District Safety Plan



Sherman Central School District
2024-2025

Adopted by the Board of Education: September 9, 2024

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. Most recently the district experienced a global pandemic which also must be addressed expeditiously. As required, the Sherman 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 all schools within the Sherman District and is consistent with the more detailed Emergency Response Plans required at the school building level and the Public Employer Emergency Plan. Districts are at risk of a wide variety of acts of violence, natural and technological disasters, and global pandemics 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.

The Sherman Central School District supports the SAVE Legislation and has engaged in a planning process that involves and continues to involve the collaboration of all segments of the Sherman community as is demonstrated by the make-up of the District-Wide Safety Team. The District Superintendent encourages and advocates ongoing District-Wide cooperation and support of Project SAVE.

The District-Wide 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. The 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 **Sherman 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.

The Sherman Central School District refuses to tolerate violence or threats of violence on school grounds and by the 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 the 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 Teams

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

The team is charged with the development and maintenance of the **Comprehensive District-Wide Safety Plan**. The Sherman District-Wide Safety Team consists of representatives of the Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The individuals may change on an annual basis due to changes in staff, students, and parents at Sherman Central School District. The current members of the team and their affiliations are as follows:

District-Wide Safety Team Representative of:	**Name**
Superintendent	Carrie Yohe
Board Member	Teresa Guzman, President
Board Member	Tim Sears
Administration-Director of Pupil Services	Ann Morrison
Administration- PreK-12 Principal	Leslie Melquist
School Psychologist (Teacher Organization)	Fawn Fisher
Nurse	Joann Kopta
Health Teacher (Teacher Organization)	Emily Eckwahl
Teacher (Teacher Organization)	Joel Fisher
Parent Representative	Michelle Delellis
Head Bus Driver	Dave Maleski
Director of Facilities	Jared Oehlbeck
Food Service	Susan Watrous
Director of Technology	
Fire Chief	Matt Oehlbeck
Local Law Enforcement	Chat County Sheriff's Office
Assistant Fire Chief	Jared Oehlbeck

Responsibilities of the District-Wide Safety Team

The District-Wide Safety Team recommends actions that they feel are necessary to prevent school violence in the district to the Superintendent and Board. The Team meets at least annually and the 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 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 the emergency. The Team is generally comprised of:

- District Superintendent (CHIEF EMERGENCY OFFICER)
- Director of Facilities
- Transportation Supervisor
- Food Service Supervisor
- Others as deemed necessary

Building-Level Emergency Response Teams

In addition to the District-Wide Safety Teams, the district has a school building 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 that 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 appointed by the building principal.

Protocols reflected in the **Comprehensive District-Wide Safety Plan** have guided the development and implementation of individual **Building-Level Emergency Response Plan**.

- The Sherman 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 Sherman District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every Sherman 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 or 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 Program Director are notified by whatever means necessary and available (p.12). The Program Director will notify the Office of the District 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, the Sherman District will call upon local, county, and state resources listed on the Emergency Service Agencies list in Appendix A to supplement efforts. The Superintendent has assisted in the 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 any other interested parties.

Full copies of the District-Wide Safety Plan, Building-Level Emergency Response Plans, and any amendments will be submitted to the New York State Education Department within 30 days of adoption, as per the original cover letter.

This Plan is reviewed periodically during the year and is being maintained by the District-Wide Safety Team. The required reviews are completed annually on or before September 1 of each year. A copy of the District-Wide Plan is available upon request and is available at the District Administration Office and the District Web Page.

Although the Building-Level Emergency Response Plans are linked to the Comprehensive District-Wide Safety Plan, in accordance with Education Law §2801-a, the **Building-Level Plan is confidential and is not subject to disclosure**. This further ensures safety at the building level and reduces the potential for planned sabotage. A Building-Level Emergency Response Plan will also be 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 Sherman 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 an 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 has undergone annual training on the emergency response plan and that the school safety training includes 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 safety 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 the Sherman 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 the Sherman District's educational programs, not all programs, strategies, and activities are used in every program. The training programs for staff listed below are detailed in the Sherman 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 the Project SAVE law. Employees of all the instructional departments in Sherman attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent's Conference Days.

Non-Violent Conflict Resolution Training Programs
The building has a crisis prevention team that is trained in Safety Care and is designed to teach staff techniques of de-escalation in hopes of ending disputes or violent behavior in a manner free of physical violence. Students are helped to reach a peaceful solution to student conflicts. It is not always a formal program, but part of everyday activities.

Anger Management, Violence Prevention, and Social Skills Programs
As stated above, many Administrators, teachers, and support staff have had formal training in programs such as Safety Care. School counselors also train individual students in anger management techniques.

Confidential Reporting
The building works towards creating a culture of trust for anonymous/confidential reporting of school violence or the potential for violence. For faculty and staff, this is linked to staff development. For MS/HS students, this is during class meetings. The principal and counselors encourage students to confidentially report concerns about others either verbally in person or by email or anonymously via the website. Students are also encouraged to make self-referrals at any time. School counselors and the school nurse are available at any time during the day to assist students with concerns. The Sherman Central School District operates under the rule of "see something, say something."

