bomb threat is received in a school building there are three response actions that the Principal/Building Incident Commander may choose. The decision whether or not to evacuate is dependent on

information received in the threat and how credible that information is. The Principal/Building Incident Commander should conduct a debriefing/interview of the person who has received the threat to aid in the decision process on what action to take. Based on all available information, the Principal/Building Incident Commander will determine the best course of action.

1. **Compartmentalization** relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new developing information – can also be utilized in an effective response. Authorities believe that through compartmentalization casualties can be minimized should a bomb detonate.
2. **Evacuation** of building after searching exit routes and evacuation areas. **Before evacuation can take place, evacuation routes, exits and assembly areas must be searched.**
3. **Pre-clearance and Security Screening in Lieu of Evacuation** relies on anticipating a threat. A building that has been pre-cleared and maintained as secure does not need to be evacuated if a bomb threat is received. Pre-cleared requires “clearing” of the building in coordination with local law enforcement officials before the start of the day, as well as continual monitoring of security throughout the day to ensure no suspicious objects have been brought into the building by students, visitors or staff. This option may be implemented only prior to the receipt of an actual bomb threat. This option is appropriate during standardized testing periods or when there is particular concern over the possibility of a bomb threat.

Re-occupancy of a School Building

The school administrator has the ultimate responsibility for making the decision to re-enter a school building after a bomb threat incident and evacuation. This decision will be made in consultation with the police, the Program Director and the BOCES Incident Commander. Police do not have the authority to declare the building safe for re-occupancy. No one will be able to conclusively state that there is no bomb, only the search did not reveal a bomb.

Based on the information received from the building search there are four options:

1. Reoccupy the building and resume classes
2. Relocate the building occupants to another facility
3. Re-enter the building within a set time
4. Activate the plan for early dismissal

Criminal Behavior and False Reporting Prevention

RIPLEY CENTRAL SCHOOL DISTRICT periodically disseminates information to students and staff informing them that reporting a false bomb threat is a crime that may result in imprisonment and/or civil penalties. The school will discourage false reporting of incidents designed to threaten life and property by instructing staff and students to immediately report the presence of strangers in the building and unusual or suspicious objects.

HOSTAGE TAKING

1. The first person aware of the situation will immediately notify the Principal's office and will convey all known information, including a description of the victims and suspects, types of weapons being used, and any demands from the hostage taker.
2. The Principal will authorize a 911 call, a direct call to the police precinct, or that other appropriate emergency services are notified.
3. The school Principal or designee will issue the appropriate alert for a Lockout or (proprietary, in Building Emergency Response Plans), if necessary, and isolate the area.
4. The school Principal or designee will notify the Program Director, who will be the District Administration contact. No response will be given to the media at this time.
5. The school Principal or designee will turn over authority to the police upon their arrival, will give full cooperation, including all available information and maps, and will assist as requested.

INTRUDER/HOSTILE VISITOR

1. All RIPLEY CENTRAL SCHOOL DISTRICT employees are authorized to stop and question all unescorted, unidentified or unauthorized persons that they do not recognize as belonging in the building. These people are to be requested to report to the Main Office to obtain a visitor's pass. They are to escorted unless that would leave students unsupervised or endanger the escorting employee's safety.
2. Staff immediately reports the intruder or suspicious person to the Principal's Office.
3. The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
4. 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.
5. If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Building security will be notified, if appropriate. The Principal or designee will authorize a 911 call or other appropriate emergency notification.
6. If the situation escalates, the Emergency Response for (proprietary, listed in each Building Emergency Response Plan) will be utilized to notify all teachers and staff who will execute the signaled response.
7. The Superintendent's Office will be notified so that appropriate resources are made available to the RIPLEY CENTRAL SCHOOL DISTRICT.
8. The building Principal is prepared to relinquish authority and assist the first emergency responders from the police or emergency services.

KIDNAPPING/STUDENT ABDUCTION

1. *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. (if available) and descriptive information on the suspect. School building staff and security personnel will search the building and also utilize the public announcement system,
2. Parent/guardian will be notified. If student is not found, police will be notified.
3. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation, and will assist as requested.

