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***District School-Wide Safety Plan 2025-2026 SY***

***Olean City School District***

***August 12, 2025***



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## **Introduction**

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through emergency response planning.

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board, and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001. It shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 – 2017 school year and each subsequent September 1st after that, a comprehensive District-Wide School Safety Plan and Building Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building Level Emergency Response Team, as such terms are defined in subdivision (b) of this section and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other State agencies. The school safety team shall review each District-Wide School Safety Plan and Building Level Emergency Response Plan annually and update as needed.

The District-wide school safety plan and the building-level emergency response plan(s) will be designed to prevent or minimize the effects of violent incidents and emergencies and help coordinate schools and the District with local and county resources in case of these incidents or emergencies. These plans will be reviewed and updated by the team at least annually and adopted by the Board by September 1 of each school year. The Board will make the District-wide school safety plan available for public comment at least 30 days before its adoption. The District-wide school safety plan may only be adopted by the Board after at least one public hearing supporting the participation of school personnel, parents, students, and other interested parties. The District-wide school safety plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-level emergency response plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. The plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

### *District-Wide School Safety Plan*

A district-wide school safety plan means a comprehensive, multi-hazard plan that covers all district school buildings, addresses crisis intervention, emergency response, and management at the District level, and has the contents as prescribed in New York State Education Law and Commissioner's Regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The team will include, but not be limited to, representatives of the Board, teachers, administrators, parent/community representation, school safety personnel, and other school personnel.

## Elements of the District-Wide School Safety Plan

- Identification of sites of potential emergencies.
- Plans for emergency responses, including school cancellation, early dismissal, evacuation, and sheltering.
- Responses to an implied or direct threat of violence.
- Responses to acts of violence, including threats made by students against themselves, including suicide.
- Prevention and intervention strategies, including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; nonviolent conflict resolution training; peer mediation programs; and extended day and other school safety programs.
- Plans to contact law enforcement officials in case of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- Plans for identifying district resources and coordinating such resources and workforce available during an emergency.
- Designation of the Chain-of-Command (Incident Command)
- Plans to contact parents and guardians, including when students make threats of violence against themselves.
- School building security
- Dissemination of information about early detection of potentially violent behavior.
- Plans to exercise and conduct drills to evaluate the Building-Level Emergency Response Plan, including a review of tests.
- Annual school safety training for staff and students.
- 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.
- Information about the school district, including population, staff, transportation needs, and telephone numbers of key school officials.
- Documentation and record-keeping

### *School District Chief Emergency Officer*

The Superintendent of Schools is the Chief Emergency Officer and, through designated personnel, will provide the following:

- Coordination of communication between school staff, law enforcement, and first responders.
- Assistance in the selection of security-related technology and procedures for its use.
- Coordinate safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Ensure that all school district staff understands the District-Wide School Safety Plan.
- Ensure that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually, and updated as needed.

## **General Considerations:**

### **1. Purpose**

The Olean City Schools' district-wide Safety Committee was developed according to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Committee was formed and charged with developing and maintaining the District-wide Safety Plan. The board approved this membership.

### **2. Identification of Safety Committee**

The Olean City School District has appointed a district-wide Safety Committee consisting of, but not limited to, school board representatives, teachers, administrators, parent/community representatives, school safety personnel, and other school personnel.

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

- This plan is reviewed periodically during the year and is maintained by the district-wide Safety Committee. The required annual review is completed on or before September 1 of each year. The District-Wide School Safety Plan is in the Office of the Superintendent.
- According to Commissioner's Regulation 155.17 (e)(3), this plan will be available for public comment 30 days before its adoption. The School Board will adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students, and other interested parties. The Board of Education shall formally adopt the plan annually. The District-Wide School Safety Plan is reviewed and updated annually.
- Building-Level Emergency Response Plans are confidential and do not submit to disclosure under Article 6 of the Public Officers Law or any other provision of law, per Education Law Section 2801-a.
- Complete copies of the district-wide School Safety Plan and any amendments will be made available to the public and the New York State Education Department via the district website within 30 days of adoption. Building-level emergency Response Plans will be supplied to local and State Police within 30 days of adoption and to the New York State Education Department via the Business Portal.

### **4. Concept of Operations**

- The District-Wide School Safety Plan is linked to the individual Building Level School Emergency Response Plan for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building Level School Emergency Response Plan.
- The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the district's Chief Emergency Officer, who is responsible for coordinating communication between staff and law enforcement and first responders and ensuring staff understanding of the District-Level Safety Plan. The Chief Emergency Officer shall also ensure the completion and yearly update of the Building Level School Emergency Response Plan.
- In case of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.

- Local emergency response personnel (fire/police/EMS) shall be notified with authorization from the Building Principal or Designee or the Superintendent of Schools. If necessary, the Building Emergency Response Team shall be activated.
- Other local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post-incident response, which may be augmented by county and state resources through existing protocols.