Special Education Strategies
Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Counseling; are used. Student assemblies are provided related to the prevention of school violence which promotes diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing prosocial skills in students. Crisis Prevention Institute (CPI) training is provided to Special Education staff as nonviolent crisis intervention training including methods for diffusing disruptive and assaultive students.

Instructional Programs Strategies
Teachers are provided with continuity of presentations on the topic of Character Education 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 bullying. Staff and students are also provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.

Training, Drills, and Exercises
It is the Sherman 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, lock-down
- ✓ Live drill for specific responses (i.e. hostage-taking, bomb-threat, etc.)
- ✓ Tabletop 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 Team exercises - These drills test whether team members are clear on their role during an emergency without staging a live drill of the entire building.
- ✓ Live drills for Alert. Lockdown. Inform. Counter. Evacuate

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

Annual training and/or professional development are also given and/or available on the following: 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 Emergency Procedure Guide Flip Chart and a single laminated guide, which are part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the Sherman 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 includes 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 Sherman Central School employees undergo a rigorous screening and hiring process (Board Policy 6170) including required fingerprinting.

All employees that walk the hallways of either building are required to identify and promptly report safety hazards to designated building personnel. All employees are to direct all visitors to sign-in and sign-out of the main office and to obtain and wear a visitor's badge. They are also to report possible intruders to the main office.

They are also responsible to supervise students in halls, during lunch periods, and during student breaks and provide assistance to students, as needed. They are to help maintain order and discipline and assist in managing the behavior of students, including crisis intervention. A designated group of individuals in both buildings has received safety Care 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.

These employees receive annual training on the Emergency Response Plan.

Implementation of School Security

- ✓ A Security Committee led by the Chief Emergency Officer, and includes Safety and Health Coordinator and a representative of every bargaining unit meets to make recommendations to the District Administration on school security issues.
- ✓ Appropriate school building security measures and procedures are determined on an ongoing basis.
- ✓ 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 Principals but may include anyone in the school community. The Building-Level Emergency Response Teams may conduct and review security surveys of their buildings and then detail security needs for their programs to the District-Wide Safety Team for the team to address.

Security measures currently may include:

- ✓ ID cards tied into card access systems throughout the building.
- ✓ Signs directing visitors to the main office or reception desk in all buildings.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear visitors' badges, at the reception desk (staffed by entrance monitors and/or security guards/aides) or main office (office staff).
- ✓ Video surveillance and intercoms at entrances with locked doors and a buzz-in system.
- ✓ Locked perimeter doors other than main entrances at all buildings.
- ✓ Indoor and outdoor video surveillance cameras in key locations at all buildings.
- ✓ All employees are authorized to question persons without visitors' badges and send and/or accompany them to the main office.
- ✓ Trained Crisis Teams in place are activated as needed.
- ✓ Contractors wear picture IDs as per RESCUE regulations.
- ✓ Periodic security audits.
- ✓ Security Tips sheet provided to staff.
- ✓ Random searches, as deemed necessary.
- ✓ All employees are empowered to call 911 in case of emergency.
- ✓ A one-touch button has been added to all telephones, allowing instant access to the main office and nurse's office.
- ✓ The Chautauqua County Sheriff's Office has access through keypads that allow access to our buildings, including the bus garage and storage building 24/7.
- ✓ Integration between responding agencies (Chautauqua County Sheriff's Office, Chautauqua County Sheriff's Office, and NY State Troopers) and our security camera system.
- ✓ Other methods as deemed necessary based on a constant review of current practices.

Sherman Vital Educational District Information

The 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. The Sherman District Administration maintains copies of this information.

B. Early Detection of Potentially Violent Behavior

- ✓ Sherman programs are designed to identify potentially violent behaviors and work directly with students and families.
- ✓ The Sherman 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.
- ✓ Training is conducted by in-house staff, local agencies, consultants, or others as deemed appropriate.
- ✓ Staff receive training, such as Safety Care, 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 and the Sherman single-page laminate guide.

C. Hazard Identification (Sites of Potential Emergency)

As part of each 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

Sherman 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 Building Principal. With the realization that employees and students may otherwise be reluctant to come forward, confidentiality is maintained. 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 violence 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 and 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 (Local, County, and State Police, Fire and Emergency Medical Responders) will be asked to participate on Building-Level Emergency Response Teams.

A. Reporting

Once an incident has been reported, the School Building Administrator or Designee will assess the severity.

Actual Incidents

- ✔ Report it to the local Police Department and/or the NYS Troopers and/or the Chautauqua County Sheriff's Department as appropriate (see Notification and Activation below).
- ✓ Secure the area where the disturbance has occurred. (Crime Scene Management)
- ✓ Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- ✓ Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.(Activate Shelter-in-Place)
- ✓ 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 the District Administration.
- ✓ Provide incident debriefing to students/staff as needed. Notify parents, as appropriate.

Verbal Threats of Harm to Others or the School

- ✔ Report it to the local Police Department and/or the NYS Troopers and/or the Chautauqua County Sheriff's Department
- ✔ Conduct a threat assessment using appropriate checklists
- ✔ Suspend the student
- ✔ Refer student for a safety evaluation with Dr. Verdonik
- ✔ Schedule a Superintendent's Hearing

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 the 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 number in the Emergency Telephone Numbers section of Building Plans. A compilation of those numbers is included in Appendix A.

