

**2024-2025**

**OLEAN CITY SCHOOL DISTRICT  
DISTRICT-WIDE SAFETY PLAN**

**DATE OF PUBLIC HEARING - 7-30-24**

**DATE OF BOE ADOPTION- 8-27-24**

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# **SECTION 1.0**

## **General Information and Guidelines**

### **1.01 INTRODUCTION**

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

The purpose of the District-Wide Safety Plan and each school's Building-Level Emergency Response Plan (BLERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties to school employees, students, families, and community stakeholders. Emergency Response Plans reassure parents/guardians and the community that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Olean City School District (OCSD) based on potential circumstances and resources. Emergency management tools include response procedures developed through threat assessments, safety audits, planning, and training.

The District-Wide Safety Plan is required by law to be posted on the District website and contains only basic safety information. Each individual school building in the OCSD also has an independent Building-Level Emergency Response Plan (BLERP) that contains information about school Emergency Response Team members, students, and staff with special needs, and any other information critical to each school building. BLERPs are not available to the public and are confidential. BLERPs are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law for review and approval.

### **1.02 SUMMARY OF LAWS**

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set District-Wide Safety/Emergency Response Plans standards. Both laws set minimum requirements for a District-Wide Safety Plan and Building-Level Emergency Response plans, including policies and procedures for responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in such emergencies.

# SECTION 2.0

## Risk Reduction, Prevention and Intervention

### 2.01 PREVENTION / INTERVENTION STRATEGIES

The administration believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all our schools. Such communication allows for reporting, intervening, and preventing potentially violent incidents before they occur. The following is a brief list of programs and initiatives that are in place at some or all the OCSD schools that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Extended day programs
- Anonymous 24-hour “Safe School Helpline” for reporting issues relative to school violence and safety
- District Safety Officers (retired police officers, armed guards)
- Trained and licensed NYS Security guards located throughout the district
- Truancy Attendance Committee to address chronic absenteeism
- Trauma, Illness, and Grief (TIG) Teams
- National Incident Management System (NIMS) and Incident Command System (ICS)
- Social-emotional learning direct instruction and the counseling curriculum plan
- Restorative Justice
- Building and District Threat Assessment Teams
- Updated Code of Conduct outlining all expected behavior and consequences for students, staff, parents, and visitors. This includes a list of prohibited items on school property.

### 2.02 TRAINING, DRILLS AND EXERCISES

#### Training

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school receive training during the school year to better prepare them for an incident. The annual training reviews the District-Wide School Safety Plan and individual Building-Level Emergency Response Plans to brief staff on their roles and communication procedures during an emergency. The District also submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by September 15<sup>th</sup> of each school year.

## Multi-Hazard Training

The District provides annual multi-hazard school safety training for staff and students. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level, followed by drills with the entire school population. These drills will focus on our standard response to potentially dangerous or threatening incidents. Tabletop drills to accomplish or complement this training will be considered when live drills are impractical or insufficient to meet the training goals.

## Drills and Exercises

The OCSD follows all mandated guidelines regarding the number of drills and exercises that must be conducted during the school year, which are established by New York State.

The current guidelines state that there must be four (4) Lockdown drills, eight (8) evacuation drills, and one (1) early release drill per school year. The District's Chief Emergency Officer will coordinate these drills with the local police and emergency responders.

## **2.03 IMPLEMENTATION OF SCHOOL SECURITY**

### Security Personnel – Hiring and Training

All OCSD security personnel are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements outlined in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills.

### Security Personnel – Responsibilities and Authority

The District has security personnel to assist the schools in dealing with all security and safety issues. The principal role of our security personnel is to safeguard the District's students, staff, and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by the district are authorized to carry out this role in a manner consistent with the policies and regulations of the district, applicable New York State Law, security standard operating procedures, and district training.

### Visitor Access

School access is controlled during the regular school day by locking down the building and utilizing one point of entry, as well as the buzzer/intercom/camera, to screen visitors before entrance. Consistent with OCSD Board Policy and Code of Conduct, an approved visitor to a school will present valid government-issued photo identification and be given a pass before gaining access to the building. All district employees are required to wear identification.

## Video Surveillance

All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement.