### Prevention and Intervention Strategies:

The Olean City School District is committed to educating and training our personnel. The goal is to prevent violent, disruptive, or unsafe situations, but when a crisis occurs, personnel must be prepared and equipped to mitigate it.

The District regularly reviews and provides input regarding the training provided to all staff and training provided to select groups of personnel. Student programs are offered to support students' social-emotional well-being, decrease violent/disruptive instances and bullying, and promote a safe school environment and culture. Additionally, the district continues to develop and investigate various violence prevention and intervention strategies. These strategies may include but are not limited to:

1. Compliance with the district's Code of Conduct.
2. Strategies for Crisis Intervention and Prevention (SCIP) technique training.
3. Peer mediation and conflict resolution: Counselors, principals, student coordinators, psychologists, and teachers work with potentially disruptive students.
4. The District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, teachers, or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

Within the District, several programs are offered and implemented through curriculum, psychology and counseling staff, and after-school activities. Various strategies have been developed to improve communication among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school, is offered, including the 7 Habits of Highly Effective People and Leader in Me programming.

The Olean City School District takes part in a partnership with the Olean Police Department. Through this partnership, the District is provided with:

- A District SRO. This person acts as a direct link to the Olean Police Department.
- A district Text-a-Tip line will provide an avenue to send anonymous concerns to school officials.
- School District employees are trained in Crisis Prevention-Intervention (CPI)
- Guidance Counselors, Social workers, and school psychologists are permanently employed by the District and available to students.
- Code of Conduct is reviewed yearly by the committee and BOE-approved along with DASA

requirements. These are communicated to all students' households through various media.

### *Intervention*

Interventions that will be used with students include, but are not limited to, Peer Mediation, Conflict Resolution, Group Sessions, De-Escalation Training, Formal School Emergency Plans, District School Resource Officer (SRO) or District School Patrol Officers (SPOs), Liaisons with law enforcement agencies and the judicial system, a Counseling Program, and a Communication Plan.

### *Annual School Safety Trainings:*

The school understands the importance of training, drills, and exercises in preparing for an incident. The following training and exercise actions will occur to ensure that school personnel and community responders know their responsibilities under the School ERP.

All school staff, students, and others considered appropriate by the school should receive training during the school year to better prepare them for an incident. The district or its designee will provide training to address the safety needs of leaders of afterschool programs, such as coaches and program directors. This includes providing training to all staff in emergency procedures, making visitors aware of school safety protocols, not only informing them of exits but also broader safety procedures.

1. Roles and Responsibilities
2. Incident Command System (ICS) Training – Training should be completed before assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov). or by contacting your local emergency management agency.

The school district will provide annual updates and refreshers on safety policies and procedures. Examples of this are:

- CPI training for existing and new employees as determined by the District
- Visits/talks with County School Safety Coordinator from the Sheriff's Office
- Review and update of Code of Conduct and ERP at the beginning of each school year

### **Recent Changes to Commissioner's Regulations**

The Board of Regents recently adopted two sets of amendments to Commissioner's Regulations §155.17 that must be included in 2025-26 school year safety plans. These will be added to our staff training for the 2025-26 school year. The first set of amendments, effective July 31, 2024 includes requirements that:

- All drills be trauma-informed; that parents and those in parental relation receive advance notice of upcoming drills;
- Students and staff always be informed a drill is a drill (except for evacuation drills); and
- Floor plans and area maps included as part of each school's building level ERP are labeled to

indicate essential information.

The second set of amendments becomes effective July 1, 2025 and requires that all New York schools and districts statewide use the same emergency response terms listed below in emergency plans and procedures. In addition, it is required that annual training to staff and students include the terms and response protocols listed below:

- **Evacuate or evacuation:** Move students for their protection from a school building to a predetermined location in response to an emergency.
- **Shelter or shelter-in-place:** Keep students in school buildings and shelter them when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Lockdown:** Immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- **Hold or hold-in-place:** The restriction of movement of students and staff within the building while dealing with short-term emergencies.
- **Secure lockout:** Students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.

### *Drills and Exercises*

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. As per amendments to Commissioner's Regulations §155.17 that must be included in 2025-26 school year safety plans, all drills must be trauma-informed and provide advance notice to parents and those in parental relation in receive advance notice of upcoming drills.

• Students and staff always be informed that a drill is a drill (except for evacuation drills). After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide Safety Committee and the Building-Level Emergency Response Teams, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb threat, etc.)
- Situational Drills

- Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and help evaluate all exercises. These agencies may include, but are not limited to, the Police and Fire Departments, Rescue and Ambulance Services, the Local Office of Emergency Management, and the local BOCES Health & Safety Office. At least once every school year, the school district shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans, including sheltering, lockdown, or early dismissal.

## **Communication Procedures:**

### **Notification and Activation of Internal and External Communications**

Upon being notified of an emergency, the Building Principal or their Designee will contact law enforcement or emergency personnel following the with the response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible. Our 2025-26 building and district plans are inclusive of all settings and times, including before, during and after school activities and times, as well as indoor and outdoor activities.