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, Administrator/Building Incident Commander immediately afterward.

Internal communication is of prime importance and is detailed in the Building-Level Emergency Response Plans 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 the District.

The Building Incident Commander (Principal) 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 Superintendent and the District-Wide Emergency Response Team will determine what notification is appropriate and necessary for all other District programs concerning a specific disaster or act of violence and will instruct all Building Principals/Program Administrators to take appropriate action.

The BOCES District Superintendent will be notified and is responsible for notifying all Component Districts of countywide emergencies and acts as the chief communication liaison for all E2CC educational locations. The same methods of communication listed below will be used to inform District programs and educational locations based on the most effective and appropriate communication methods available during the incident.

Depending on the nature of the emergency, some of the communication methods that will be used within the 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 in the main office of each program)
- Intercom
- Public address system
- Alarm systems
- Runner (within a building)
- 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 parents/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. When appropriate, the rapid calling system will be used. In some instances, when deemed appropriate, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff under the direction of the Principal/Administrator or designee. The District Office may take over this task in an evacuation. In some cases, it may additionally be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media by the District's Public Information Officer. The Sherman Central School District is prepared to shelter any student who does not have a parent or guardian at home at the time of the incident.

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
- ➢ Use of staff trained in de-escalation techniques (Safety Care)
- ➢ Contact law enforcement, if necessary monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

Responses to Acts of Violence (Actual)

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

- Determine the level of threat
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in de-escalation area
- Use of staff trained in de-escalation techniques (Safety Care)
- If necessary, isolate the immediate area and evacuate if necessary
- Inform building Principal who will inform the Superintendent
- If necessary, the Principal will initiate the Shelter-In-Place 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
- ➢ Procedures to notify media
- ➢ Debriefing procedures

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

Multi-Hazard Response

The Sherman District recognizes that many different types of emergency situations may arise resulting in the need for emergency-specific responses.
These are the following:

- Canceling School prior to starting or Delayed Opening;
- Evacuation; Early Dismissal/Go-Home Early; and
- Sheltering. There are different types of sheltering for different situations including Lockout for general external emergencies;
- Lockdown for Intruders; and
- Sheltering for Severe Weather.

These responses are to be used when addressing emergencies such as Bomb Threats; Hostage Taking; Intruders; Kidnapping; 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 Superintendent based on the incident, the information available and, if appropriate with input from the administrators. Each Building-Level School Emergency Response Team will be responsible for reviewing and updating these responses and communicating them 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 procedures have been developed for the safety of students, staff and visitors to the school in the event of a serious incident.

LOCKDOWN

There may be times when it is necessary to **LOCKDOWN** a building in the event of a hostile criminal act within a building such as an armed intruder(s), the use of a weapon, etc. A **LOCKDOWN** is the response to the "worst-case scenario". The Interim Superintendent/Superintendent of Schools or Designee may initiate a **LOCKDOWN** based upon an actual or implied threat or violent event. All district staff members shall be trained in the procedures specific to their job duties. A **LOCKDOWN** must be executed with appropriate urgency and seriousness during training and an actual event. (See Lockdown – Quick Guide)

LOCKOUT

A **LOCKOUT** is a response to an actual or potential threat from outside the school building. The threat may be an escaped fugitive, custodial interference, or law enforcement event in the neighborhood. When a Interim Superintendent/Superintendent of Schools or Designee issues a **LOCKOUT**, all activities within the school remain normal with the exception of outside activities (i.e. P.E. class). All exterior doors and windows will be locked. Entry to the building will be gained through one monitored door only. Some buildings may incorporate a **LOCKOUT** as a daily activity. (See Lockout – Quick Guide)

SHELTER-IN-PLACE

There may be times when it is necessary to move some or all of the school population to a single or multiple locations within a school building. In most cases, a **SHELTER-IN-PLACE** is done when there is a threat of or actual weather related incident or a bomb threat. (See Shelter-in-Place – Quick Guide)

EARLY DISMISSAL

An **EARLY DISMISSAL** is just that. An **EARLY DISMISSAL** can be weather related, building equipment failure, or energy supply failure. An **EARLY DISMISSAL** does not justify the urgency of an evacuation.

EVACUATION

In the event that a building or buildings need to be evacuated, the Interim Superintendent/Superintendent of Schools or Designee(s) will issue that directive via the public address system. **EVACUATION** of the building(s) will be accomplished by using the emergency fire evacuation routes. **EVACUATION** will be to a predetermined or announced location. At the predetermined or announced location, accountability checks will be taken; students/staff/visitors shall standby for additional instruction from administration and or law enforcement.

EVACUATION OF PERSONS WITH SPECIAL NEEDS

It is the responsibility of the Superintendent of Schools, School Administrators, Building Principals, and the School Nurse to develop and implement an emergency evacuation plan for persons with disabilities.

