



**PROJECT SAVE  
(Safe Schools Against Violence in Education)  
INDIAN RIVER CENTRAL DISTRICT-WIDE  
SCHOOL SAFETY PLAN  
Commissioner's Regulation 155.17**

Approved by the District Safety Committee  
Adopted by the Board of Education  
Safety Plan updated and amended annually

12 June 2001  
09 August 2001

Adopted by the Board of Education

4 October 2018

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## **INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school 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 all schools within the district and is consistent with the more detailed emergency response plans required at the school building level.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Violence in schools is a detriment to the educational process and to learning. Violence, including both the act of violence and the threat of violence, causes physical and psychological harm to its victims and is often the precursor to more violence. Simply stated, violence has no place in the Indian River School District and will not be tolerated in any form. All district employees must be in the forefront of preventing violence and, if necessary, taking actions called for and within their capability to intercede to stop violence.

The Indian River Central School District ("District") supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE. This plan is not limited to students, though that is its primary focus. All people are capable of violence, so whether the source is another student, a parent, a teacher, an administrator, or some other person, everyone has the responsibility to and must feel free to report acts or threats of violence or intimidation to school authorities. Administration will place the highest priority on investigating and responding to violence or threats of violence. Acts of violence resulting in injury will be reported to the District Administrative offices immediately after notifying appropriate emergency response personnel (police, ambulance/first aid, fire, utilities, etc.)

## **SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

### **A. Purpose**

The Indian River Central District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

### **A. Identification of School Teams**

The District has created a District-wide School Safety Team including the following persons:

<b>Position</b>	<b>Name</b>
Board Of Education Representative	Shelly Eggleston
Administration Representative	Bob Alexander/Elizabeth Culbertson/Kathleen Lind/Pam Knight
Teacher Representative	Tricia Walsh
Parent Organization Representative	Dawn Pollock
Student Representative	TBD - annually
Director of Facilities	Noah Prior - co-chair
Director of School Health Services	O Jeanne Dolly - co-chair
DO Administration Representatives	Audrey Stevenson/Donna Kennedy
School Resource Officer	Deputy Carrie Mangino

### **B. Concept of Operations**

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

### **C. Plan Review and Public Comment**

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner’s Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## **SECTION II GENERAL EMERGENCY RESPONSE PLANNING**

### **A. Identification of sites of potential emergency**

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies, and the use of a Risk Probability Checklist.

Appendix 2 (Building Risk Determination) of this Plan shows the results of this procedure.

### **B. Actions in response to an emergency.**

The District has identified general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency. Included at Tab 1 (Response Options), Appendix 3 (Training Framework), is a general response card designed to provide a framework for implementing a response to any of these emergency situations.

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building-level School Safety Team	

**C. District resources and personnel available for use during an emergency.**

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in the Building Level Emergency Response Plans.

**D. Procedures to coordinate the use of school district resources during emergencies.**

The District uses the Incident Command System model for emergency actions. For district-wide emergencies the Superintendent of Schools or his/her designee will be the Incident Commander. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-level Incident Command staff are identified in the Building Level Emergency Response Plans.

**E. Annual multi-hazard school training for staff and students.**

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the District Safety Committee, under supervision of the Superintendent of Facilities and Grounds and or Building Administrators or appropriate District Personnel, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills, or other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans will be revised in response to post-incident critiques of these drills.

Training procedures and frameworks are included in Appendix 3 (Training Framework).

## **F. Staff development**

All new, certified employees will receive training on violence prevention and identification within the first year of employment. Annually thereafter, building administrators, in conjunction with student mediation and pupil personnel services, will provide updates during the first conference day. Appropriate materials will be provided at this time. These materials will be updated annually (or sooner if necessary) by student mediation and pupil personnel services personnel to reflect current thinking in the field. School personnel will coordinate with BOCES to obtain current state and local information as well.

Each year the building administration will conduct safety training for the entire student population. This may be done in conjunction with character education and/or discussions of the code of conduct and the dress code. The intent of the training is to ensure that students are aware of the various avenues that they may take to provide information on their safety concerns.

In addition to training for staff, the safety committee will provide a basic review of procedures for building administrators annually to refresh their role as incident commander. This may be accomplished through BOCES, if offered, as a professional development option.

## **SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE**

### **A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school**

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 4 of this document (see also district Code of Conduct.)

### **B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident**

Law enforcement officials will be contacted by the Incident Commander in line with the Building Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible.

The decision to contact law enforcement is a professional judgement decision. There is no single, easy answer to making the decision to notify law enforcement. The decision to call law enforcement must be weighed by the seriousness of the offense or the suspected credibility of any threats of violence. However, notification of law enforcement officials can serve to prevent violence if done in a timely fashion, so this must be given early consideration by administrative personnel.