In an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action and follow the established procedures listed in the Building-Level School Emergency Response Plan.

The following systems could be utilized as forms of communication:

- Telephone
- District Radio Systems
- Intercom
- Emergency Alert System
- Fax / E-mail
- NOAA Weather Radio
- Local Media

### Notification of Educational Agencies

In the event of an emergency or disaster within the Olean City School District, the Superintendent or Designee will:

1. Contact Cattaraugus-Allegany-Erie-Wyoming BOCES District Superintendent: 1825 Windfall Rd, Olean, NY 14760 Phone: 716-376-8200.
2. Contact and function as the communications liaison for the public/non-public Educational Agencies associated with the Olean City School District. Building principals will retain this listing.

Certain entities need to be notified in the event of a violent incident.

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- Law enforcement will be notified through District S.R.O. or S.P.O.
- Parents and guardians will be notified through one or more of the following systems:
  - School Messenger (or equivalent calling system)
  - Announcement via District social media outlets
  - Letter sent to homes

## **Types of Communications**

### **1. Communication between School and Emergency Responders**

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform cell phone/school radio/parent square described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate, and timely.

### **2. Internal Communications**

The school will name a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develop materials for use in media briefings.
- Function as the contact for emergency responders and assist in coordinating media communications.

### **3. Communication between School Officials and Staff Members**

School personnel will be notified when an incident occurs and kept informed as more information becomes available. They will also be informed as plans for incident management evolve (keep staff informed to the most significant degree possible). The following methods of communication may be used to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide updates during an incident to those who are registered to receive messages.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff can also address any misinformation or rumors.
- School Messenger phone call and parent square posting

### **4. Communication between School Officials and Students**

Communication of emergency information between school officials will primarily occur through the school's public address system or face-to-face between faculty and students. Other methods of communication with students

may include the following:

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide updates during an incident to those who are registered to receive messages.
- Mobile Device Applications.
- School Messenger phone call and parent square

## 5. External Communications

School officials must communicate with the larger school community on how incidents will be addressed regularly. However, once an incident does occur, parents, media, and the community at large will need clear and concise messages from the school about it. This will include what is being done and the safety of the children and staff.

## 6. Communication with Parents

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose, and its goals. **Detailed response tactics will not be shared if they will impede the safe response to an incident.**
  - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In case of an incident, the school will:
  - Disseminate information via school messenger and through various school social media outlets to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are managing the situation.
  - Supply a phone number, website address, or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.

After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

## Hazard Identification

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

## Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether a physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported at once and documented on the New York State Education Department's (SED) School Safety and Educational Climate (SSEC) Summary Data Collection Form. With the realization that employees and students may be reluctant to come forward, we will keep confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

**The School Building Principal/Administrator or Designee will receive and respond to all incident reports, including anonymous reports.** Students and staff will be provided information on the reporting process as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team (Threat Assessment Team) to compile data and evaluate the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies take part in Building-Level School Safety Teams.

### Reporting

Once an incident has been reported, depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety and medical management of students and staff remaining in the area as soon as possible.
- Ensure that the rest of the building remains appropriately supervised while responding to the incident.
- Quickly assess the area of the incident to determine the damage caused and whether it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Supply incident debriefing to students/staff as needed. Notify parents.

### Investigation

After the incident, the Threat Assessment Team will conduct a detailed investigation. The Team's purpose is to focus on facts that may prevent a recurrence, not find fault. The Team conducting the inquiry will:

- Collect facts on how the incident occurred.
- Record information.
- Name contributing causes.
- Recommend corrective action.
- Encourage proper follow-up.
- Consider changes in controls, policy, and procedures.

## Follow-up

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

## Evaluation

The District-Wide School Safety Team (Threat Assessment Team) ensures that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on identifying and assessing school building security hazards and addressing necessary changes in building practices. They will review the potential for several types of violent incidents, including bomb threats, hostage-taking, intrusions, and kidnapping. Local law enforcement and private consultants will use professionals, as necessary.

## Disciplinary Measures

The school district's Code of Conduct will be the basis for deciding any necessary disciplinary measures.

## Code of Conduct

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff, and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code will be a significant part of our violence prevention program, which will be communicated to all students/staff and parents. The Code will be evaluated annually and revised as necessary to reflect changes in school policy and procedure. A copy of the Code of Conduct will be available to students, parents, staff, and community members.

## Responses to Various Incidents:

### 1. Implied or Direct Threats of Violence

The principal and assistant principal will serve as the main contact for implied or direct threats of violence. Any staff member, student, or community member who becomes aware of any threats should report them to the principal or assistant principal of any building.

The principal, assistant principal, or S.R.O. will at once take the following steps:

- Identify and interview the person who made the threat and evaluate what actions must be taken.
- If the person in question is a student, the student will be disciplined according to the Code of Conduct.
- Local authorities will be contacted (through the S.R.O.) and informed about the threat.