The plan shall include:

a) designation of staging area where persons with disabilities are to be taken promptly for safe exit

b) training of staff in the following activities:

- lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
- planning for the notification of deaf students
- checking lavatories and special education areas
- inclusion of persons with disabilities in all emergency drills
- medical needs requiring specific procedures

Bomb Threats

All bomb threats are taken seriously and are treated as real.
The FBI Bomb Threat Call Checklist is available at all telephone 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 may choose. The decision to evacuate is dependent on information received in the threat and how credible that information is. The Principal 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 will determine which of the following three options is the best course of action.

Criminal Behavior and False Reporting Prevention
The Sherman 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

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.

The Principal will authorize a 911 call, a direct call to the police precinct, or that other appropriate emergency services are notified.

Intruder/Hostile Visitor

All Sherman 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 be escorted unless that would leave students unsupervised or endanger the escorting employee's safety.

Kidnapping/Student Abduction

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.

Elopement

Proactive Student and School-Wide Protocols and Procedures to Address, Prevent and Respond to Elopement: **Individual Student Prevention and Intervention Procedures School-wide Protocols and Procedures to Address, Prevent and Respond to Elopement**

The district will 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.

Severe Weather/Earthquake Response

Possible response to the following situations and other events:

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

The Building Principal/Director of Buildings/Grounds Monitors situation

The Building Principal/Director of Buildings/Grounds informs Superintendent if action needs to be taken

Radiological Emergency

May include the following situations and other events:

Nuclear Accident - Nuclear Attack - Dirty Bomb
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.

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).

A **Lockout** will be initiated closing all windows and doors.

Chemical Emergency and Biological Emergency

Chemical Spill - Terrorist Attack (also see Anthrax below)
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 the entire school, if necessary. Have the Director of Buildings and Grounds shut 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.

Suspicious Parcels and Letters: including possible Anthrax Emergency

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.

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.

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.

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 Suspicious Mail or an Anthrax Emergency. The Building Incident Commander will call 911. The Head Custodian will shut down ventilation systems in the affected area.

When emergency responders arrive, their directions must be followed exactly.

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**
- **Food Poisoning**
- **Heart Attack/Sudden Cardiac Arrest**
- **Respiratory Arrest**
- **Loss of Life, Limb, or EyeSight**
- **Shock**
- **Toxic Exposure**

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).

INFECTIOUS DISEASE/PANDEMIC

Before an outbreak occurs, enforce effective policies, such as the following:

- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students);
- Provide education regarding cough and sneeze etiquette;
- Review and update routine cleaning and sanitation policies;
- Review policies and practices related to handling animals in school or on field trips; and
- Ensure students are appropriately vaccinated.

During an outbreak, schools and districts should include response measures such as the following:

- Promote early treatment for those who may be at higher risk;
- Advise the sick to stay home from school and school events;
- Conduct active screening for illness at school;
- Separate sick students and staff at school;
- Increase social distances within the school environment;
- Adapt attendance policies; and
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified.

The District will help Local DOH/State DOH by:

- Identifying the source of the outbreak, scale, and case definition to determine the required response and the level of infectiousness;
- Identifying an unusual cluster of the disease (i.e., an unusually high number of absences); and
- Developing a case definition:
    - Who is sick?
    - When did they get sick?
    - What are the symptoms?
    - Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopen; and
- Determine a process for reopening schools or reconvening students by
- Following policy regarding reopening of school and be sure to follow medical/health department advice;
- Communicating with parents, students, staff, and media; and
- Assessing achievement during dismissals and absences.

Communication Related to Infectious Disease/Pandemic

Considerations to Review:

- Use predetermined spokesperson(s);
- Ask for input from knowledgeable practitioners;
- Be consistent with communication efforts;
- Coordinate communication;
- Consider the target audience; and
- Consider multiple communication methods.

Before

- Create templates
- Identify spokespersons
- Promote good hygiene practices

During

- Continuously inform stakeholders on updates

After

- Outcome of the emergency, changes for the future

Overall considerations

• Stay abreast of the latest guidance and information from the CDC and state and county health departments.

• Communications should focus on school procedures and decisions. Refrain from providing information and/or commentary on the health-related aspects other than to direct people to information from these health experts.

• Communications can and should emphasize the recommended prevention methods that have been publicized by the CDC and others, all of which are similar to those recommended for the flu.

• All messages should focus on the fact that school personnel are working with health officials to prepare as best as they can for dealing with any confirmed cases of the disease. Remind your communities that you have plans in place for emergency situations that you have used during flu outbreaks and that you are reviewing and adapting these plans as necessary to address this novel virus.

• Until and unless you have a confirmed case of infectious disease/pandemic flu in your school community, every communication should start by stating that you have no known confirmed cases at this time.

• Keep staff – teachers, principals, clerical staff – informed as the situation and/or guidance changes, since they are likely to be on the front lines in communicating with parents and students. Make sure they know what to do and whom to inform if they hear about a suspected or confirmed case.

• Encourage your administrators and all staff to avoid sharing information that comes from sources other than the CDC, state and county health department and/or other health professionals.

• Refrain from posting statements or other information about infectious disease/pandemic flu on the district's Facebook page or other social media channels. Remember that these channels are specifically intended to foster conversation, which will not be helpful in this kind of rapidly changing situation. Use direct methods (e.g., mass notification system, letter sent home, parent portal, or district website) to communicate about this event.