4. Parents will be notified immediately if student is located.
5. *During school hours*, **when a student has not arrived to school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if student is located.
6. If student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
7. 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. (if available) will be obtained.
8. The Program Director will be notified and will notify District Administration.
9. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation and assist as requested. No information is to be released to the media at this time.
10. Parents will be notified immediately if the student is located.
11. *After school hours*, **when a student had not arrived at home**, the school may be notified by a concerned parent/guardian.
12. Gather any information available on the student and his/her departure from school.
13. Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation.
14. Ask parent/guardian to re-contact school if student is located.

ELOPEMENT

Proactive Student and School-Wide Protocols and Procedures to Address, Prevent and Respond to Elopement:

Individual Student Prevention and Intervention Procedures

1. For students with disabilities, Committees on Special Education, with input from teachers and parents, must identify student behaviors that impede student learning and/or lead to self-harm behaviors **like elopement/wandering**.
2. If a student demonstrates elopement/wandering behavior/s or even a tendency to wander or bolt, a Functional Behavioral Assessment (FBA) should be conducted upon receipt prior to written notice generated by the CSE and signed by the parent.
3. Along with the FBA, a Behavioral Intervention Plan (BIP) must be completed to ensure that the eloping/wandering behavior/s are addressed through the plan and work in concert with the school-wide safety/security procedures. Behavioral Intervention Plans assist teachers and aides in addressing, reducing and ultimately extinguishing these behaviors if possible. Parent involvement in the development of the BIP is required, however, with students who are challenged with elopement/bolting behaviors parent involvement is crucial. Severe school age student eloping/bolting behavior may necessitate the need for a 1:1 teacher aide.

School-wide Protocols and Procedures to Address, Prevent and Respond to Elopement

Schools need to ensure that there are building policies, procedures and protocols in place to prevent and address instances of wandering and elopement, particularly for students with cognitive impairments. These should include, but are not limited to:

1. School administrators will provide training in the prevention and intervention of student elopement with all the staff at Monthly Faculty Meetings, team meetings and meetings with teacher aides and all support

staff including security of the following outlined procedures. **(At no time is the student to be left alone or unsupervised. If the student bolts or elopes, school staff must follow this student and keep him/her safe.)**

2. Staff must immediately inform building administrator/s when a student elopes/bolts.
3. Administrative staff must call 911 once the student leaves the building, even if the student is followed by staff.
4. Administrative staff must call 911 if the student's whereabouts are unknown.
5. Communication protocols with local police must be kept prearranged, and lines of communication with the police must be kept open.
6. Use of school-wide communication and alert systems must be utilized to inform the school community that a student has bolted/eloped from his/her class, even if the student is being followed by a staff member and/or known to be in the building.
7. School administrators will arrange for pre-assignment building and ground searches, so that staff can search various parts of the building and grounds quickly and systematically.
8. School administrators will have available to law enforcement officials the floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.
9. Notify parent/guardian immediately, even if we know the location of the student.
10. Inform the local building principals, support staff, hall monitors, and security guards of students with known elopement behaviors.
11. Explore applicability of door alarms and/or other elopement warning devices.
12. Ensure students with known elopement behaviors carry basic identification information at all times.

SEVERE WEATHER/EARTHQUAKE RESPONSE

Possible response to the following situations and other events:

Thunderstorm - Lightning - Hurricane - Windstorm - Hail - Winter Storm - Tornado - Earthquake

1. The Building Principal/Incident Commander Monitors situation.
2. The Building Principal/Incident Commander informs Superintendent's Office
3. NOAA Weather Radio is placed in an area that is staffed at all times (preferably the Main Office). It is always left turned on in alert mode.
4. All outdoor activities are curtailed if thunder is heard, lightning is seen, the sky is threatening or a local warning signal has been received over the NOAA Weather Radio. **RIPLEY CENTRAL SCHOOL DISTRICT does not wait for severe weather to begin.**
5. All students and staff are summoned into the building to return to classrooms.
6. Outdoor activities are not resumed until 30 minutes after the thunder is last heard or lightning is seen.
7. Upon hearing the **Severe Weather Sheltering** signal, classes proceed to the Severe Weather Shelter areas.
8. In a **thunderstorm**, students and staff in a vehicle stay there with windows closed. If outdoors and no building or vehicle is available, standing underneath tall structures and trees is avoided. Crouch with feet apart, hands on knees and head between them. Do not lie flat on the ground.