The District office has prepared a quick reference guide for school use. It details a number of emergency actions, including violence or threats of violence. This guide should be readily available to school administration and support personnel for handy reference.

**C. Appropriate responses to emergencies.**

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies. See Tab 1 (Response Options), Appendix C (Training Framework) for basic guidance on response options.

**D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal**

The District will contact appropriate parents, guardians or persons in parental relation to the student's via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. In the event of a violent incident, the primary concern of administration will be the safety of students and staff. While it is important that parents be contacted and informed of the status of their students in the event of a violent incident, it is more important that the information be correct and delivered in a professional manner. For that reason, calls to notify parents of the incident will be made only after district personnel have fully determined the nature and extent of the incident. At that time, school personnel will make every effort to rapidly notify parents of the incident and of the status of their student with respect to the incident. Calls should be factual and not speculative. District personnel will not speculate as to the cause of an incident or to lay blame for the incident. Further, the identity of the alleged perpetrator(s) of the act will be protected during these notification calls. Requests for information beyond the status of the affected parent/guardian's student will be referred to the District office for action.

Conditions requiring such notification are outlined in the Building Level Emergency Response Plans.

## **SECTION IV: COMMUNICATION WITH OTHERS**

### **A. Obtaining assistance during emergencies from emergency services organizations and local government agencies.**

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies.

### **B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law**

Government officials requesting assistance from the District will direct these requests to the Superintendent of Schools or his/her designee. If the Superintendent is not available, requests should be directed to the Business Manager. On a reciprocal basis, requests for the use of public corporation facilities by the district will be coordinated by the Business Manager, in concert with the Superintendent of Buildings and Grounds. In any event, all requests for emergency use of facilities will be coordinated with the utmost sense of urgency.

### **C. A system for informing all educational agencies within a school district of a disaster**

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The exact wording of the notification will be developed to ensure it is factual and provides sufficient information. All information being passed to public media for dissemination will be coordinated through the Superintendent of Schools or his/her designee.

### **D. Required information:**

Each Building Level Emergency Response Plan will include the following information:

- School population
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency

The Building Level School Safety Teams will insure that this information is current and accurate.

## **SECTION V: PREVENTION AND INTERVENTION STRATEGIES**

### **A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and or/security devices or procedures.**

See Appendix 6 (Student Mediation)

### **B. Policies and procedures for the dissemination of informative materials.**

The District is committed to the use of the interpersonal violence prevention education package for grades kindergarten through twelve, when available.

### **C. Prevention and intervention strategies.**

A sound foundation for prevention for all children includes positive discipline, academic success, a caring environment that promotes emotional stability, teaching appropriate behaviors and problem solving skills, positive behavioral support, and appropriate academic instruction. Given these as a foundation, children can learn to become good and productive citizens.

Should these foundation steps not provide sufficient guidance, intervention may become necessary. The district may need to provide early intervention or, if necessary, intensive intervention practices along an increasingly rigorous continuum. The District will continue to maintain services that address the factors that put students at risk for academic or behavioral difficulties. These will be coordinated, comprehensive, and culturally appropriate.

The District will employ a team based effort, involving appropriate personnel (school staff, teachers, guidance, social work, mediators, administration), parents, peers, law enforcement, and others that may be deemed necessary.

To promote safety, each school will:

- Focus on academic achievement
- Involve families
- Emphasize positive relationships between students and all staff
- Discuss safety issues openly
- Treat students and staff with respect
- Create ways for students to share their concerns without peer pressure
- Promote openness in having students express their feelings and concerns
- Teach and promote good citizenship and character
- Identify problems and assess progress towards solutions

The District will encourage attendance at staff training aimed at achieving these programs.

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations,
- Non-violent conflict resolution training programs,
- Peer mediation programs and youth courts, and
- Extended day and other school safety programs.

These prevention activities and programs are expected to provide the broad framework of respect and good citizenship which will deter most acts and threats of violence in schools. However, intervention along a continuum of activities may still be required. The key to this is early identification. Some signs include social withdrawal, expressions of isolation, feelings of rejection, being a victim of violence or threats, lack of interest in school, uncontrolled anger or aggression, affiliation with gangs, use of alcohol or drugs, or other discipline problems. Persons that identify students exhibiting these traits and who have the belief that they may erupt (often an informal consultation and discussion can alleviate these concerns) will receive prompt assistance in intervention. Appropriate administrative and counseling personnel will give scheduling preference to these urgent referrals. Parents should be involved as soon as possible; this is most often after the initial concerns are confirmed. Throughout the process, student and parent confidentiality and rights will be afforded the protection required under the law. Finally, all personnel should feel free to circumvent any established reporting procedures in the case imminent signs of violent behavior. Imminent signs include serious fighting, severe destruction of property, severe rage for minor reasons, detailed threats of violence, possession of firearms or other weapons, or self injurious behavior.