## Intrusion Detection

The District's buildings are protected by an intrusion detection alarm system linked to a City monitoring station.

## **2.04 VITAL EDUCATIONAL AGENCY INFORMATION**

The OCSD maintains certain information about each school building within the District, including, but not limited to, school populations, transportation needs, and emergency telephone numbers of key personnel. Similar information on other district departments and the assistance those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all principals), but it is not available to the public.

## **2.05 EARLY DETECTION AND VIOLENT BEHAVIORS**

The District acknowledges the importance of early recognition and intervention in conflicts and potentially violent behaviors.

- The District will ensure that appropriate school violence prevention and intervention training is incorporated into teacher conference days and provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- The District recognizes that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the District has developed a bullying reporting process. Each Olean school has identified a DASA coordinator responsible for this function.
- Students and staff are encouraged to share information regarding conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The District has established an anonymous 24-hour "Safe School Helpline" to provide another means for such information to be brought to the attention of those who need to know so that the situation can be addressed promptly.
- The District has developed policies and procedures for contacting parents, guardians, or persons in parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including a threat of suicide.
- The District has trained building and district-level Threat Assessment Teams that meet periodically throughout the school year to discuss ongoing incidents with students, parents, or staff members.
- All staff members are trained annually in OCSD procedures for maintaining school safety.

## **2.06 HAZARD IDENTIFICATION**

The list of potential emergency sites includes all school buildings, playground areas, properties adjacent to schools, on—and off-site athletic fields, buses, and off-site field trip locations. Each building-level emergency response plan will document these hazards (and how to handle each issue).

## **2.07 SCHOOL RESOURCE OFFICERS or SCHOOL PATROL OFFICERS**

- The OCSD has contracted with the Olean Police to provide School Resource Officers (SRO) and School Patrol Officers (SPO). Guidelines have been established to follow NYS mandates regarding school discipline. The new Regulations state that every school shall define the roles and areas of responsibility of school personnel, security personnel, and law enforcement in response to student misconduct. School discipline in the OCSD is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. While the SRO/SPO may act as a resource to a school administrator during an investigation, the SRO/SPO may not directly question students or assign discipline. General guidelines for discipline are contained in the Code of Conduct. The roles of the SRO/SPO are listed in the contract between the Olean Police Department and the OCSD.
- Per NYS Education Department Guideline 155.17, a new guideline established in 2019, the OCSD will have an MOU with the Police Department stating that the Police Department delegates school discipline to the OCSD. This MOU will be contained in the School Resource/Patrol Officer Agreement.
- School officials may search students' property and persons as permitted by New York State Law. The SRO/SPO should not become involved in administrative searches unless specifically requested by the school to provide security and protection or handle contraband. Administrative searches must be conducted under the direction and control of the school principal. At no time shall the SRO/SPO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

## **2.08 WORKPLACE VIOLENCE PREVENTION PROGRAM**

To help prevent workplace violence in public schools, on September 6, 2023, the Governor signed legislation (S1746/A1120) amending the Workplace Violence Prevention Law (Section 27-b of Labor Law), extending coverage to elementary and secondary public education that was previously exempted. This was done by removing the exemption from the definition of "employer" in the law. The legislation has immediately authorized the amendment of 12 NYCRR Part 800.6. These changes will be effective as of January 4, 2024. The Olean City School District complies with all regulations regarding this new requirement.

# **SECTION 3.0**

## **PREPAREDNESS**

### **3.01 CHIEF EMERGENCY OFFICER**

Each school year, the OCSD appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

- 1) Coordinate communication between school staff, law enforcement, and other first responders.
- 2) Lead the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety plan and the coordination of the district-wide plan with the BLERPs.
- 3) Ensure staff understanding of the District-Wide School Safety Plan.
- 4) Ensure the completion and yearly update of BLERP's for each school building.
- 5) Assisted in the selection of security-related technology and the development of procedures for the use of such technology.
- 6) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
- 7) Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

### **3.02 DISTRICT-WIDE SCHOOL SAFETY TEAM**

The District-Wide School Safety Team is appointed by the Board of Education each school year. It may include, but is not limited to, school board representatives, teachers, administrators, law enforcement, local emergency responders, parents, school safety personnel, and other school personnel, including bus drivers and monitors. The District-Wide School Safety Team is responsible for addressing safety issues within the district and developing and updating the District-Wide School Safety Plan yearly.