• Be ready to explain (to students, staff, the media, parents, and the wider community) your reasoning behind how you ultimately decide to handle any confirmed cases in your school community, emphasizing that you are following the guidance of federal/state/local health officials (as applicable).

• Keep the Board of Education apprised of how you plan to handle the events so that they are well-informed if any community members or reporters contact them. Provide talking points to board members to help them navigate those conversations.

• Be sure to consult health experts regarding your district's specific circumstances, in the event of a confirmed case, before making decisions.

Off Campus /School Bus Accident Emergency

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.

The lead responsible staff member on the trip has a list of the address, emergency contact telephone numbers, and other emergency information for each of the participants.

Cybersecurity Response

Definition of potential risks:

- Phishing –fraudulent practice by an attacker in an attempt to gain information by tricking their targeted audience
- Ransom attack/request
- Lost/Stolen device connected to District resources
- Unauthorized release of data -Student PII or Staff APPR data

Follow individual action plans for each level of the school: Employee, Technology Department, District Administration

Arrangements for Obtaining Emergency Assistance from Local Government

Depending on the nature of emergency, the Sherman District may need to obtain assistance from local governmental agencies. During an emergency, the Sherman 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. The Sherman District has arranged to notify and obtain emergency assistance from the Counties' Offices of Emergency Services, if deemed appropriate. These telephone numbers are compiled for all buildings (Appendix A).

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District Superintendent or designee will contact the appropriate County Offices 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 Directors. Through these County Offices of Emergency Services, Sherman will have access to advice and assistance from local government officials.

During an emergency, the Building Incident Commander will contact 911 to obtain emergency services. Sherman has identified other agencies that may be contacted as resources to obtain assistance including the Erie, Chautauqua and Cattaraugus County Offices of Emergency Services, the Red Cross, Local Fire Departments, Local Police, County Departments of Health, County Departments of Mental Health, among others. Telephone numbers for these agencies are listed in the School Building-Level Plans and in Appendix A. Additionally, the School Business Lead may contact local businesses to make necessary purchases in an emergency.

The Sherman 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 Sherman District-Wide Emergency Response Team is responsible for the coordination of resources including workers and chain-of-command. This Team is convened in an emergency and includes the:

- Superintendent,
- Director of Pupil Services,
- Building Principal,
- Others in the organization based on their expertise and the needs of the emergency. The District Superintendent or 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 the Administration.

School Cancellation/ Delayed Opening

These options are only available when the school day has not begun and there is sufficient time for notifications.

The Superintendent monitors any situation that may warrant a school cancellation; maintains an open line of communication with the administration team, as necessary, regarding severe weather, and road conditions and closings; Keeps Principals informed; if conditions warrant, makes a decision to cancel school.

The District Office notifies transportation.

Superintendent and designees initiate a rapid calling system to notify employees; posts notification on the Sherman website; sends text-message notification; and contacts local media broadcasters.

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**
- **Infectious Disease/Pandemic Flu**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**
- **Red Alert Level 2**

The Superintendent monitors situations for county-wide emergencies such as those listed immediately above. On rare occasions and only if conditions warrant, the Superintendent makes a decision to close school early; Bus garage will be contacted by Superintendent to arrange for transportation; Telephone calls will be made to parents/guardians or emergency contacts via rapid calling system to inform of early dismissal.

The Principal will contact local media as an additional method to inform parents.

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 Alerts 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 an 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 the 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: Bulletins and Alerts. DHS has added Bulletins to the advisory system to be able to communicate current 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 Secretary 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. Support for Buildings

The School Building Emergency Response Teams and the Post-Incident Response Teams are supported in their efforts by all available 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 (Appendix A).
The District-Wide Emergency Response Team is available when necessary to assist all school buildings in their response and recovery efforts.

B. Disaster Mental Health Services

The Sherman 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 Counties' Departments of Mental Health are contacted for assistance, as well as the Counties' Offices of Emergency Services, which may be contacted to help coordinate a County or State-Wide effort (Appendix A).

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.

Identifies contributing causes.

Recommends corrective action.

Encourages appropriate follow-up.

Considers changes in controls, policy, and procedures.

B. Disciplinary Consequences

The Sherman 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 from violations of the Code of Conduct. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code of Conduct is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is given to all students and available to 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 reevaluate 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 the Sherman District-Wide Emergency Response and Building Emergency Response is to be 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 Notifications and Forms Section of the School Building-Level Emergency Response Plan.

- Emergency Incident Report
- School Incident Report
- Emergency Response Assessment

Section VI. Emergency Remote Instruction Plan

Technology & Connectivity internet

Connectivity:
The District will assess connectivity, reliance of internet, and access to high speed internet by surveying families with a follow up questionnaire to the Digital Access Survey. The District has purchased hotspot devices to ensure a boosted and reliable connection for those families living in a rural area.

The District is also committed to ensure that all students living in the school boundary will have access to reliable internet and a personal device. The district will have a dedicated phone line to support student technology needs. Students and parents can call the line and leave a message. They will be walked through their technology issues, if need be, by a technician on the phone, or they can bring the device to the school for repair. Teachers will continue to use our ticket system to log any issues they are having.