#### **D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents.**

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District is exploring programs in the following areas:

- Youth-run programs,
- Peer mediation,
- Conflict resolution,
- Creating a forum or designating a mentor for students concerned with bullying or violence,
- Establishing anonymous reporting mechanisms for school violence, and
- Others based on district need

Effective identification of and response to threats is the key to minimizing the impact. All students should feel that they can approach administration and staff to report threats and should know that their feelings will be received opening, with a maximum of discretion and a minimum of fanfare, and responded to appropriately.

To achieve this state, students must *trust* the staff and faculty. Only under conditions of trust and respect will students come forward to report their fears and concerns. After action research consistently shows that students and peers knew of or had suspicions of planned actions by other students. Handled appropriately in a climate of trust, some of these tragedies could have been averted.

Staff, especially student mediation, health, and pupil personnel services, will make every effort to establish and maintain open channels of communications. To effectively accomplish this, staff must build on a solid foundation of character education and a common set of core values for all students. Wherever possible, instructional staff will include values-based lessons in their instruction. Building on these object lessons of "right" and "wrong" PPS and student mediation staff can effectively interact to gain valuable bits of information and can serve as a conduit for concerns. Open communications in a climate of security is the best way to avert tragedy. Relying on a student to weight the fear of reprisal against the fear of injury in the course of an incident is totally inappropriate and must be avoided.

**E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.**

See Appendix 7 (Duties of Mediation Personnel)

## **APPENDICES**

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Appendix 1 (Affected Buildings) to the Indian River Central District-wide School Safety Plan:

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff.

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>	<b>Telephone Number</b>
Indian River Central High School	32925 US Route 11 Philadelphia, NY 13673	Brian Moore	642-3427
Indian River Central Middle School	32735A County Route 29 Philadelphia, NY 13673	Nancy Taylor Schmidt	642-0125
Antwerp Primary School	6 Academy Street PO Box 10 Antwerp, NY 13608	Liz Culbertson	659-8386
Calcium Primary School	25440 Indian River Drive PO Box 459 Calcium, NY 13616	Wanda Reardon	629-1100
Evans Mills Primary School	8442 South Main Street Evans Mills, NY 13637	Pam Knight	629-4331
Philadelphia Primary School	3 Sand Street Philadelphia, NY 13673	Barbara Zehr	642-3432
Theresa Primary School	125 Bridge Street PO Box 620 Theresa, NY 13691	Marlene Durgin	628-0104
Intermediate School	32430 US RT 11 Philadelphia, NY 13673	Sarah Matteson	642-0405

Appendix 2 (Building Risk Determination) to the Indian River Central District-wide School Safety Plan:

Building Risk Determination

<b>Building Name</b>	<b>Address</b>	<b>Internal Hazards</b>	<b>External Hazards</b>
Indian River Central High School	32925 US Route 11 Philadelphia, NY 13673	<ul style="list-style-type: none"> <li>● Violence</li> <li>● Threats</li> <li>● Kidnapping</li> <li>● Bus Accident</li> <li>● Intruder</li> <li>● Bomb Threats</li> <li>● HAZMAT</li> <li>● Gas Leak</li> <li>● Biological</li> <li>● Radiological</li> <li>● Epidemic</li> </ul>	<ul style="list-style-type: none"> <li>● Civil Unrest</li> <li>● Natural/Weather related</li> <li>● Epidemic</li> </ul>
Indian River Central Middle School	32735A County Route 29 Philadelphia, NY 13673	As above	As above
Antwerp Primary School	6 Academy Street PO Box 10 Antwerp, NY 13608	As above	As above
Calcium Primary School	25440 Indian River Drive PO Box 459 Calcium, NY 13616	As above	As above
Evans Mills Primary School	8442 South Main Street Evans Mills, NY 13637	As above	As above
Philadelphia Primary School	3 Sand Street Philadelphia, NY 13673	As above	As above
Theresa Primary School	125 Bridge Street PO Box 620 Theresa, NY 13691	As above	As above
Intermediate School	32430 US RT 11 Philadelphia, NY 13673	As above	As above

All students and staff must feel secure in their surroundings. Nevertheless, occasions arise where that security is put in peril. Administration must respond quickly and with purpose.