### **3.03 EMERGENCY OPERATIONS GROUP**

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the District's Chief Emergency Officer. The District's Chief Emergency Officer will be designated annually at a Board of Education meeting.

### **3.04 COMMAND POST**

During an emergency, the Superintendent of Schools or their designee may activate the Emergency Operations Group when necessary. They will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon administrators and resources to report to this location. This designated location will be

referred to as the Command Post, although the exact location may vary depending on the type and extent of the event.

# SECTION 4.0

## GENERAL RESPONSE PROCEDURES

### GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency occurs at the building level, it is the responsibility of each and every District employee to take actions geared toward preserving the health and safety of all students, staff, and visitors. Specific detailed responses are listed in each individual BLERP.

#### 4.01 CONCEPT OF OPERATIONS

The overall strategy of the District-Wide School Safety Plan and BLERPs is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery. These plans are based upon the concept that the incident management functions that the school staff must perform generally parallel some of their daily routine functions. The same personnel and material resources used for daily activities will be employed to the extent possible during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies typically required from those routine functions will be redirected to accomplish assigned incident management tasks.

#### 4.02 IMPLEMENTATION OF INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [NYCRR Section 155.17](#) requires a definition of a chain of command consistent with the Incident Command System.

#### 4.03 INITIAL RESPONSE

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

EMS, dependent upon the nature of the incident). Staff will seek guidance and direction from the District and emergency responders.

Any staff member or faculty member in a building who sees or is aware of an emergency shall activate the Building-Level Emergency Response Plan.

#### **4.04 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY**

The Incident Commander cannot manage all the aspects of an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. Forming a team while a crisis or incident unfolds is difficult. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building-Level Emergency Response Planning Team will be used to delegate these tasks.

#### **4.05 DIRECTION, CONTROL, AND COORDINATION**

##### Coordination with Responders

The BLERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement, and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services one agency provides to another.

In an incident involving outside agencies, the school Incident Commander will transfer command to a responding agency.

##### Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. The Emergency Operations Group and the Administrators will help secure these resources.

#### **4.06 ADMINISTRATION, FINANCE AND LOGISTICS**

##### Agreements and Contracts

If school resources prove inadequate during an incident, the school will request assistance from local emergency agencies, other agencies, and industry per existing Memoranda of Understanding. Such assistance includes equipment, supplies, and/or personnel. Authorized district officials enter into all agreements. This is a function of the Assistant Superintendent of Academic Services Superintendent of Finance and Administrative Services.

#### **4.07 COMMUNICATION DURING EMERGENCIES**

During an incident, the school will contact and maintain communications with parents, the media, and emergency responders. The School Incident Commander or Chief Emergency Officer works with emergency responders to coordinate the release of information to ensure that it is consistent, accurate, and timely. Communication procedures are detailed further in the Building-Level Emergency Response Plans.

#### **4.08 MULTI-HAZARD RESPONSE**

Many variables could impact how the Building-Level Emergency Response Planning Team responds to a particular occurrence. These variables could include but are not limited to time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel, and availability of transportation. Therefore, it is impractical to try and map out the steps for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis until relieved by a higher authority. The Principal or designee will provide leadership, organize activities, and disseminate information with the assistance of the District's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will seek assistance from other emergency responders to resolve the situation. As such, the immediate objective is generally to contain and successfully manage the incident until the emergency personnel arrive.

#### **4.09 EMERGENCY NOTIFICATIONS**

Notification of significant events or events that require a call to 9-1-1 shall be made to the Superintendent (via cell phone). The Superintendent is the Chief Emergency Officer and the liaison to the police department for the District. In their absence, notifications may be made to the Assistant Superintendent of Academic Services. The Assistant Superintendent of Academic Services will notify the Superintendent of Schools immediately. These notifications shall occur during the response phase at the earliest and safest possible time. The Superintendent, Chief Emergency Officer, or their designee will request the necessary resources to assist with the building's issue. One of the possible options will be to activate the Emergency Operations Group and the Administrators. The goal of the Emergency Operations Group and the Administrators is to provide assistance and resources as needed to deal with the crisis at hand.