### 2. Active Shooter

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm or death to students and staff. Such intruders may have a gun, a knife, a bomb, or other harmful devices. An active shooter will result in law enforcement responding to the scene.

The first individual(s) to hear or see shots fired or recognize the potential for an active shooter should immediately activate the Emergency Response Plan (ERP) for each building, taking the necessary response actions to keep

everyone safe. If possible, notifications to the main office and 911 should be made.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Preventive measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, avoid provoking aggression, and keep students safe.

Functional annexes that may be activated in case of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Please note: Functional annexes that are developed as part of the building-level ERP, Security and emergency procedures, and procedures for greeting and managing out-of-district student and adult visitors who attend athletic events, after-school programs, and other activities are inclusive of all settings and times.

#### **Incident Commander Actions**

- Decide what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g., lockdown or evacuation, depending on the situation.
- Notify law enforcement and supply the location and description of the shooter if possible.
- Notify school buses not to enter the school grounds.
- Activate Communications processes.
- Coordinate with emergency responders at the command post; supply site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification processes.

#### **Staff Actions**

- Use Extreme Caution
- Implement the response procedure to keep students safe, including taking cover for protection from bullets.
- Make notifications and provide a description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, always keeps hands visible, avoids making quick movements, and avoids pointing, screaming, or yelling.
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Reunification processes.

### **3. Bomb Threat, Hostage-Takings, Intrusions, or Kidnappings**

Individuals(s) becoming aware of these situations should notify the principal or assistant principal immediately.

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Appropriate announcements shall be made, and safety procedures will be implemented.

In case of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be implemented to alert and protect students and staff.

Preventive measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and keep students and staff safe.

Functional Annexes that may be activated in case of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

#### **Incident Commander Actions**

- Decide what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g., shelter-in-place or evacuation, depending on the situation.
- Notify law enforcement and supply threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether the school will be closed or remain open.

#### **Staff Actions**

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the aid of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag, or container.
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Reunification Annexes.

#### **Actions of individuals Becoming aware of these situations**

- Immediately notify the main office.
- Keep the handling of written threats to a minimum. They may be used as evidence in a criminal investigation and processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc., should only be removed once law enforcement authorizes it.

- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

## 4. Acts of Violence

The principal and assistant principal will serve as the main contacts when responding to acts of violence. Any staff member, student, or community member who becomes aware of an act of violence should immediately report it to the principal or assistant principal of the building.

The principal, assistant principal, or SRO will at once take the following steps:

- Identify and interview the persons involved and take what actions are necessary to ensure the safety of all involved.
- If the person in question is a student, the student will be disciplined according to the Code of Conduct.
- Local authorities will be contacted (through the SRO) if the persons involved are not students.

### National Terrorism Advisory System (NTAS)

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

#### *Bulletin*

Describes current developments or general trends about threats of terrorism.

#### *Elevated Threat Alert*

Warns of a credible terrorism threat against the United States.

#### *Imminent Threat Alert*

Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to supply specific details on what indicators to look for and how to report suspicious activity. The “If You See Something, Say Something”™ campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity and to follow the guidance provided by the advisory and state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

## Arrangements for Emergency Responders during an Emergency:

Local government agencies, including emergency services, can be obtained during emergencies by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for aid from these agencies.

**Cattaraugus County: 911 or [\(716\) 376-5678](tel:7163765678)**

- OPD has keys to all district buildings.
- 911 service is available in the area.
- SRO has a school-provided walkie-talkie to communicate with administrators, office, and maintenance staff.

## Dissemination of information on policies and procedures:

### Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice or assistance from local governmental officials, the Incident Commander will notify the city police department at **Cattaraugus County: 911 or [\(716\) 376-5678](tel:7163765678)** or the highest-ranking local governmental official to obtain advice and assistance.

More resources identified in the previous version of the safety plan include:

- An annual Community forum for discussion of the School-Wide Safety Plan and Code of Conduct
- Annual review of the Code of Conduct by a committee made up of teachers, administrators, parents, and students
- Code of Conduct and Parent Handbook are sent home at the beginning of each school year. New students are provided upon entering the District.

## Procedures for Review of Drills:

When drill reviews or tabletop drills are conducted, the following representatives should be present:

- Administration
- Teachers
- Staff
- Local and county law enforcement
- Local fire department

## Pandemic Planning

### ***Amendments to Education Law §2801-a Regarding Pandemic Planning***

Our District-Wide School Safety Plan addresses the four phases of emergency management (Prevention/Mitigation, Preparedness, Response, and Recovery). This Pandemic Plan is built upon the existing components in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be assessed (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for the development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

#### *Prevention/Mitigation*

We will work closely with the Cattaraugus County Department of Health to decide whether or not to activate our plan. School nurses will follow the following procedures for reporting communicable diseases, including influenza, and communicating with the Health Department:

- report suspected and confirmed cases of influenza and give them to the Department of Health Services.
- The Cattaraugus County Department of Health will watch county-wide cases of influenza and inform school districts of appropriate actions.
- Our Nurse will help coordinate our Pandemic planning and response effort. This person will work closely with the district-wide school safety team, responsible for reviewing and approving all recommendations and incorporating them into the safety plans. The school district physician and nurses will be vital members of the Safety Team. The school district technology director will also be an essential team member because of technology's potential importance in the response effort (communication and notification). The Business Official, Facility Director, and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementing the Plan. The CDC School District Pandemic Influenza Planning Checklist will be reviewed annually for this determination and has considered issues related to Planning and Coordination, Continuity of Student Learning, Core Operations, Infection Control Policies and Procedures, and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and supply information to parents, staff, and students about our Pandemic Plan and how to make an informed decision to stay home when ill. For this purpose, we will use our website, postings, and direct mailings.

#### *Preparedness*

The Cattaraugus County Health Department, Olean City Police Department, and the District will  
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collaborate to ensure complementary efforts. The District-wide Command Center will be in the office of the Superintendent and will be activated at the direction of the District Incident Commander. We have set up our District-wide Incident Command Structure as follows:

- Primary Incident Coordinator
  - Superintendent
- Backup Incident Coordinator
  - Business Official
- Operations
  - Facilities Director
- Logistics
  - HR Director
  - Facilities Director
- Plan & Intel
  - Coordinator of Curriculum & Instruction
- Adm/Fin.
  - Business Official
- Public Info
  - Superintendent
- Safety
  - Superintendent
- Liaison
  - Director of HR
- Incident Log/Scribe
  - Superintendent's Secretary

The building-level emergency response plans define Command Posts and Incident Command Structures. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

Continuity of instruction must be considered in case of significant absences or school closure. Restructuring the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- Use of mobile media storage devices for lessons (tablets, laptops)
- online instruction; online resources; online textbooks
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We will obtain input from curriculum staff when developing strategies and evaluate these methods annually.

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## *Response*

The District-Wide School Safety Team will meet to determine the need to activate a pandemic response based on internal monitoring and correspondence with the Cattaraugus County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building levels will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation, review responsibilities, and review communication procedures.
- The Technology Director will assess all communication systems to ensure proper function. The district-wide school safety team and building-level emergency response teams will aid this effort.
- Based on the latest information from collaboration with our partners and to send a message consistent with public health authorities, the Technology Director will use the communication methods previously described to alert the school community of activating our District-Wide School Safety Plan as it applies explicitly to pandemics.
- The Assistant Superintendent and Business Administrator will meet with staff to review backup personnel's essential functions and responsibilities. The ability to use off-site systems will be evaluated. The Business Official will watch the utilization of supplies, equipment, contracts, and provided services and adjust, as necessary.
- The Facility Director will meet with staff and monitor their ability to maintain essential functions. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement distinct phases of the Plan, as necessary.
- The Assistant Superintendent and Business Administrator will meet with staff to review backup personnel's essential functions and responsibilities. The Human Resources Director will monitor absenteeism to ensure maintenance of the Command Structure and possible need to amend existing procedures.
- Schools may be closed based on recommendations from Local and State Authorities. Our Plan for continuity of instruction will be implemented as previously described.

## *Recovery*

- Re-establishing the regular school curriculum is essential to recovery and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all communication methods to inform the school community of the transition process.
- We will work closely with NYSED to revise or amend the school calendar as appropriate. We will evaluate all building operations for normal function and re-implement maintenance & cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for intervention.

- The District-wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and decide on lessons learned. Information from the Business Office, Human Resources, Facility Director, Technology Department, and Coordinator of Curriculum and Instruction will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

- Curriculum activities that may address the crisis will be developed and implemented.

# **Olean City School District**

**Continuation of Operations Plan in Response to**

**NYS Declared Public Health Emergency**

**Involving**

**Communicable Disease**

**Olean City School District**

**410 West Sullivan Street**

**Olean, NY 14760**

**Phone: (716-375-8018)**

## **Continuation of Operations Plan in Response to NYS Declared Public Health Emergency Involving Communicable Disease.**

This Emergency Plan Annex is compiled with the intention that the school facility would be closed to in-person student instruction by order of the State of New York due to a Public Health Emergency involving Communicable Disease.