9. In a **tornado**, students and staff who are outdoors or in a vehicle and cannot get inside a building, move away from vehicles and lie in a ditch or low-lying area or crouch near a strong building, using arms to protect head and neck.
10. Severe Weather Shelter areas are on the lowest floor possible of the building in interior, windowless hallways that are away from exterior doors, trees, utility poles and utility lines. Due to their large roof spans, do not take shelter in large rooms such as a cafeterias, gyms and auditoriums or in locations with skylights.
11. The Principal/Building Incident Commander may determine that the building is not safe to occupy and may signal and Evacuation after the event has subsided.
12. Students and staff are instructed to stay clear of – and to **never touch – fallen wires** or anything these wires touch.

RADIOLOGICAL EMERGENCY

May include the following situations and other events:

Nuclear Accident – Nuclear Attack – Dirty Bomb

1. When notified by the appropriate authority the Principal/Building Incident Commander will initiate measures to shelter students and staff in place for up to a 24 hour period.
2. **Sheltering** will help to minimize radiation exposure to the body by using **distance** from the source of the radiation; **shielding** from the radiation by heavy, thick, dense materials that will absorb radiation, such as remaining indoors in interior spaces within the thick walls of the school; and by using **time** for the radiation to lose its strength (radiation dissipates and decays rapidly).
3. A **Lockout** will be initiated closing all windows and doors.
4. Custodial staff will turn off air conditioners, ventilation fans, furnaces and other air intakes that bring in air from the outside. If possible, vents will be sealed.
5. Students and staff will move to interior hallways on the first floor of building, away from doors and windows.
6. Protective action instructions and recommendations of federal, state and local emergency management offices will be followed.

CHEMICAL EMERGENCY AND BIOLOGICAL EMERGENCY

Could include the following situations and other events:

Chemical Spill – Terrorist Attack (also see Anthrax below)

1. If an accidental chemical spill occurs in the building, evacuate the area immediately and seal the room. Notify the Principal/Building Incident Commander. Review the Material Safety Data Sheet (MSDS) and determine the urgency of the situation. The Principal will call 911 for Fire Department/HAZMAT response, if appropriate. Evacuate adjacent areas and possibly entire school, if necessary. Have Head Custodian shut off or increase ventilation depending on circumstances. Contact Department & District Offices and keep them informed. Conduct clean-up operations as per the MSDS and Fire Department/HAZMAT Instructions.
2. If exposure is external to the building, authorities will instruct schools in the best course of action, which may be evacuate the area immediately, to seek shelter at a designated location, or to shelter-in-place (on

the ground floor, not the basement, where vapors may settle and become trapped) and do a **lockout**, sealing the premises, as in the radiological emergency procedure numbers 3-6 above. If shelter area is sealed, there should be ten square feet per person, which will provide sufficient air to prevent carbon dioxide build-up for up to five hours.

3. If caught in an unprotected area, attempt to get up-wind of the contamination and seek shelter as quickly as possible.
4. Agents used in chemical warfare may be in the form of poisonous vapors or gases, aerosols, and liquids or solids that have toxic effects on people, animals or plants. They may be odorless, colorless, and tasteless. Biological agents which may be used as weapons have illness-producing effects on people, livestock and crops. They may be dispersed via aerosols, animals, food and water contamination; mail; and person to person.
5. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontamination should proceed to minimize health consequences.
6. Remove and bag all clothing and other contaminated items in contact with body, avoiding contact with eyes, nose, and mouth. Wash with soap and water. Flush eyes with water. Change to uncontaminated clothing. Seek medical help as quickly as possible.