#### **4.10 RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS**

Having acknowledged that recognition and early intervention into potentially violent situations are critical, the district's policy is to deal with all threats and potentially threatening situations and circumstances seriously and deliberately. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform the building Principal or designee of implied or direct threats, troubling behaviors, or communications.
- Contact 9-1-1 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building Principal or designee may initiate a threat assessment inquiry to determine the threat level.
- If time permits, this inquiry would also involve interviewing potential witnesses and the parties involved. Some factors to consider when evaluating the threat level include, but are not limited to, the specificity of the threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of the student, known access to weapons, and propensity for violence.
- Monitor the situation, adjust response as appropriate, and include the possible use of the counseling staff.
- Follow the appropriate procedures outlined in the District's Code of Conduct.
- Any threats of violence or implied threats of violence shall be reported by staff to an administrator immediately and without delay. Administrators will investigate all instances of threats or suicidal ideations without delay.
- All concerns of self-harm or suicidal ideations shall be reported to an administrator immediately. Administrators shall investigate these concerns and involve the appropriate mental health staff immediately.
- Students, staff, and guardians may also report any threats of violence or implied threats of violence or self-harm to the anonymous reporting procedures listed on the district website. Currently, the district uses the Safe School Hotline to report these concerns.
- Each district building has staff trained in threat assessment and has a threat assessment team. The district also has a District-Wide Threat Assessment team trained to investigate and manage threats of violence and involve the police if necessary. These threat assessment teams meet at regular intervals throughout the school year.
- The building and district-level threat assessment teams have procedures in place for contacting parents and guardians for threats of violence or self-harm.

#### **4.11 SPECIFIC RESPONSE PROTOCOLS**

The District has established appropriate response actions to a variety of emergency situations. As the NYSED Safe Schools Template recommends, they are detailed in each BLERP. Transportation safety procedures are also in place. These specific procedures are called Threat Specific Annexes and include responses to incidents such as Kidnappings, Intrusions, Active Shooters, Bomb Threats, and more.

#### **4.12 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT**

In an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will activate the Emergency Operations Group and the Administrators to help provide needed assistance. For these specific circumstances, the OCSD partners with the City of Olean and its subdivisions (police, fire, etc.). The City of Olean partners with Cattaraugus County and the County Emergency Preparedness Officials.

#### **4.13 DISTRICT RESOURCES AVAILABLE DURING AN EMERGENCY**

The district has identified district-based resources that may be available during an emergency. These resources are available through the Emergency Operations Group and the Administrators. The District-Wide Safety Team, which includes the key members of the district regarding transportation, facilities, buildings and grounds, and security, may also be activated.

#### **4.14 EMERGENCY RESPONSES**

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, schools have standardized definitions to ensure consistency. These annexes are detailed in the Building Level Emergency Response Plans and quick reference guides. Other Annexes in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan.

#### **4.15 CRIME SCENE MANAGEMENT**

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should collect and preserve evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. People who arrive at the scene first can do some things to help protect the evidence. These procedures are outlined in the BLERPs.

#### **4.16 EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES**

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their BLERP. This includes assigning an area of rescue assistance for such persons on floors above or below the discharge level. Since BLERPs are provided to local emergency responders, this information will be readily available during an emergency.

#### **4.17 ACCOUNTING FOR ALL PERSONS**

The Building-Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when a class relocates inside the building, or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated.

#### **4.18 FAMILY REUNIFICATION PLANS**

During any building evacuation, it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP. Depending on the nature of the emergency, a reunification plan will be implemented at the command post with the assistance of the police department and emergency responders. There are agreements with neighboring school districts to house students if needed temporarily.

#### **4.19 CRISES OCCURRING OUTSIDE NORMAL SCHOOL HOURS**

Due to the many uncertainties about building occupancy when school is not in session, it is difficult to prescribe a specific course of action to remedy all crises occurring within that time frame. The building Principal will notify their Chief Emergency Officer of the Crisis, and the appropriate actions will be taken.