1. List and description of positions/titles considered essential to be in-person
    - a. **Essential Staff Functions:**
      - i. Administrator(s)/CEO: Responsible for running the entire organization and communicating necessary information to the organization and the public.
      - ii. Director of Facilities—responsible for overseeing that facilities and grounds are maintained and repaired as necessary to ensure they can accommodate students and staff when we return to in-person instruction.
      - iii. Office Personnel (Business Office, Cafeteria Management, Counseling, etc.) whose duties cannot be done remotely are responsible for maintaining progress on their regular duties.
      - iv. Secretarial: responsible for ensuring that the lines of communication are maintained between the district, families, and the general public.
      - v. Cleaner: This person is responsible for maintaining the cleanliness of the facility and disinfecting common areas and spaces used by essential personnel.
      - vi. Transportation - responsible for delivering student supplies and necessary meals if meal delivery occurs during the closure.
      - vii. Cafeteria - responsible for the organizing, ordering, and preparing meals for students mandated to occur during the closure.
      - viii. Technology Coordinator - responsible for operating the district-owned technology and devices
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necessary to teach, learn, and work remotely. This position will be on-site and may sometimes work remotely to address the functioning of the technology and other responsibilities of the position.

b. **Non-Essential Staff Functions**

- i. Teachers are responsible for the instruction of students.
  - ii. Teaching Assistants/Aides - responsible for supporting students during learning.
  - iii. Office Personnel (Business Office, Cafeteria Management, Counseling, etc.) whose duties can be done remotely are responsible for maintaining progress on their regular duties that can be done remotely.
  - iv. Administrative staff associated with student instruction will support ongoing communications between teachers and students.
  - v. Transportation Staff who are solely responsible for transporting students.
  - vi. Account for various scenarios (Cafe, childcare, necessary distribution, etc...)
- c. **Meal Program**—Plan to prepare meals for feeding students during the closure. Staff will ensure all necessary applications are filed with Child Nutrition to maintain our meal program. Staff will develop a plan that includes menus, preparation, packaging, and touchless pick-up or delivery of meals to students. During meal delivery, the cafeteria staff will work with the transportation department to finalize the plan necessary to match meal delivery needs.
- ii. **Childcare**—If childcare needs must be addressed, the Administrator will work with the necessary groups to address these needs during the closure.
  - iii. **Material Delivery (non-food)**—Where possible, student material will be delivered with meal deliveries. If material delivery negatively affects meal delivery, a separate delivery schedule will be created to deliver non-food materials to students/families. Secretarial staff and Transportation will work together to address these deliveries.
  - iv. **Technology Issues**—The Chief Information Officer/Technology Coordinator will work with staff and families to address any technological issues during the closure.
  - v. **Teaching and Learning:**

**Olean City School District Continuity of Education Plan**

**Continuity of Learning:**

During any unprecedented school closure, Olean CSD intends to provide Emergency Remote Learning to allow students to continue working toward their courses' original and intended goals for the school year. Teachers are asked to continue working toward those goals by providing meaningful learning experiences for our students while adjusting instruction to meet the resources and modalities

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available to our school community. In general, most classes will combine digital and non-digital materials.

Communication of expectations for this remote learning period will be distributed to families at the onset of the plan's implementation. A letter will be written and sent to all families by email, with an automated call sent to draw their attention to the email's arrival. Families without email will have their letter sent through the mail or hand delivered if necessary. The classroom teachers will communicate individual class expectations, which should be sent to students and their parents. The district will conduct surveys to determine student and family needs and gather critical information for making decisions. Updates and any changes will be communicated to families, such as the plan's original implementation.

### **Learning Materials and Content:**

Olean will utilize the following learning materials and content

CSD to ensure the continuity of learning:

Paper textbooks and other content (books, magazines, etc.) Digital copies of textbooks

The district provides digital content and activities on either free or subscription-based platforms.

Other modalities as they arise.

### **Communication Tools:**

Olean CSD will use the following tools to communicate content, instruction, and follow-up communications to ensure that all students have equal access to content and resources:

Telephone

Letter

Email

Video Conferencing

Social Media

Website Newsletters

Parent Square

TEAMS

General information will be shared with all relevant families. Students who appear to be struggling to stay engaged and complete work will be engaged individually. Teachers will communicate age-appropriately to students and families. For example, in early elementary grades, the teacher will contact the parents; in high school, the teacher will contact the students directly and then move on to the parents as needed. Based on teacher communication, a school counselor or the principal will be requested to reach out to families in need.

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### **Teacher / Student Interface and Engagement:**

Teacher–student engagement is critical to student success in the classroom and beyond. Teachers will engage students in meaningful learning experiences through a variety of methods.

- Teachers will be available for office hours, virtually online through videoconferencing, chat, or telephone.
- Scheduled teacher/student (or class) check-ins, virtually online or via phone.
- Asynchronous communication, feedback and support via email, Parent Square, or TEAMS

### **Tracking Engagement:**

Olean CSD will continue with daily instruction and content like a regular school day schedule. Teachers are assigning work daily and recording the completion of that work. Teachers are also using virtual video lessons, virtual class meetings, and individual meetings with students. Student engagement and participation are recorded in the context of work completed, attendance and participation in virtual meetings, and ongoing communication between student & teacher.

### **Engagement Concerns:**

When a student appears disengaged or struggling, as measured by the tracking engagement data, teachers will reach out individually to students through email or phone calls. If the student is unresponsive, the teacher will follow up directly with the parent/guardian by email or phone. Regarding younger students, the teacher will reach out directly to a parent/guardian. Based on family contact, the teacher may request that a counselor or principal contact the parent/guardian.