Student/Teacher Devices:
Every student and teacher in our District has been provided with a device for instructional use. These devices will be distributed in a timely manner once the need for remote access has been determined. This may also include the use of the transportation department.

Synchronous Instruction

Synchronous Instruction Defined-Real time, 'live' instruction via zoom with the classroom teacher. Learning that occurs at the same time, but not the same place. (e.g. teacher instructs in classroom, students follow along at home on their devices)

Expectations for Students- Synchronous Instruction

- Participate in all scheduled Zoom meetings (Be present, focused, engaged).
- Daily attendance will be taken by your teacher.
- Do not schedule work, extracurricular activities, etc. during the school day.
- Complete assigned work by due date.
- Check email daily.
- Utilize a designated place for study and ensure homework assignments are completed (NOT your bed).
- Use your full name and be prepared to have your video turned on if requested.
- Adhere to Code of Conduct.

Expectations for Teachers- Synchronous Instruction

- Teachers' workday remains consistent with language in the collective bargaining agreement (6 ½ hours). Prep period will be in accordance with the language in the collective bargaining agreement.

- Regular checks will be conducted for understanding utilizing appropriate methods to support instructional objectives. (This could be regular Zoom meetings with large or small groups, video submissions with feedback from the teacher, virtual class discussions where students comment on classmates' posts, etc.)
- In lieu of duties, teachers are expected to hold daily 'open office hours' via Zoom, phone, or other communication method.
- Attendance and participation in Department meetings, faculty meetings, and committee meetings is required.
- Utilize the 'Remind' app to communicate with parents (this will be the district supported mode of communication).
- Take attendance daily PreK-12 using PowerSchool.
- Consideration of CDC recommendations is expected when developing lesson plans.

Expectations for Parents- Synchronous Instruction

- Participate in teacher meetings to discuss student progress or concerns (by phone or computer).
- Contact teachers if there is an issue or concern.
- Understand that school is in session and the hours that students are required to attend have not changed-attendance will be taken (Grades PreK-12).
- Ensure children attend school regularly and on time including participation in Zoom meetings and teacher phone conferences.
- Provide a place for study and ensure homework assignments are completed.
- Utilize 'Remind' app as the central source of communication regarding school announcements from teachers.
- Regularly check PowerSchool to see what assignments are missing/due.
- Contact the District immediately if there is a lack of internet or device issues.

Asynchronous Instruction

Asynchronous Instruction Asynchronous Instruction Defined- Students watch pre-recorded videos that have been shared through their Google Classroom for instructional purposes. Learning that does not occur at the same time or in the same place. (e.g. teacher sends student assignments through google classroom that include instructional videos. Students watch the videos and complete the lessons.

Expectations for Teachers- Asynchronous Instruction
K-6 Instruction

- Curriculum aligned with the NY State learning standards for English Language Arts, Math, Science, Social Studies.
- Teachers will upload and distribute videos through Google Classroom.
- Special-area classes will be offered and include; Physical Education, Art, Music and Library.
- Virtual office hours will be made available with all teachers. A schedule will be provided by the classroom teacher and will depend upon the lesson taught.
- Students will participate in all assessments required by New York State as well as benchmark assessments through I-Ready (reading and math)

- Grading will be consistent with in-person learning.
- Independent work will be required.

7-12 Instruction

- 7-8 grade curriculum aligned with the NY State learning standards for English Language Arts, Math, Science, Social Studies.
- Intro to Spanish and Spanish I will be offered in grades 7 & 8.
- Health will be offered in 7th, 8th, and in High School.
- 9-12 grade aligned NYS curriculum to satisfy criteria for NYS Diploma.
- Student schedules will be provided by the Guidance office.
- Teachers will upload lessons/videos and distribute them through Google Classroom.
- Virtual office hours will be made available with all teachers.
- Students will be able to take JCC courses. 35 Expectations for Parents- Asynchronous Instruction
- Attendance and work completion is mandatory.
- Students and families need to maintain regular communication with assigned teachers.
- Regularly check PowerSchool for assignments and utilize Remind app
- Communicate with teachers if you have questions or concerns.

Expectations for Student- Asynchronous Instruction

- Watch all videos (Be present, focused, engaged).
- Daily attendance will be taken by your teacher based on work history as noted in Google Classroom.
- Complete assigned work by due date.
- Check email daily.
- Utilize a designated place for study and ensure homework assignments are completed (NOT your bed).
- Attend Zooms as scheduled.
- Attend scheduled office hours.
- Adhere to Code of Conduct

Special Education and Related Services

A Free Appropriate Public Education will be provided for all students, including those with disabilities in accordance with their IEP's. CSE/CPSE meetings will be held via telephone and in person when possible if necessary. Parents will be communicated within their preferred language or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA. There will be continued collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. Access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students will be delivered in accordance with the students IEP.

Special education teachers will work with general education teachers to differentiate instruction for students with disabilities. The special education teachers will conduct office hours with all special education students in addition to providing resource rooms through zoom meetings to those students with that service on their IEP. During office hours the teachers will differentiate and modify work for students.

