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# DISTRICT SAFETY PLAN

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Sherman Central School District  
2025-2026

Adopted by the Board of Education:

# Comprehensive District-Wide Safety Plan

## INTRODUCTION

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

The Sherman Central School District supports the SAVE Legislation and has engaged in a planning process. The Superintendent of Schools encourages and advocates on-going District-wide cooperation and support of Project SAVE.

## SECTION I: GENERAL CONSIDERATIONS

### A. PURPOSE

The Sherman Districtwide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Sherman Central School District Board of Education, the Superintendent of Sherman Central School District appointed a Districtwide School Safety Team and charged it with the development and maintenance of the Districtwide School Safety Plan. The finalization of the plan ultimately rests with the Superintendent, with adoption by the Board of Education each school year.

### B. IDENTIFICATION OF SAFETY TEAMS

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

<b>District-Wide Safety Team Representative of:</b>	<b>Name</b>
Superintendent	Carrie Yohe
Board Member	Teresa Guzman
Board Member	Joe Delellis
Administration-Director of Pupil Services	Kati Carcaterro
Administration- PreK-12 Principal	Leslie Melquist
School Psychologist (Teacher Organization)	Fawn Fisher
District Nurse	Joann Kopta
Health Teacher (Teacher Organization)	Emily Eckwahl
Teacher (Teacher Organization)	Joel Fisher
Parent Representative	Meagan Lutgen
Transportation Supervisor	Dave Maleski
Director of Facilities	Jared Oehlbeck
Director of Food Service	Susan Watrous
Personal Computer Specialist	Caleb Mitchener
Fire Chief	Matt Oehlbeck
Local Law Enforcement	Chat County Sheriff's Office
Assistant Fire Chief	Jared Oehlbeck

### ***Responsibilities of the District-Wide Safety Team***

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

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

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### **C. CONCEPT OF OPERATIONS**

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The Districtwide School Safety Plan is directly linked to the individual Building Level Safety Plans for each building. The protocols reflected in the Districtwide School Safety Plan guide the development and implementation of each Building Level Safety Plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school building will be by the district's Incident Command Team. Upon the activation of this team, the Superintendent, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

The nature of the emergency will dictate the degree of interaction with both state and local emergency response agencies. If necessary, the Sherman Central District will call upon local, county, and state resources listed in Appendix A to supplement efforts. The Superintendent has assisted in the development of protocols for accessing these services.

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### **D. PLAN REVIEW AND PUBLIC COMMENT**

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

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

This plan will be reviewed periodically during the year and will be maintained by the Districtwide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the district office at 600 Hunt Road, Jamestown, NY 14701, and on the school website at <https://www.swcsk12.org/ourdistrict/district-notice/emergency-response-plan>. While linked to

the Districtwide School Safety Plan, Building Level Safety Plans shall remain confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a. Building Level Safety Plans and all updates are given to the New York State Police and Chautauqua County Sheriff's Department.

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#### E. ELEMENTS OF THE COMPREHENSIVE DISTRICT-WIDE SAFETY PLAN

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

- ❖ Identification of sites of potential emergencies.
- ❖ Plans for responses to emergencies including school cancellation, early dismissal, evacuations, and sheltering.
- ❖ Responses to an implied or direct **threat of violence** by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves.
- ❖ Responses to **acts of violence** by students, teachers, other school personnel as well as visitors to the school, including acts by students against themselves.
- ❖ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ❖ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ❖ Plans for identification of District resources and coordination of such resources and workforce available during an emergency.
- ❖ Designation of the chain-of-command (Incident Command)
- ❖ Plans to contact parents and guardians or persons in parental relation to the students of the district in the event of a violent incident and in the event of an implied or direct threat of violence by such student against themselves.
- ❖ School building security.
- ❖ Dissemination of information regarding early detection of potentially violent behavior.
- ❖ Plans to conduct drills and exercise the Emergency Response Plan including reviews of tests.
- ❖ Annual school safety training for students and staff; provided that the district must certify to the commissioner that all staff has undergone annual training on the emergency response plan and that the school safety training includes components on violence prevention and mental health, such training may be implemented and conducted in

conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

- ❖ Protocols for bomb threats, hostage-taking, intrusions, and kidnapping.
- ❖ Strategies for improving communication and reporting of potentially violent incidents.
- ❖ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