### **Instruction:**

The following is a list of materials that will be used to instruct students at Olean CSD. Most courses will use a combination of materials:

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher’s webpage, Parent Square, or Google Classroom
- Individual or small group synchronous instruction facilitated using telephone or video conferencing.
- Large-group or whole-class synchronous instruction facilitated using telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System

### **Internet and Accessibility Considerations:**

Olean CSD is a one-to-one device district that uses **Chromebooks** for most students. There is WiFi wireless connectivity throughout the school building. At the beginning of any extended closure, the district will survey student families to determine if the student has access to a device (computer, tablet, smartphone, etc.) and the Internet. Students who need a device can take their Chromebook home during the closure. The district has mobile hotspots that are available for students who do not have internet access at home. Olean building WiFi can be accessed from outside the building in our parking area nearest the building.

All teachers will be surveyed to determine whether they have home devices or internet access. Teachers who lack devices or internet access at home will be assisted in resolving the issue where possible.

#### **Educating Students with unique learning needs:**

During any extended closure, the overarching goal of instruction is to continue working toward the year-end course goals for all classes through meaningful learning experiences. Teachers, providers, and case managers will address the unique learning needs of specific students to ensure they receive the support and service needed to be successful.

#### **Special Education teachers, ELL Teachers and 504 case managers, service providers will:**

- Collaborate with regular classroom teachers and other service providers.
- Make needed adjustments as would occur in the regular classroom.
- Contact and work directly with students and parents/guardians through email, video conferencing, phone calls, or other means to gauge progress on learning goals/targets.
- Service providers like speech, physical therapy, occupational services, ELL instructions, and counseling services will be delivered virtually through videoconferencing to the extent possible.
- Accommodations on assignments will be coordinated in advance with classroom teachers.
- Accommodations on assessments will be provided virtually through videoconference as appropriate.

#### **Homeless students:**

Olean CSD is committed to meeting the needs and educating all our students. The district is in contact with our families, and living in a small town helps identify potential situations of homelessness. The district supplies meals to students in need, we have a one-to-one Chromebook device for all students, and we can counsel students experiencing homelessness. Further, the district has a fund (gathered through donations) to support providing online access to families in need.

#### **Social-emotional needs of Students, Families, and Staff:**

Olean CSD is committed to supporting the members of our school community through good times as

well as challenging times. Social-emotional health is critical to our students, staff, families, and program's success. We will use the following tools to check in with students, families, and staff to help ensure social-emotional support.

*Students & Families: In meeting the needs of our students/families, we engage them through*

- Weekly class meetings with grades K-12.
- Weekly 1:1 counseling meetings with high-risk students.
- 1:1 meetings with families and students as requested by students/families/staff.
- 1:1 meetings with CSE students special education teachers/case managers
- 1:1 meetings with service providers.
- Weekly mindfulness meetings sessions.
- Special events and gestures to acknowledge accomplishments.

Coordinating with Cattaraugus County Mental Health to continue working with students and their families. Assist with the registration of students and families needing services.

- Letters and newsletters contain reminders on available support resources and how to access them.

*Staff: In meeting the needs of our staff we engage our students through*

- Weekly faculty meetings.
- Teacher-Principal communication logs.
- Weekly 1:1 staff check-ins with the administrator.
- Individual check-in conversations with staff reporting to work.
- Participation in an Employee Assistance Program
- The counseling department regularly participates in various training at various levels related to mental health topics to ensure counselors remain current on supportive strategies.

### **In Closure - Teaching & Learning:**

At the center of our approach is the idea that we address the whole person's needs to ensure success. By working together using multiple strategies, there is less of a chance of people in crisis going unnoticed. During challenges and times of extended closure, people are more at risk of being in crisis.

As part of our plan, the district assists with providing continued learning, meal service, and social-emotional support.

2. Protocols the employer will follow to enable all non-essential employees/contractors to work virtually.

a. Olean CSD will follow all required NYS protocols during the pandemic.

b. Olean CSD will utilize our mobile devices and the Google Apps For

An education platform will continue the teaching and learning process remotely.

c. Employees and contractors who can work remotely will do so by using district or contractor devices and following all protocols and security procedures in place per district policy.

3. Description of how the employer will stagger (if possible) work shifts for essential employees or contractors to avoid overcrowding.

a. Olean CSD will only have the in-person staff necessary to maintain operations and fulfill our educational mission.

b. The majority of essential positions are single positions that have their own space within the facility, which allows personal space during the closure. For areas that are occupied by multiple people, shifts will be altered to accommodate one person at a time, with time to disinfect the work area between shifts.

c. Contractors will be used as needed to address facility issues. Shifts and work schedules will be adjusted to limit contact with other employees.