#### **4.20 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY**

1. The Chief Emergency Officer will evaluate the impact of an emergency on other educational agencies within the District.
2. If the impact is evident, the Chief Emergency Officer will telephone the contact person at each affected educational agency and inform them of the status of the emergency.

3. If contact with other educational agencies cannot be made, the Chief Emergency Officer will contact the Olean Police for assistance in communicating information to these educational facilities.

4. If transportation, sheltering, and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer will make arrangements to implement this assistance.

#### **4.21 PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS**

If it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal or their designee will contact the Chief Emergency Officer (via cell phone). The Chief Emergency Officer will notify the Superintendent of Schools. If it becomes apparent that students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. The Chief Emergency Officer shall be responsible for informing appropriate police, Red Cross, and emergency preparedness officials.

OCSD has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

#### **4.22 MEDICAL EMERGENCIES AND MENTAL HEALTH**

A medical emergency results from a minor or major illness or injury to an individual and can be of such severity as to be life-threatening or merely cause the victim discomfort or pain. The District does not expect unlicensed staff to provide medical care. The District does expect unlicensed staff to call for emergency assistance (e.g., 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is a treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures, and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each BLERP will designate Building-Level Response Planning Teams that may be used to respond in a medical emergency.

OCSD has also developed policies and procedures for contacting parents, guardians, or persons in parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including the threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator

immediately and without delay. The Administrator will investigate the issue with counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

# SECTION 5.0

## RECOVERY

### **5.01 DISTRICT SUPPORT FOR BUILDINGS**

In addition, during an emergency, the District will use all resources at its disposal to support the Emergency Operations Group, Emergency Response Teams, and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security, and facility restoration.

### **5.02 DISASTER MENTAL HEALTH SERVICES**

In addition to District mental health services, District office staff will assist in coordinating Disaster Mental Health Resources to support the Post-Incident Response Teams in the affected school(s). This may involve seeking out additional local support or, if warranted, accessing federal and state mental health resources as well.

### **5.03 REVIEW AND DEBRIEFING**

The school's building-level emergency response planning team will meet to review the specific incident to determine whether the school's BLERP was adhered to and whether any improvements are needed to enhance the plan. Depending on the nature and degree of the incident, this review may include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

### **5.04 POST-INCIDENT RESPONSE**

The OCSD has a "Responding to Tragedy and Crisis" plan. The Emergency Operations Group, Administrators, Trauma and Grief Team, and the Building-Level Post-Incident Response Team will assist the school community and guide staff and administration in coping with the aftermath of a serious violent incident or emergency. However, the Trauma and Grief Team members will likely share these duties and responsibilities, as well as the Building-Level Emergency Response Planning Team and the remainder of the school community.

- Convene at the earliest possible time following the crisis for a meeting to help the Principal prepare a written statement for the staff to be presented at the emergency staff meeting. It is prudent to convene on the weekend in some crisis situations to manage

communications with staff and parents effectively and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- If possible, meet with the Principal following the staff debriefing to process the day's events and prepare for the next school day.
- We will meet daily, for as many days as necessary, to process events and decide on measures to meet the needs of students, staff, family, and the community.
- Solicit and encourage feedback from students, staff, family, and the community. For evaluation purposes, feedback will be recorded on the Building-Level Emergency Response Plan feedback form.
- Meet after the passage of two to three weeks to evaluate and possibly revise the plan based on students, staff, family, and community feedback.

### **5.05 TRAUMA AND GRIEF TEAM (TIG)**

The District TIG team is a group of counselors, psychologists, social workers, nurses, and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel arising from trauma, violence, illness, grief, and loss. The TIG team will oversee the initial and ongoing training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating District crisis team activities.

### **5.06 CONTINUITY OF OPERATIONS PLAN (COOP)**

As part of the COOP, the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the school's needs.
- Allow the COOP to be activated anytime and sustain it for up to 30 days.
- Re-establishing essential functions, such as restoring school operations and maintaining the safety and well-being of students and the learning environment, is essential.
- Ensuring students receive applicable, related services during a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied

## **5.07 DISTRICT RESPONSE TO DECLARED PANDEMIC**

In September 2020, Governor Cuomo signed into law a law requiring public employers, including school districts, to adopt a continuation of operations plan if the governor declares a public health emergency involving a communicable disease. The legislation amends the New York Education Law to require that District Safety Plans include protocols for responding to declared public health emergencies involving communicable diseases consistent with section 27-c of the Labor Law.