Teachers will collaborate with one another and meet virtually with administration to develop instructional approaches. Students with related services will zoom and/or be offered tele-therapy to address their IEP goals. They will also provide videos, hard copies of activities, and calls on the phone to complete therapy.

Alternatively placed students will receive continuity of instruction through the various programs they are enrolled in. Administrators and teachers from those programs will communicate with the homeschool building principals.

Attendance and Estimated Number of Instructional Hours

Student attendance will be recorded daily when in synchronous or asynchronous learning using our student management system (PowerSchool). It is estimated that the same number of hours recorded during in-person learning will be counted towards instructional hours. (For example, MS/HS= 990 and ES=900- prorated accordingly).

Employee attendance will be recorded daily when in a remote or hybrid model. In both scenarios, all employees will be required to punch-in, if applicable, and sign-in on the Google Doc labeled, ‘Visitor/Employee Sign-In’ log.

APPENDIX A

Appendix A – Emergency Telephone Numbers

Emergency Telephone Numbers

To Report Suspicious Activity Call:	1-866-SAFE-NYS (1-866-723-3697)
Police – Fire- Medical Emergencies	911
Life Threatening Electrical or Gas Emergencies	911
Power Outages: ● National Grid Natural Gas Outages: ● National Fuel	1-800-867-5222 1-800-444-3130
Village of Sherman	716-761-6781 716-581-3397 (Jay Irwin) 716-269-9096 (Doug Crane)
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services ● Chautauqua County	716-753-4341
County Offices of Mental Health Services ● Chautauqua County	716-661-8330
County Offices of Health Services ● Chautauqua County	716-753-4312
American Red Cross ● Western and Central NY	716-886-7500
FBI ● Field Office Buffalo ● Jamestown Office	716-856-7800 716-484-7085
NY State Police	716-665-3113
Homeland Security and Emergency Services	315-331-4880

APPENDIX A

EMERGENCY RESOURCE INFORMATION

Local Emergency Agencies:
Dispatcher 911 (Emergency) or 716-753-2131 Police 911 Sheriff 911 or 716-753-2131 State Police 911 Ambulance 911 Fire 911

Local Numbers:
Village of Sherman Office (716) 761-6781 Town of Sherman Highway Department (716) 761-6487 County of Chautauqua Highway Department (716) 661-8401

County Numbers:
Chautauqua County Emergency Services 716) 753-4341 Chautauqua County Fire Control Center 911 (Emergency) or (716) 753-4341 Chautauqua County Dept of Public Works 716-661-8400 New York State Department of Transportation (NITTEC) 716-847-2450

State Numbers:
New York State Police 911 NYSDEC Region 9 716-851-7220 Spill Hotline 716-851-7220

Hospital and Medical Numbers:
UPMC Chautauqua WCA Hospital-Jamestown 716-487-0141 Erie County Medical Center (ECMC)-Buffalo 716-898-3000 Cattaraugus County Health Department 716-701-3386 American Red Cross 800-733-2767 Poison Control Center 800-222-1222

Olean General Hospital 716-373-2600 Bertrand Chaffee Hospital-Springville 716-592-2871 716-637-3131

APPENDIX B

MEDIA NOTIFICATION PLAN

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Sherman Firehall Banquet Room

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space: Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.

Containment: Ensure the site does not permit access by the media to the Command Post or student population.

Necessary Accommodations: Choose a location that permits direct access to restrooms and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

The Superintendent of Schools should assign, in advance, a staff member as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis the Public Information Officer, P.I.O., / Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

APPENDIX C

INCIDENT RESPONSE / RECOVERY

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.

Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.

When necessary, affected persons will be educated about the legal process and its requirements.

A designated person will maintain contact with the law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.

Post Incident Response

- ♦ Disseminate facts and information using an established communication process.
- ♦ Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- ♦ Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- ♦ Initiate established counseling and mediation services.
- ♦ Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration and mediation services to violence prone students/groups and to potential victims of violent actions.
- ♦ Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan. A site

level team, composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff**.**

Site Level Post-Incident Response Team

Be very visible and accessible during the aftermath of a crisis.

Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:

- ♦ Conducting staff information and debriefing meetings.
- ♦ Coordinating communication between parent/guardian, students, staff, district personnel, media, and the community.
- ♦ Deciding which classroom activities will work best in the days immediately following the crisis.
- ♦ Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.

Provide referral services for victims and offenders.

APPENDIX C

At the inclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

Chautauqua County Mental Health
Contact (716) 661-8330 Carmelo Hernandez, Jamestown Clinic Director After normal business hours and weekends contact the 24 hour emergency line at 1-800-724-0461

Request a mental health worker on duty - give the information.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- A simple script teachers can read to students
- Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services

Currently the Interim Superintendent/Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- Dispel rumors about incident and any student/staff involved ● Provide parent/guardian with information on where they can receive status updates without calling the district
  - District website
  - TV and radio stations listed in Parent Brochure
- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes

- Provide parent/guardian staff, and students with information about counseling services that is available to them and their families

- Provide parent/guardian with handouts on symptoms for depression and other mental health issues that students and family members may experience

Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place.

Victim Support Program: Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.