## **SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION**

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### **A. PREVENTION/INTERVENTION STRATEGIES**

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Below are programs, strategies, and activities that the Sherman District is using or may use for violence prevention and intervention and improving communication among students and staff, and for the reporting of potentially violent incidents. Due to the variety and nature of the Sherman District's educational programs, not all programs, strategies, and activities are used in every program. The training programs for staff listed below are detailed in the Sherman Central School District Professional Development Plan.

#### **School Violence Prevention and Intervention Training**

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

#### **Non-Violent Conflict Resolution Training Programs**

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

#### **Training**

All school staff, students, and others deemed appropriate by the school will receive training during the school year to better prepare them for an incident.

- Roles and responsibilities – training will be delivered at the start of each school year
- Incident Command System (ICS) training – Training will be completed prior to the assignment of any ICS role.

Annual training:

- School violence prevention and intervention training

- Non-violent conflict resolution training programs
- Anger management, violence prevention, and social skills programs
- Confidential reporting
- Review of the ERP with staff including full staff briefings on roles to perform during an actual emergency
- Work Place Violence

## **Drills, and Exercises**

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction will be in the form of drills or rapid dismissals and include a minimum of twelve drills each school year.
- 8 NYCRR Section 155.17 (e)(3) – each Building Level ERP shall be tested including sheltering and early dismissal (no earlier than fifteen minutes before normal dismissal).
- Trauma-Informed Drills –notification of parents, announced as drill, no simulations
- Full-scale exercises will be conducted outside of school day, and include no students without permission
- Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms, and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school will seek out opportunities to conduct full-scale response exercises with law enforcement.
  - Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to be said for service. This will notify any uninformed parents or visitors and prevent unwarranted panic.

## **Sherman Vital Educational District Information**

The Building Emergency Response Plan contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs, and telephone numbers of key educational officials. The Sherman District Administration maintains copies of this information.

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### B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

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- ✓ Sherman Central School District disseminates informative materials (when deemed appropriate) and provides training regarding the early warning signs and detection of potentially violent behaviors, including, but not limited to: the identification of family, community, and environmental factors to teachers, administrators, parents, and other persons in parental relation to students of the District or board, students and other persons deemed appropriate to receive such information.
- ✓ Training is conducted by administration, local agencies, consultants, or others as deemed appropriate.
- ✓ Staff receive training, such as Safety Care, to prepare for violent incidents and lessen their impact.
- ✓ Employees receive annual training on the Vector platform.

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### C. HAZARD IDENTIFICATION (SITES OF POTENTIAL EMERGENCY)

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

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## SECTION III: RESPONSE

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### A. POLICIES AND PROCEDURES

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Sherman Central School District will activate their Incident Command Team and refer to their Building Level Safety Plan and ERP. These guides are reviewed by the safety committee to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel, or visitors to the buildings, including zero-tolerance policies for school violence. The following types of procedures are addressed in the confidential Building Level Safety Plans:

- Contacting the appropriate law enforcement agency as necessary
- Informing the building principal and district superintendent
- Using de-escalation or other strategies to diffuse the situation and informing the building principal of implied or direct threats
- Determining the level of threat with the principal and superintendent
- Monitoring the situation and adjusting the district's response as appropriate to include possible implementation of the safety team
- Isolating the immediate area and evacuating if appropriate



- Initiating lockout and/or lockdown procedures and contacting appropriate law enforcement agencies
- Initiating early dismissal, sheltering, or evacuating when necessary
- Communicating with parents/guardians and general public as needed

Note: The Sherman Central School District Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers and other school personnel, and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.