SUSPICIOUS PARCELS AND LETTERS: INCLUDING POSSIBLE ANTHRAX EMERGENCY

1. Be careful of suspicious packages and letters, they may contain explosives, chemicals or biological agents such as Anthrax. Anthrax is a bacterial infection treatable with common everyday antibiotics. Persons exposed to Anthrax are not contagious to others. The key to controlling the situation is to avoid panic and limit exposure to the infection.
2. Postal authorities advise caution with the following:
Unexpected mail; Mail addressed to someone no longer at the address; Mail without a return address; Mail with a postmark that doesn't match the return address; Mail of unusual shape; Mail with odd smells or stains; Mail marked with "Confidential" or "Personal" stamps; Mail marked "Your lucky day is here" or "Prize enclosed"; Mail with excess postage; Mail with misspellings; Packages that are tied up with twine or string.
3. If a letter is received that is suspicious or is claimed to be infected with Anthrax, it should not be opened or shaken. If opened, the person who opens it remains calm and proceeds with containment. The door is locked to the room with the letter and no one is allowed in.
4. The letter is isolated (placed in a plastic bag). Anyone who has handled the item should keep their hands away from their face, so as not to touch their eyes, nose or mouth and should wash thoroughly.
5. The person receiving the letter should not call in or send anyone to get another staff member to help. The person must telephone the Principal/Building Incident Commander and report that there is a suspicious mail or an Anthrax Emergency. The Building Incident Commander will call 911. The Building and grounds staff will shut down the ventilation systems in the affected area.
6. When emergency responders arrive, their directions must be followed exactly.
7. If appropriate, the police will call the FBI.

MEDICAL EMERGENCIES

Could include the following situations, accidents, injuries, illnesses and other events:

- Allergic Reaction
- Animal Bite
- Bleeding
- Blow to the Head
- Broken Bones
- Burns
- Choking
- Diabetic Shock
- Electric Shock
- Epileptic Convulsions
- Flood Poisoning
- Heart Attack/Sudden Cardiac Arrest
- Respiratory Arrest
- Loss of Life, Limb, or Eye Sight
- Shock
- Toxic Exposure

1. The first person on the scene identifies the stricken person, assesses the incident and remains with the injured person until relieved by the school nurse, the AED team, or EMS. The injured person is comforted and appropriate first aid should be administered, if the responder is first aid certified. The victim is moved as little as possible. If the person is bleeding, contact with his or her blood is avoided by using a barrier (gloves, towels, and clothing).
2. Another staff member, if available, calls the school nurse to inform that there is a medical emergency and assistance is needed. If no one else is available, the first person on the scene will have to make the call.
3. Instructions given by the nurse over the phone are followed.
4. For a serious medical emergency, such as Sudden Cardiac Arrest (SCA), the staff member will call the Principal/Building Incident Commander, immediately after the nurse is called.
5. After the telephone calls are made, the staff member calms other students who are present and disperses them or moves them away from the incident scene.
6. The nurse or Principal/Incident Commander determines whether to activate the AED Team and/or summon and/or inform emergency services and public health officials such as ambulance, police, fire department, County Health Department. The nurse or Principal/Building Incident Commander notifies parents/guardians.
7. The Principal/Building Incident Commander determines whether there is need to initiate a Functional Annex and will signal it accordingly.

OFF CAMPUS/SCHOOL BUS ACCIDENT EMERGENCY

1. On all field trips the lead responsible staff member has a participant roster with bus assignments for all students present on the trip. A copy of this roster will be given to the Principal/Main Office before the trip.
2. The lead responsible staff member on the trip has a list of the address, emergency contact telephone numbers and thong emergency information for each of the participants.
3. Each teacher, staff member and bus driver has a list with the phone numbers of the Main Office, Principal/Building Incident Commander, Program Director and Transportation Department for use in emergencies. If the trip is going to be after normal school hours, home telephone numbers are also needed.
4. If appropriate, each participant going on the trip has a nametag.
5. The lead responsible person on the trip has fully charged cellular phone, if available.

6. All buses have operational radios and are in contact with the RIPLEY CENTRAL SCHOOL DISTRICT Transportation Department and will notify the Transportation Department immediately of any incidents including if an incident occurs on the trip to or from school
7. If an incident occurs, teachers and staff gather students in a safe place away from danger and account for everyone.
8. Injured individuals are identified and first aid provided as needed.
9. Emergency assistance is contacted by calling 911.
10. The Principal/Building Incident Commander must be notified as soon as possible.
11. Close contact is maintained with the Principal.
12. The Principal in coordination with the Transportation Department arranges for transportation, etc., if needed.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

Depending on the nature of the emergency, RIPLEY CENTRAL SCHOOL DISTRICT may need to obtain assistance from local governmental agencies. During an emergency, RIPLEY CENTRAL SCHOOL DISTRICT will contact 911 or the local fire department to obtain immediate emergency services. Depending on the emergency this call will come from the building-level or from District Administration. RIPLEY CENTRAL SCHOOL DISTRICT has arranged to notify and obtain emergency assistance from the County Office of Emergency Services, if deemed appropriate. These telephone numbers are compiled for all buildings.

PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

The RIPLEY CENTRAL SCHOOL DISTRICT Superintendent or designee will contact the appropriate County Office of Emergency Services, the District responsible for implementation of Article 2-B of the Executive Law, in county-wide emergencies to obtain advice and assistance from the County Offices of Emergency Services Director. Through these County Offices of Emergency Services, RIPLEY CENTRAL SCHOOL DISTRICT will have access to advice and assistance from local government officials.

During an emergency the Building Incident Commander will call 911 to obtain emergency services. RIPLEY CENTRAL SCHOOL DISTRICT has identified other agencies that may be contacted as resources to obtain assistance including the Erie, Chautauqua and Cattaraugus County Office of Emergency Services; the Red Cross; Local Fire Department; Local Police; County Departments of Health; County Department of Mental Health; among others.

DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY AND COORDINATION OF DISTRICT RESOURCES AND WORKFORCE

RIPLEY CENTRAL SCHOOL DISTRICT's greatest resource is our human resource, our employees. Human, as well as additional physical resources available during an emergency are confidential and are identified in a separate document and in the School Building- Level Emergency Response Plans.

The RIPLEY CENTRAL SCHOOL DISTRICT District-Wide Emergency Response Team is responsible for the coordination of resources including manpower, and chain-of-command. This team is convened in an emergency and includes the:

- Superintendent,
- Business Official
- Principal
- Director of Technology
- Nurse
- Public Information Officer
- Director of Facilities
- Transportation Supervisor
- Others in the organization based on their expertise and the needs of the emergency. The Superintendent of designee will authorize decisions based on the deliberations and recommendations of the team. Assignments and coordination of staff at the building-level will be under the direction of district administration.

PROTECTIVE ACTION OPTIONS

The RIPLEY CENTRAL SCHOOL DISTRICT School Building-Level Emergency Response Plan addresses the following response actions as determined by the nature of the emergency:

SCHOOL CANCELLATION/DELAYED OPENING

These options are only available when the school day has begun and there is sufficient time for notification.

- The RIPLEY CENTRAL SCHOOL DISTRICT Superintendent or designee monitors any situation that may warrant a school cancellation; maintains an open line of communication with the Transportation Supervisor and Director of Facilities regarding severe weather, road conditions, and closings. If conditions warrant it, makes the decision to cancel school,
- Superintendent or designee notifies other administrators/supervisors as appropriate.
- Superintendent or designee initiates Phone Tree to notify employees; posts notification on the RIPLEY CENTRAL SCHOOL DISTRICT website.

EARLY DISMISSAL

Could be the response to the following situations and other events:

- **Bomb Threat**
- **Severe Weather**
- **Explosion**
- **Threat of Explosion**
- **Hazardous Material Spill On-site or Off-site**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**
- **Red Alert Level 2**

- The Building Principal/Incident Commander monitors situation (for county-wide emergencies such as severe weather the RIPLEY CENTRAL SCHOOL DISTRICT Incident Commander will initiate plan); keeps Superintendent informed.
- If conditions warrant, District Administration makes decision to close school early; RCS and BOCES Home School Transportation Managers will be contacted by District Administration to arrange for transportation; telephone calls will be made to school districts and parent/guardians or emergency contacts to inform of early dismissal.
- Public Information Officer will contact local media as an additional method to inform parents; information center for parent inquiries will be set up in cooperation with Office of Information.
- **At no time will RIPLEY CENTRAL SCHOOL DISTRICT students or BOCES special education students be returned to unoccupied, unsupervised homes.** If necessary, students will be returned by Transportation to RIPLEY CENTRAL SCHOOL DISTRICT shelter site.
- RIPLEY CENTRAL SCHOOL DISTRICT will shelter students, if warranted; appropriate District personnel will be retained until all students have been returned home.