Periodically check on feelings, attitudes, and behaviors associated with the incident. Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.

Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so. The suggested term for a team member is two (2) years, beginning and ending with the calendar year.

GLOSSARY OF EMERGENCY MANAGEMENT TERMS

Activation: The act of bringing a standby or reserve component and/or system into operation.

Air Pollution: The presence of foreign substances in the atmosphere which pose a serious threat to human life.

Agency: Any department, division, commission, authority, government, corporation, independent establishment, or other entity of State or local government.

Chemtrec: The Chemical Transportation Emergency Center. A public service of the Chemical Manufacturer's Association that provides immediate advice for those at the scene of an emergency involving chemicals and then contact the shipper for more detailed assistance and appropriate follow-up. The service is available 24 hours a day by dialing 1-800-424-9300.

Chief Executive: 1. A County Executive or County Manager: **2.** In a county not having a County Executive or County Manager, the Chairman or other presiding officer of the county legislative body; **3.** A mayor of a city or village, except where a city or village has a manager, it will mean such manager.

Civil Disturbance: An individual or collective action causing intense interference with the peace, security and normal functioning of a community.

Crisis Counseling: Assistance provided to victims of disasters by trained personnel to help allay fears brought on by the incident. Usually provided by Social Services and Mental Health Professionals.

Command Post (Incident Command Post): An area designated within a school facility from which key officials will operate an emergency.

Damage Assessment: Procedure to assess and describe the nature and estimate the dollar value of damages resulting from an emergency or disaster.

Disaster: The occurrence of widespread or severe damage or injury to health, social structure, or processes, or the loss of life or property, resulting from natural or man-made causes.

Earthquake: A vibration or breaking of ground caused by the sudden release of strained energy within the earth.

Educational Agencies: Public and non-public elementary and secondary schools, public and private nursery schools, and approved private schools for the education of pupils with handicapping conditions.

Early Dismissal: Returning students to their homes or other appropriate locations before the end of the normal school day.

Emergency: A situation, including but not limited to a disaster, that requires immediate action,

occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

Emergency Operations Center (EOC): A facility with the necessary plans, procedures and equipment from which essential emergency functions can be directed, controlled and coordinated on a 24-hour basis.

Emergency Operations Plan (EOP): A document containing the operational procedures to be used during an emergency.

Emergency Services Organizations: A public or private agency, organization or group other than a governmental agency, which provides sheriff, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

Energy Supply Loss: Interruption in the supply and/or distribution of energy.

Epidemic: The occurrence of disease to an unusual number of individuals or proportion of population.

Evacuation: The moving of students for their protection from a school building to a predetermined location in response to an emergency.

Explosion: A rapid and violent expansion of matter emitting noise, heat and/or particles.

Flash Flood: A sudden, violent flood, typically occurring during or after a heavy rain or the melting of a heavy snow. Flash flooding may also occur during or after hurricanes, tropical storms and other severe water bearing weather.

Flood Warning: A warning that flooding is imminent or in progress, and that people in the affected area(s) should take necessary precautions immediately.

Gas Leak: The presence of vapors from certain gaseous fuels (natural gas and propane) in areas of a building in which high concentrations could cause an explosion if an ignition source is present.

High Wind: A condition normally indicating that sustained winds of 40 mph or greater are expected to persist for one hour or longer, or that wind gusts of 58 mph or higher, regardless of duration, are expected.

Hurricane: A warm-core tropical cyclone in which the minimum standard surface wind is 74 mph or more. When a hurricane loses strength -- as measured by its wind speed -- it is reduced to "tropical storm" status. This usually happens after the storm hits land.

Hurricane Watch: An alert for specific areas that a hurricane or incipient hurricane conditions may pose a threat to coastal and inland communities within 36 hours.

Hazardous Materials Leak: The accidental release of elements or compounds which present such properties as flammability, thermal instability, toxicity, corrosiveness and/or combustibility.

Local Emergency Management Office (LEMO): A unit of local government responsible for the coordination of response actions in times of emergencies.

Local Emergency Planning Committee (LEPC): A county level organization charged with developing the hazardous materials component of the county emergency plan with particular emphasis on the Superfund Amendment and Reauthorization Act.

Local Government: Any county, city, village, town, district, municipality, Indian tribe or authorized tribal organization, rural community or unincorporated town or village.

Major Disaster: Any emergency which, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Disaster Relief Act of 1974, as amended.

National Oceanic and Atmospheric Administration (NOAA): A Division of the U.S. Department of Commerce.

National Weather Service (NWS): An office within NOAA. Maintains offices at various locations in each state. Provides notifications of severe weather to the public through various means (i.e. NOAA Weather Radio).

New York State Police Information Network (NYSPIN): A computer based state-wide information network which serves police agencies throughout the state. Severe weather watches and warnings are provided directly from the National Weather Service to NYSPIN.

Occupational Safety and Health Administration (OSHA): A federal agency mandated to administer safety and health statutes in the workplace. In New York State, the Labor Law duplicates OSHA requirements for the public sector.

Radio Amateur Civil Emergency Service (RACES): An organization of licensed amateur radio operators dedicated to providing communications services during emergencies.