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#### B. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATION)

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

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

The Building Incident Commander (principal) is responsible for notifying Emergency Response agencies and the district office, which is then responsible for ensuring that all other necessary notifications are made. The superintendent and the Districtwide Emergency Response Team will determine what notifications are appropriate and necessary for all other district programs concerning a specific disaster or act of violence and will instruct all building principals and administrators to take appropriate action. Depending on the nature of the emergency, some of the communication methods that will be used for internal communication, as well as external communication, will include:

- Telephone (land lines)
- Cellular telephone (with texting capability for times when networks are saturated)
- Fax
- E-mail
- Internet
- Two-way radio system
- NOAA weather radio (located in the main office of each program)
- Intercom
- Alarm systems
- Rapid calling system (for staff & student notification)
- Local media and Emergency Alert
- Others as deemed necessary

#### ***Plans to Contact Parents and Guardians***

Every effort will be made to directly contact parents/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. When appropriate, the school will use parent square. In some instances, when

deemed appropriate, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff under the direction of the Principal/Administrator or designee. The District Office may take over this task in an evacuation. In some cases, it may additionally be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media by the District's Public Information Officer. The Sherman Central School District is prepared to shelter any student who does not have a parent or guardian at home at the time of the incident.

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### C. SITUATIONAL RESPONSES

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

These are the following:

Incident occurred in school:

- Call 911
- Notify the principal and consider evacuation.
- The principal notified the superintendent and transportation supervisor.
- Seal off areas of leak or spill.
- Take charge of the area until fire personnel contain the incident.
- The fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with Fire Officials.

Incident occurred near school property:

- Fire or police will notify the superintendent.
- The superintendent will notify the principal.
- The fire officer in charge of the scene will recommend shelter or evacuation.
- Follow procedures of sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

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

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

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### ***RESPONSES TO ACTS OF VIOLENCE (IMPLIED OR DIRECT THREATS)***

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Response actions in individual buildings will include:

- Inform the building principal of implied or direct threat
- Level of threat determined by building principal

- Use staff trained in de-escalation techniques
- Contact law enforcement, if necessary
- Monitor the situation, adjust the response as appropriate, and use the Building Level emergency response team if necessary

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#### ***RESPONSES TO ACTS OF VIOLENCE (ACTUAL)***

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

- The following procedures will be followed when responding to actual acts of violence
- Determine the level of threat
- Follow student's Behavior Intervention Plan if appropriate, including temporary placement of the student in de-escalation area
- Use staff trained in de-escalation techniques
- Isolate immediate area and evacuate if necessary
- Inform the building principal who will inform the superintendent
- If necessary, the building principal will initiate the Shelter-in-Place procedure and contact the appropriate law enforcement agency
- Monitor the situation and adjust the response as appropriate
- Initiate early dismissal, sheltering, or evacuation procedures if warranted

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#### ***RESPONSE PROTOCOLS***

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

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

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

**The following procedures have been developed for the safety of students, staff and visitors to the school in the event of a serious incident.**

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### **LOCKDOWN**

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SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

**RECOMMENDED ACTIONS:**

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through the door or answer the phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

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### **SECURE LOCKOUT**

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STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

**RECOMMENDED ACTIONS:**

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Lock all exterior windows & doors.
- Lower levels (1,2,3) - close blinds.
- Upper levels (4,5,6) leave blinds/lights as they are.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

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### **SHELTER-IN-PLACE**

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SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

**RECOMMENDED ACTIONS:**

- Listen for instructions.
- Students in hallways should return to their assigned classroom, if possible.

- Take attendance.
- Staff assist students as needed.
- Move away from windows if the situation warrants.
- If instructed, move out of the classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.

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### **HOLD-IN-PLACE/HOLD**

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RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to their assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.

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### **BOMB THREATS**

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A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when first received. The decision of whether or not to evacuate is dependent upon information received in the threat and how credible that information is.

In the event of a bomb threat, law enforcement agencies will be contacted for assistance. Practiced procedures will be put into action to alert and protect students and staff.