The Olean City School District's main Safety Plan is on the Olean City School District website. The plan is updated and adopted by the Board of Education every summer. The District has a designated Chief Emergency Officer, Assistant Superintendent of Academic Services Directors of Safety and Security, and Medical Director. The District also clearly identified the roles of the Administrators and Emergency Operations Group. These members are appointed annually, activated during a crisis, and follow all Incident Command protocols.

The current Continuity of Operations Plan is listed in section 5.6 of the Main Safety Plan. This section states that the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the school's needs.
- Allow the Continuity of Operations Plan to be activated at any time and sustain it for up to 30 days.
- Re-establish essential functions, such as restoration of school operations and maintaining the safety and well-being of students and the learning environment.
- Ensure students receive applicable, related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify and train personnel to assist in development of a Continuity of Operations Plan.
- Identify resources available to students and staff for online learning in case schools cannot be occupied.

### **Response to Declared Pandemic Plan**

During a declared pandemic, the Superintendent of Schools will follow the Olean City School District's Main District-Wide Safety Plan. The Administrators and Emergency Operations Group will be activated. Both groups can meet remotely if necessary, and the emergency operations group can be extended to include necessary personnel to address the overall scope of the declared pandemic.

Administrators, the Emergency Operations Group, the Assistant Superintendent of Academic Services, Business Administrator, and the Medical Director will work to identify the following based on the declared pandemic:

- a. list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is required to be physically present at a work site to perform his or her job.

- b. A description of the employer's protocols for nonessential employees to telecommute.
- c. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites
- d. Protocols the employer will implement to procure personal protective equipment (PPE)
- e. Protocols if an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.
- f. Protocols for documenting hours and work locations, including off-site visits, for essential employees.
- g. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees.
- h. Protocols for implementing any other requirements determined by the Department of Health, such as contact tracing or testing, social distancing, hand hygiene, disinfectant use, or mask wearing.

### **5.08 Emergency Remote Instruction Plan (ERI)**

The Olean City School District has an Emergency Remote Instruction Plan as required by NYS§155.17(c)(1)(xxi)(a-d) that is kept by the Executive Director of Technology, Communication, and Strategic Initiatives (**and available in Appendix #1 of this document**). That plan includes policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. The following questions are answered in the ERI:

- a. How will the district ensure all students have computing device access?
- b. How will the district disseminate computing devices to students?
- c. How will the district communicate with families about the dissemination of computing devices?
- d. How will devices be serviced and/or repaired?
- e. If students are not using computing devices, how will they participate in instruction?
- f. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

The plan also includes policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. The following questions are in answered in the ERI:

- a. How will the district determine the need for access to the Internet in student's places of residence?
- b. How will the district ensure that all students have access to the Internet?
- c. How will the district work with community organizations and local public spaces to ensure students can access Wi-Fi points?
- d. The plan is consistent with the information provided by families in the Student Digital Resources data collection.

Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. The following questions are answered in the ERI:

- a. How will the district ensure that school staff have the necessary tools, including devices and Wi-Fi, to deliver emergency instruction from their place of residence?
- b. What portion of the school day will be spent on synchronous instruction?
- c. What portion of the school day will be spent on asynchronous instruction?
- d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?
- e. What training is provided to teachers to help adapt their instruction to the district's expectations?

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. The following questions are answered in the ERI:

- a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?
- b. How will the district provide instruction for those students for whom remote instruction by digital technology is inappropriate?
- c. How will the district provide synchronous instruction for those students who do not have adequate internet?

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. The following questions are answered in the ERI:

- a. How will the district ensure that special education and related services will be provided remotely?
- b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. The following questions are answered in the ERI:

- a. How many hours of instruction will the district plan to claim for each day of an emergency closure?