SHELTER-IN-PLACE

Sheltering could be the response to the following situations and other events:

- **Bomb Threat**
- **Severe Weather**
- **Explosion Threat or Explosion**
- **Hazardous Material Spill Off-site**
- **Flood**
- **Utility Failure**
- **Nuclear, Biological or Chemical Attack Emergency**

Duck and Cover could be an additional response to the following situations and other events:

- **Student Disturbance**
- **Civil Disturbance**
- **Intruder with a Weapon**
- **Weapons on Campus**
- **Severe Weather**
- **Earthquake**
- **Explosion**

Due to the nature of the events in which **Duck and Cover** should be used, it may need to be implemented prior to the Principal/Incident Commander being contacted or before hearing the signal. If necessary, it may be used in addition to other types of Functional Annexes such as:

Inside

1. If possible, desks or pieces of furniture used as shields. In an earthquake, drop, cover and hold on.
2. Students drop to their knees with backs to windows.
3. Students make bodies as small as possible and stay motionless. Faces are buried in arms. Eyes are closed and ears covered.
4. Teachers and staff kneel behind class to ensure that students follow procedure.

Outside

1. Get everyone behind and solid, stationary object. In an Earthquake, stay out in the open.
2. Students lie on stomachs with faces away from the source event and stay motionless.
3. Heads, faces and as much skin surface as possible is covered.
4. Eyes are closed and ears covered.

Stay in the **Duck and Cover** protective position until the danger passes and/or building tremors and flying debris has ceased.

The Building Principal/Incident Commander:

- Determines the level of threat; Contacts Program Director; Determines the location of on-site sheltering depending on the nature of the incident.
- Directs students and staff to the designated assembly areas or to remain in classrooms as appropriate; Accounts for all students and staff. Any missing students or staff are reported to building Principal; Ensures adult supervision or continued school supervision/security; retain appropriate District personnel until all students have been returned home.
- Takes appropriate safety precautions; takes steps to isolate students and staff from the external environment during hazardous materials incidents.
- The District's Chief Emergency Officer makes appropriate arrangements for human needs including containing Food Services, if sheltering will be extended and food is necessary, the Red Cross for beds and sleeping bags, if warranted.
 - a. For on-site sheltering each RIPLEY CENTRAL SCHOOL DISTRICT location will have a supply of water and food to be able to shelter for 24 hours.
 - b. The County Office of Emergency Services, the Red Cross and other authorities, as appropriate, will be notified that RIPLEY CENTRAL SCHOOL DISTRICT will need assistance beyond 24 hours.
- The District's Chief Emergency Officer informs the BOCES Incident Commander and public information officer, who ensure notification of affected school districts and the media and respond to inquiries; information center for parent inquires will be set up in cooperation with Office of Information.

EVACUATION

Could be the response to the following situations and other events:

- **Fire**
- **Fire Drill**
- **Explosion**
- **Threat of Explosion**
- **Imminent Bomb Threat**
- **Hazardous Material Spill On-site**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**

If Fire Alarm has been activated all staff and student must evacuate the building immediately using fire drill evacuation procedures.

Building Principal/Incident Commander:

- Determines the level of threat; When appropriate contacts the Transportation Supervisor to arrange transportation and/or Evacuation site to prepare for arrival of students and staff, if necessary. The Transportation Department will contact affected school district Transportation Supervisors. The BOCES Incident Commander will assist in ensuring that the Superintendents in affected school districts are notified.
- Evacuates all staff and student to pre-arranged assembly areas and, if necessary, to pre-determined evacuation sites; Accounts for all student and staff population; Any missing students or staff are reported to building Principal; Ensures adult supervision or continued school supervision/security; Retain appropriate District personnel at evacuation sites until all students have been returned home.
- If dismissing early or evacuating off-site, telephone calls are made to school districts, and parent/guardians, as well as local media to inform parents; Information center for parent inquiries will be set up.