4. Protocols employer will implement to procure personal protective equipment for essential workers and contractors.

a. All employees will be required to use proper PPE. Proper protocols for the use of PPE will be reviewed/demonstrated with employees. Further,

The district will require and enforce appropriate social distancing, hand hygiene, and any other identified protocol required by the CDC or NYS Health Department.

b. Requires two pieces of each PPE for each employee/contractor/per day on-site for six months.

i. The district will have these PPE on hand to provide a 30-day supply of materials stored in an area accessible by essential employees.

ii. The district will have an outstanding Purchase Order ready to order more PPE required to meet the

extended timeline of potential closure.

c. A plan for storing and accessing the materials is required.

i. Materials will be stored in a location appropriate to the PPE material needs.

ii. The location of storage will be identified to all employees to which the PPE will be distributed.

5. Protocols for employee/contractor exposure to the disease, exhibiting symptoms, or tests positive to prevent the spread.

a. Detailed actions to immediately disinfect the work area.

i. The work area of the identified positive employee will be closed off as long as possible.

ii. The work area will be disinfected following existing CDC guidelines by employees using approved cleaning products and protocols specific to the infectious disease.

b. Employer policy on available leave in the event of the need of the employee to receive testing, treatment, quarantine, or isolation.

i. Employees can use their sick time for testing, treatment, quarantine, or isolation.

ii. Eligible employees may also have access to Family Medical Leave provided they meet the criteria for eligibility.

iii. Employees will have access to leave granted explicitly by Executive Order, legislative action, or other means that legally require employers to grant such leave.

iv. Leave accruals, where legally allowed, will not be granted for individuals who knowingly and voluntarily disregard expectations and restrictions by governing government authorities to reduce the risk of spreading infectious disease.

6. Protocols for documenting precise work hours and locations, including off-site locations to assist in contact tracing.

a. Employees will have established shifts that must be maintained, especially when working within the building.

b. All employees will undergo a health screening and swipe their ID Card/Tag to access the building. Employees will maintain a log of the locations they accessed within the building and the individuals they had contact with during their shifts.

i. Employees will log the end time of their shift. Employees who access the time clock can use their timecard to log the end time of their shift accurately.

c. Off-site employees will also log their time worked and any

individuals they had contact with. Log-in is especially important if the employee accesses the building for any reason during the closure.

7. Protocols for working with the locality to identify emergency housing to contain the spread of the communicable disease.
  - a. Olean CSD will access their vast network of contacts to help the community address emergency housing requirements to reduce the spread of communicable disease.
  - b. Consistent communication between the district and the locality will be maintained to address our community's housing and other associated needs.

# Public Access Defibrillation (PAD) Program & Cardiac Emergency Response Plan



## ***Olean City School District*** ***August 12, 2025***

This Cardiac Emergency Response Plan was adopted by ***OLEAN CITY SCHOOL DISTRICT*** on August 12, 2025.

Version Board Approved August 12, 2025

## Section X: Sudden Cardiac Arrest Preparedness – Cardiac Emergency Response Plan (CERP)

### **PURPOSE**

In compliance with Education Law §2801-a(n) (Desha’s Law) and Public Health Law §917, the Olean City School District has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

### **POLICY STATEMENT**

The Olean City School District will maintain a district-wide CERP aligned with the American Heart Association’s (AHA) evidence-based core elements. The plan shall be reviewed annually by the Olean City School District Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

### **CORE COMPONENTS**

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

***EMS COORDINATION***

The Olean City School District Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

***RECORDKEEPING AND REPORTING***

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Safety Team.

## **RECOGNIZING SUDDEN CARDIAC ARREST (SCA)**

### **Definition**

Sudden cardiac arrest is a **life-threatening condition** where the heart suddenly and unexpectedly stops beating. This leads to loss of blood flow to the brain and vital organs. Without immediate CPR and defibrillation, death can occur within minutes. Call 911 and activate Cardiac Emergency Response Plan.

<b>Sign/Symptom</b>	<b>Description</b>	<b>Notes</b>
<b>Sudden collapse</b>	The person falls to the ground without warning.	Often the <b>first and most obvious sign</b> ; may occur during or after physical activity, or at rest.
<b>Unresponsive</b>	No response to shouting or tapping on the shoulders.	Check for responsiveness <b>immediately</b> upon collapse.
<b>No normal breathing / only gasping</b>	Breathing may be absent, irregular, or limited to <b>agonal gasps</b> (abnormal, gasping breaths).	agonal gasps are <b>not normal breathing</b> .
<b>No pulse</b>	No heartbeat detectable by trained responders.	Lay rescuers focus on “no breathing or only gasping” to trigger CPR; trained personnel also check pulse.
<b>Seizure-like activity</b>	Brief, involuntary movements may occur during the first seconds of arrest.	This can be mistaken for a seizure; check breathing and responsiveness.
<b>Sudden collapse during exertion</b>	Especially concerning in athletes or during physical activity.	NYSED sports-related SCA guidance emphasizes this scenario.
<b>Pale or bluish skin</b>	Skin may appear ashen, cool, or cyanotic (blue lips/fingertips).	Caused by lack of oxygenated blood circulation.