# SECTION 6.0

## **BUILDING-LEVEL EMERGENCY RESPONSE PLANS**

### **6.01 PLAN DEVELOPMENT AND MAINTENANCE**

The Building-Level Emergency Response Planning Team will develop each Olean City School District Building-Level Emergency Response Plan under the direction of the Director of School Safety and Security. [NYCRR Section 155.17](#) requires that each school shall have a Building-Level Emergency Response Planning Team that consists of representatives from the following groups: teachers, administrators, parent organizations, school safety personnel and other school personnel, including bus drivers and monitors, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post Incident Response team will also be appointed. The Building-Level Emergency Response Planning Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and coordinating training and exercising the School BLERP. Team members are expected to work closely to make recommendations for revising and enhancing the plan.

### **6.02 DISTRIBUTION OF THE PLAN**

[NYCRR Section 155.17](#) mandates that a copy of the ERP and any amendments be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. The Director of School Safety and Security will complete this function.

#### **Send Building-Level Safety Plans to:**

New York State Police  
Headquarters – Field Command  
Attn: Safe Schools NY  
1220 Washington Avenue, Building 22  
Albany, NY 12226

**Or by email to:**  
[info@safeschools.ny.gov](mailto:info@safeschools.ny.gov)

### **6.03 RECORD OF DISTRIBUTION**

Copies of the BLERP's, including appendices and annexes are recommended to be distributed to your School Building-Level Emergency Response Planning Team, local fire department, area law enforcement (including City, county and state police), local and

county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Emergency Response Planning Team.

# SECTION 7.0

## **EMERGENCY CLOSINGS AND EARLY DISMISSAL**

### **7.01 DISTRICT CLOSINGS**

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings result from inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. Depending upon the specific nature of the emergency, the District may close all of its schools or only one of its schools. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the City of Olean, police, weather bureau, and other District departments. All school closings will be reported to local radio and television stations for broadcast to the public and posted to the OCSD website. An automated phone call will also inform families of emergency closings whenever possible.

Parents, staff, and students should not call their neighborhood school, District Office, or radio and television stations to ask if schools are open. Telephone lines can become tied up quickly, preventing crucial calls from going through.

Parents should instruct their children on where they are to stay when school is closed or dismissed early. Working parents should make prior arrangements with friends and neighbors to temporarily house their children if an emergency arises while they are not at home.

While the District will make every effort to make decisions in the student's best interest, weather, street, and sidewalk conditions vary widely among individual schools and can change quickly. For these reasons, parents are always the final authority in deciding if their children will be sent to school during any emergency when the schools are open.

The Superintendent is responsible for notifying the appropriate news agency to announce school closings or delays.

### **7.02 DISTRICT EVACUATIONS AND EARLY DISMISSAL PROCEDURES**

- 1) **If a building needs to evacuate to another location:**
  - As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
  - Transportation will transport students to the building designated in the BLERP unless the incident commander directs them to a different location.

**2) If there is a potential for an evacuation to send students home the process is as follows:**

- As soon as possible, the building will notify transportation that it may need to be evacuated and that the District needs to transport the student's home.
- The Transportation Department will run PM routes, so if the decision is made to send the students home, both the Transportation Department and the building will print the PM routing sheets.
- It is important to note that the PM route sheets contain information on special needs, babysitters, and PM drop.
- All drivers will be given a copy of the PM route sheet before leaving for their specific route.
- The Transportation Department will attempt to send buses that correspond to the actual PM route or place temporary bus numbers on those buses that do not correspond to the actual route.
- Students who attend YCare will be transported to the building they would have been transported to if the decision were to evacuate a building to another school, as outlined in the District's School Safety Plan.
- The District/building will notify parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

# APPENDIX #1

## Olean City School District Emergency Remote Instruction (ERI) Plan

Required by NYS §155.17(c)(1)(xxi)(a-d)

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

a. How will the district ensure all students have computing device access?

All students in grades 6-12 have a district Chromebook assigned to them to take home. Students in grades K-5 have Chromebooks assigned to them in school that can be sent home with students for emergency remote instruction (ERI)

b. How will the district disseminate computing devices to students?

If ERI is required, schools will send each K-5 student home with the Chromebook they use during the school day. The technology department will coordinate with schools to provide pickups at the schools as needed and coordinate with the District to deliver devices to homes as needed.

c. How will the district communicate with families about the dissemination of computing devices?