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. The appropriate announcements will be made and the Incident Commander will implement the following procedures:

- Determine what procedures should be activated depending on the nature of the threat
- Issue instructions such as shelter-in-place or evacuation depending on the situation
- Notify law enforcement and provide threat details
- Activate communications
- Coordinate with emergency responders at the command post and provide them a site map and keys
- Be available to deal with media and bystanders, and keep the site clear of visitors
- Implement accounting for all persons and reunification when safe to do so
- Determine whether to close school or remain open Actions of Individual Receiving Bomb Threat
- Immediately notify the Incident Commander
- Keep handling of any written threats to a minimum to preserve fingerprints or DNA
- Do not remove a written threat on a wall, mirror or bathroom stall until law enforcement authorizes its removal
- NYSP Bomb Threat Instruction Card should be placed next to phones that are most likely to receive threats

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**STRANGER/HOSTAGE SITUATION**

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**Stranger:** An Unauthorized Person Who Enters School Property

- Notify the principal.
- Ask another staff person to accompany you before approaching the stranger. The staff member should have a two-way radio or cell phone before confronting anyone.
- Politely greet the stranger and identify yourself.
- Ask strangers the purpose of their visit.
- Inform strangers that all visitors must register at the main office.
- If a stranger's purpose is not legitimate, ask him/her to leave. Accompany them to the exit. If intruder refuses to leave:
- Warn strangers of consequences for staying on school property. Inform him/her that you will call the police.
- Notify security or police and the Principal if a stranger still refuses to leave. Give the police a full description of the intruder.
- Walk away from strangers if he/she indicates a potential of violence. Be aware of stranger's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- The Principal notifies the Superintendent and may issue lock-down procedures.

**Hostage:**

- If the hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiations team.
- Seal off area near hostage scene.
- Notify the principal.
- The principal notified the Superintendent.
- Give control of the scene to the police and hostage negotiations team.
- Keep detailed notes of events.

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**CONFRONTATIONAL VISITOR**

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**Confrontational Person**

- Don't argue. Use non-aggressive body language.
- Talk quietly and calmly, do not agitate.
- Remain on a professional level.
- Offer to help the situation.
- Request to continue conversation in an appropriate location away from students.
- Show interest and be a good listener.
- NEVER back the offender into a corner, ALWAYS give the offender a way out, and ALLOW yourself an escape route.
- Attempt to defuse the situation. If the situation doesn't calm down: • Notify the principal/ designee/ law enforcement

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**SHOOTING OUTSIDE BUILDING**

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Lockdown will be implemented campus wide. Actions to be considered in plan response:

- If students are outside, get to the nearest cover or retreat inside the building, whichever is closest.
- If students are in class, get down low, move to the side where windows are located, and stay below window sill level (out of sight of the perpetrator).
- Lock down the classroom and main office.
- Turn off classroom lights.
- Do not move from positions unless instructed by police or school officials.
- Do not attempt to assess the situation until police arrive.
- When safe, administration will advise of the situation and subsequent steps to be taken.

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### **WEAPONS**

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Staff or student who is aware of a weapon brought to school:

- Notify the principal or teacher immediately.
- Initiate lockdown procedure and call police if situation deems necessary.
- Tell the principal or teacher the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may be preventing the suspect from hurting someone or himself/herself.
- If a teacher suspects that the weapon is in the classroom, he/she should confidentially notify a neighboring teacher. The teacher should not leave the classroom.
- If a suspect threatens you with a weapon, do not try to disarm him or her. Back away with arms up. Remain calm.

Principal:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
- Ask another administrator to join you in questioning the suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Inform suspect of his or her rights and why you are conducting the search.
- Keep detailed notes of all events and why the search was conducted.
- Notify parents or guardians if the suspect is a student. Explain why the search was conducted and results of the search.
- If a suspect threatens you with a weapon, do not try to disarm him or her. Back away with arms up. Remain calm.

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### **SEVERE WEATHER**

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Tornado watch has been issued in an area near the school:

- Monitor Emergency Alert Stations
- Bring all persons inside building
- Close all windows and blinds
- Review tornado drill procedures and location of safe areas. Tornado safe areas are under desks and in hallways away from windows and large rooms
- Review “drop and tuck” procedures with students.