Administrators must be familiar with protocols for any of the hazards, internal and external, listed above. Specific protocols are established in the building level plan. These core areas are common to all listed hazards:

- Assessment - Administrators will assess the credibility of the threat. This is a judgement call best made in consultation with other administrators and experts. The level of reaction is lower for threats with low credibility.
- Action - When the threat is deemed credible, involve appropriate emergency services personnel immediately. Time is of the essence. In the case of a bomb threat, you may be working against a detonation clock. In the case of a kidnapping, delays will only aid the suspect in putting distance between the school and him/her. The greater the distance, the greater the search area. Each hazard has its own time sensitivity. Include this factor in any course of action.
- Movement - Provide for the safety of students and staff. This may involve a full or partial evacuation of staff and students. This should be performed quickly and with the purpose of not exposing personnel to any additional, unnecessary risk.
- Containment – try to cordon off the area and contain the threat to as small an area as possible.
- Follow-up – provide necessary services for follow-up action after the event. These may include counseling or psychological services. If resources are required, contact the district office for assistance.

Appendix 3 (Training Framework) to the Indian River Central District-wide School Safety Plan:

The Assistant Superintendent for Curriculum & Instruction, the Assistant Superintendent for Personnel and the Director of Facilities will annually develop a training plan to be delivered at the building level and should be presented in conjunction with Superintendent's Conference Days. Items covered may include, but are not limited to:

- Review of the code of conduct
- Proper responses to threats
- Proper responses to violence
- Types of activities requiring emergency response
- Available resources for prevention
- Other items as required

Troop D, NYSP, offers resource assistance, including training assistance. Resources can be located on the web at [https://www.troopers.ny.gov/Schools\\_and\\_Communities/](https://www.troopers.ny.gov/Schools_and_Communities/) Additionally, the School and Community Outreach Coordinator (SCOC) and Emergency Management Non-Commissioned Officer (EMNCO) are available for assistance. These individuals are:

Sgt. John Fowler  
EMNCO  
315-366-6059

Brian DeRochie  
SCOC  
315-366-6076

Tpr. Jack Keller  
Public Information Officer  
315-366-6077

Major Philip Rougeux  
Troop Commander, Troop D  
315-366-6000

Tab1 (Response Options Card) to Appendix 3 (Training Framework) to the Indian River Central District-wide School Safety Plan: (Middle School Example)

# EMERGENCY Response

Indian River Middle School  
32735A County Route 29, Philadelphia, NY 13673, Phone (315) 642-0125

Shelter-In-Place	Hold-In-Place	Evacuate	Lockout	Lockdown
<p>Used to shelter students and staff inside the building.</p> <ul style="list-style-type: none"> <li>Listen for instructions about the situation and your actions.</li> <li>Move out of classroom to designated safe area. (Two walls between class and outside weather hazard)</li> <li>Students and teachers exit classroom and begin to line up in hallway/stairwell.</li> <li>Students should be seated against wall. All quiet.</li> <li>Take attendance.</li> <li>Listen for updates.</li> </ul> <p><b>All unassigned staff assist as needed.</b></p>	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> <li>Listen for instructions regarding the situation and your actions.</li> <li>Students in hallways report to assigned classroom if possible.</li> <li>Lock classroom doors.</li> <li><b>If class is outside, move to designated evacuation site (football field). DO NOT enter the building until cleared by office.</b></li> <li>Lock, check, and secure exterior doors.</li> <li>Take attendance.</li> <li>Continue classes (Classes will be dismissed by administration).</li> <li>All clear will be announced when disturbance has ended.</li> <li>If fire alarm sounds, <b>DO NOT</b> evacuate unless directed by administration.</li> </ul> <p><b>All unassigned staff assist as needed.</b></p>	<p>Used to evacuate students and staff from the building.</p> <ul style="list-style-type: none"> <li>Listen for instructions about the situation and your actions.</li> <li>Bring evacuation folder.</li> <li>Close classroom door and lead students to designated evacuation site (football field) or announced assembly area. Use secondary route if necessary.</li> <li>Take attendance when safe to do so. Report missing or additional students immediately.</li> <li><b>If evacuating off site, take attendance before moving from and upon arrival at off site location.</b></li> <li>Keep students quiet and listen for updates.</li> </ul> <p><b>All unassigned staff assist as needed.</b></p>	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ul style="list-style-type: none"> <li>Listen for instructions regarding the situation and your actions.</li> <li>Lock all exterior windows.</li> <li>Leave blinds/lights as they are.</li> <li>Take Attendance.</li> <li>Continue classes (Classes will be dismissed by administration).</li> <li>All outdoor activities are terminated.</li> <li>Staff, students, and classes outside report to nearest secure building and report to main office immediately.</li> <li>Lock, check, and supervise all exterior doors.</li> <li>If fire alarm sounds, <b>DO NOT</b> evacuate unless directed by administration.</li> <li>Listen for updates.</li> <li>All clear will be announced when threat has ended.</li> </ul> <p><b>All unassigned staff assist as needed.</b></p>	<p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> <li>Listen for instructions regarding the situation and your actions.</li> <li>Classroom instruction ceases.</li> <li><b>If class is outside, move to designated evacuation site (football field). DO NOT enter the building until cleared by office.</b></li> <li>Check hallways. If safe, gather students from hallways and common areas near your classroom (bathroom).</li> <li>Lock classroom door. Turn off lights.</li> <li>Take attendance.</li> <li><b>DO NOT</b> lock exterior doors.</li> <li>Cover classroom door window if preplanned and possible.</li> <li>Move students to a safe area in the classroom out of sight of the door (silence cell phones).</li> <li>Leave windows, blinds/lights as they are.</li> <li><b>DO NOT</b> respond to P.A. announcements or fire alarm.</li> <li><b>DO NOT</b> respond to anyone at the door or answer room phone.</li> <li>Keep students quiet and listen for updates.</li> <li>Stay hidden until physically released by law enforcement or All Clear is announced by administration.</li> </ul> <p><b>All unassigned staff assist as needed.</b></p>