The above information will be broadcast via our parent phone, email messaging systems, and social media.

d. How will devices be serviced and/or replaced?

Throughout ERI, the district will maintain a call-in help line. The technology department will also coordinate with the district to deliver device repair/replacement units as needed.

e. If not using computing devices, how will students participate in instruction?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

f. Is your plan consistent with the information provided by families in the Student Digital Resource data collection?

Yes.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

a. How will the district determine the need for access to the internet in students' places of residence?

The district will create a list of families who reported insufficient internet access at home to support ERI on the annual digital equity survey. Schools will contact these families, and we will also use Parent Square to publicize and arrange pick-up or delivery of a Wi-Fi hotspot to support ERI.

b. How will the district ensure all students have internet access?

We will ensure all students have access to the internet to support ERI by providing open wi-fi in all school parking lots, identifying individual family needs and providing hotspots as detailed above, and promoting public wifi sources in the school neighborhoods (see below).

c. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

The Olean Public Library and several local shops, supermarkets, restaurants, and coffee shops provide free Wi-Fi within the OCSD boundaries. During extended ERI, we will also promote our hotspot program in these establishments.

3. Expectations for school staff regarding the proportion of time students spend in synchronous and asynchronous instruction on days of remote instruction with an expectation that asynchronous instruction is supplementary to synchronous instruction.

a. How will the district ensure that school staff have the necessary tools, including devices and Wi-Fi, to deliver emergency remote instruction from their places of residence?

School staff are invited to call our technology department to obtain any technology tools or wifi hotspots as needed to deliver ERI. This information is disseminated via district and school communications.

b. What portion of the school day will be spent on synchronous instruction?

At the K-5 level, there will be a 20-minute live morning meeting, a 20-minute SEL block, and periodically scheduled instructional conferences.

At the 6-12 level, students will meet virtually each period with their classroom teacher to review the learning targets, agenda, and assignments for the day. Based on the needs and routines of each course, additional live experiences will be scheduled.

c. What portion of the school day will be spent on asynchronous instruction?

At the K-5 level, students will have up to 4 hours of asynchronous instruction, including instructional videos, digital lessons, reading and writing, and skill practice.

At the 6-12 level, students will receive asynchronous instruction each period, which will accompany live instruction, which will vary based on the needs of the course.

d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?

The district will provide ELLs and MLs with a structured learning environment emphasizing language production and providing digital scaffolds to support the learning process. Examples would be Virtual Office Hours, Visual Schedules, Talking Points, and Google Translate.

e. What training is provided to teachers to help adapt their instruction to the district's expectations?

The district instructional technology teacher coaches provide in-person and virtual training and support on tools and best practices for ERI via technology. District instructional coaches will all have daily virtual hours to support teachers with questions and training they may need. The ENL Department will participate in professional learning with the BOCES School Library Systems staff about digital texts, videos, audiobooks, and interactive tools available in various languages.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The Department of Instruction will work with the special education department and ENL department to determine student needs and the appropriateness of remote instruction being used via digital technology. The instruction department will also work with the community schools team and utilize family surveys to identify students who may need alternative instructional delivery methods.

b. How will the district provide instruction for those students for whom remote instruction by digital technology is not appropriate?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure, the district will attempt to schedule periodic in-person check-ins with the students.

c. How will the district provide synchronous instruction for those students who do not have adequate internet access?

The district will provide internet hotspot devices to families who do not have adequate internet access.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, following their individualized education programs to ensure the continued provision of a free appropriate public education.

a. How will the district ensure that special education and related services will be provided remotely?

In the case of full school closure or quarantine, we will ensure that the remote instruction model will provide a consistent daily schedule of synchronous and asynchronous instruction that supports the unique needs and abilities of students with disabilities.

b. How has the district coordinated with special education teachers, support staff, and service providers to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

We have worked with our staff to equip them with digital instructional tools and training so that they can provide the same quality of service that students would receive in an in-person environment.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

a. How many hours of instruction will the district plan to claim for each day of an emergency closure

The district will be claiming 5 hours instructional hours each day consisting of a mix of synchronous and asynchronous experiences.