LOCKOUT

Could be the response to the following and other events:

- **External Disturbance or Threat**
- **Intruder on Campus Grounds**
- Building Principal/Incident Commander determines the level of threat and authorizes the use of the LOCKOUT (proprietary, in Building Emergency Response Plan).
- If the signal has been authorized at the building level, 911 is called and the Program Director is contacted.
- When the LOCKOUT signal is given the procedure in the Building Emergency Response Plan is followed.

NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

On May 2, 2011, the Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS) to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. The NTAS Alert will be as follows:

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorist threat against the United States.

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether and NTAS Alert should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of private sector, while other alerts will be issued more broadly to the public through both official and media channels.

Q – How does NTAS work?

A – NTAS will now consist of two types of advisories: **Bulletin** and **Alerts**. DHA has added Bulletins to the advisory system to be able to communicate currently developments or general trends regarding threats of terrorism. NTAS Bulletins permit the Secretary to communicate critical terrorism information that, while not necessarily indicative of a specific threat against the United States, can reach homeland security partners or the public quickly, thereby allowing recipients to implement necessary protective measures. Because DHS may issue NTAS Bulletins in circumstances not warranting a more specific warning, NTAS Bulletins provide the Security with greater flexibility to provide timely information to stakeholders and members of the public.

As before, when there is specific, credible information about a terrorist threat against the United States, DHS will share an NTAS **Alert** with the American public when circumstances warrant doing so. The Alert may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate or respond to the threat. The Alert may take one of two forms: **Elevated**, if we have credible threat information, but only general information about timing and target such that it is reasonable to recommend implementation of protective measures to thwart or mitigate against an attack, or **Imminent**, if we believe the threat is credible, specific, and impending in the very near term?

Q – What should Americans do when an NTAS Alert or Bulletin is announced?

A – NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

SECTION IV: RECOVERY

A. RIPLEY CENTRAL SCHOOL DISTRICT SUPPORT FOR BUILDINGS

The School Building Emergency Response Teams and the Post-Incident Response Teams are supported in their efforts by all available RIPLEY CENTRAL SCHOOL DISTRICT resources and personnel as required by the nature of the emergency, and after threats of violent incidents have occurred. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

The RIPLEY CENTRAL SCHOOL DISTRICT District-Wide Emergency Response Team is available when necessary to assist all school buildings in their response efforts.

B. DISASTER MENTAL HEALTH SERVICES

RIPLEY CENTRAL 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 District are provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination are included to prevent the victims of violent incidents from suffering further loss.

A District-Wide Post-Incident Response Team responds in crisis situations to help provide disaster mental health services. This Post-Incident Response Team is determined as needed by the District's Chief Emergency Officer and is drawn from existing pupil personnel staff. Employees are encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the nature of an incident, if a Department does not have the needed resources, the Deputy Superintendent arranges for pupil personnel staff from other Departments to assist on the Post-Incident Response Team. Depending on the scope of the situation, the County's Department of Mental Health is contacted for assistance, as well as the County's Office Emergency Services, which may be contacted to help coordinate a County or State-wide effort.

SECTION V: POST-INCIDENT ACTIONS

A. INVESTIGATION

After an incident has occurred, the Building-Level School Emergency Response Team holds a Post-Incident Review Meeting to 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:

Collects facts on how the incident occurred.

- Records information.
- Identification contributing causes.

- Recommended corrective action.
- Encourages appropriate follow-up.
- Considers changes in controls, policy and procedures.

B. DISCIPLINARY CONSEQUENCES

RIPLEY CENTRAL 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 consequences resulting for violations of the Code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is available to students, parents, staff and community members.

C. EVALUATION

Building-Level Emergency Response Teams are responsible to conduct an initial school building security analysis regarding the potential for a violent incident to occur and periodically re-evaluate it. These evaluations focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and private consultants, as necessary. The results of these analyses are to be forwarded to the District-Wide Safety Team for further evaluation and recommendations.

The success of RIPLEY CENTRAL SCHOOL DISTRICT's District-Wide Emergency Response and Building Emergency Response is greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary. The following forms have been developed for this purpose of evaluation and training and are located in the Notification and Forms Section of the school Building-Level Emergency Response Plan.

- Emergency Incident Report
- School Incident Report
- Emergency Response Assessment
- Report of Mandated Drills
- FBI Bomb Threat Call Checklist
- Emergency Planning Guide for Parents