**Safe Schools NY**

<http://SafeSchools.NY.Gov>

**Last Updated 12/5/2017**

Appendix 4 (Violence Policy) to the Indian River Central District-wide School Safety Plan:

This is a listing of board policies dealing with violence on school property. Policy book is currently under revision.

0110	Sexual Harassment/Employees
0110-R	Sexual Harassment Regulations
1520	Public Conduct on School Property
1520-R	Public Conduct on School Property Regulation
3210	Public Use of School Facilities
5021	Time Out Rooms
5621	Maintenance of Public Order
5622	Trespassing
5710	Violent or Disruptive Incident Reporting
5715	Uniform Violent Incident Reporting System
5715-R	Uniform Violent Incident Reporting System Regulations
6131	Harassment – Employees
6131-E	Harassment – Employees – Exhibit
7580	Harassment/Students
8130	School District and Building Safety Plans and Teams

Appendix 5 (References) to the Indian River Central District-wide School Safety Plan:

- Commissioner's Regulation 155.17
- Executive Law 2B
- Safe Schools Against Violence in Education (SAVE) law

Appendix 6 (Student Mediation) to the Indian River Central District-wide School Safety Plan:

District personnel assigned duties as student mediators are hired under the title of Teaching Assistant. Student mediators must receive appropriate licensure within two years of employment and must maintain that licensure for the period of employment with the Indian River School District.

Each student mediator will be assigned a principal area of work (High School, Middle School, etc.) but may be required to perform duties in other buildings on an infrequent basis. Normally, these duties will involve sitting in on meetings with parents concerning student actions.

While in the normally assigned building, the student mediators work under the direct supervision of the building administration. A department coordinator will be appointed annually to ensure activities between schools are adequately coordinated.

Appendix 7 (Duties of Mediation Personnel) to the Indian River Central District-wide School Safety Plan:

Student Mediators are hired as Teaching Assistants and must gain and maintain that certification. They are hired through the normal committee hiring procedures under the direction of the District Director of Human Resources. Student Mediators perform a wide variety of tasks, but their first duty is to protect the safety of the Indian River student population. In carrying out this function, it is expected that student mediators will develop and maintain an excellent rapport with the student body and be seen as a first line resource for students to use. In this role Student Mediators will develop information upon which building administration can take appropriate action. This is a first line of defense in maintaining a safe and secure environment in which the educational process may thrive.

In addition to the requirement for certification as a Teaching Assistant, all student mediators will obtain the following specialized training within the first year of employment:

- Positive Behavioral Intervention Systems
- CPR and first aid
- CDL
- Proper restraints
- Use of the proper chain of command
- Intervention techniques
- Peer mediation techniques
- Dealing with parents
- Emergency contacts
- Building floor plans
- Interview techniques
- Dealing with incidents on buses
- Incidents after school (sports, plays, dances, etc.)
- Detention procedures

In addition to these specific items, Student Mediators will be expected to perform a variety of office functions (computer operation, fire and security panel operations, filing).

Appendix 8 (Building Level Plans) to the Indian River Central District-wide School Safety Plan:

Building Level Emergency Response Plans are not for public information. Plans do exist and are filed with the District Office, Buildings & Grounds Department, individual buildings and several police & fire agencies.