Tornado warning has been issued in an area near the school or tornado has been spotted near school:

- Shut off gas
- Move students and staff to safe areas
- Remind teachers to take class rosters
- Ensure that students are in tuck position
- Account for all students
- Remain in safe areas until warning expires or until emergency personnel have issued an all clear signal. Winter weather: This will be monitored on an individual basis and dealt with accordingly by transportation and administration

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#### **MEDICAL EMERGENCIES**

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

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| • <b>Allergic Reaction</b> | • <b>Epileptic Convulsions</b>              |
| • <b>Animal Bite</b>       | • <b>Food Poisoning</b>                     |
| • <b>Bleeding</b>          | • <b>Heart Attack/Sudden Cardiac Arrest</b> |
| • <b>Blow to the Head</b>  | • <b>Respiratory Arrest</b>                 |
| • <b>Broken Bones</b>      | • <b>Loss of Life, Limb, or EyeSight</b>    |
| • <b>Burns</b>             | • <b>Shock</b>                              |
| • <b>Choking</b>           | • <b>Toxic Exposure</b>                     |
| • <b>Diabetic Shock</b>    |   |
| • <b>Electric Shock</b>    |   |

#### **If Incident Occurred in School:**

- Notify the principal and call 911. The principal notifies the superintendent.
- Notify CPR/First Aid certified persons in school buildings of medical emergencies.
- IF possible, isolate the affected student or staff member.
- Activate school crisis team. Designate a staff person to accompany injured/ill people to the hospital.
- The principal notifies the parent(s) or guardian(s) of the affected student(s).
- Direct witness(es) to the school psychologist/counselor. Contact parents if students are sent to a psychologist.
- Determine the method of notifying students, staff, and parents.
- Refer media to the district spokesperson.

#### **If Incident Occurred Outside of School:**

- Active the school safety crisis and team. School Messenger and Parent Square will be used to set up communication.
- Notice staff before normal school hours. School Messenger and Parent Square will be used to set up communication.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to the district spokesperson.



**Post Crisis Intervention:**

- Meet with school counseling staff to determine level of intervention for staff and students
- Designate rooms as private counseling areas
- Escort affected student's siblings and close friends and other "highly stressed" students to counselors
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral(s).
- Allow for changes in normal routines or test schedules to address injury or death

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**INFECTIOUS DISEASE/PANDEMIC**


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

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

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

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

The District will help Local DOH/State DOH by:

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

**After an outbreak, schools and districts should:**

- Determine if a school facility needs remediation before it can reopen; and
- Determine a process for reopening schools or reconvening students by
- Following policy regarding reopening of school and be sure to follow medical/health department advice;

- Communicating with parents, students, staff, and media; and
- Assessing achievement during dismissals and absences.

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### COMMUNICATION RELATED TO INFECTIOUS DISEASE/PANDEMIC

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#### **Considerations to Review:**

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

#### **Before**

- ☐ Create templates
- ☐ Identify spokespersons
- ☐ Promote good hygiene practices

#### **During**

- ☐ Continuously inform stakeholders on updates

#### **After**

- ☐ Outcome of the emergency, changes for the future

#### **Overall considerations**

- Stay abreast of the latest guidance and information from the CDC and state and county health departments.
- Communications should focus on school procedures and decisions. Refrain from providing information and/or commentary on the health-related aspects other than to direct people to information from these health experts.
- Communications can and should emphasize the recommended prevention methods that have been publicized by the CDC and others, all of which are similar to those recommended for the flu.
- All messages should focus on the fact that school personnel are working with health officials to prepare as best as they can for dealing with any confirmed cases of the disease. Remind your communities that you have plans in place for emergency situations that you have used during flu outbreaks and that you are reviewing and adapting these plans as necessary to address this novel virus.
- Until and unless you have a confirmed case of infectious disease/pandemic flu in your school community, every communication should start by stating that you have no known confirmed cases at this time.
- Keep staff – teachers, principals, clerical staff – informed as the situation and/or guidance changes, since they are likely to be on the front lines in communicating with parents and

students. Make sure they know what to do and whom to inform if they hear about a suspected or confirmed case.

- Encourage your administrators and all staff to avoid sharing information that comes from sources other than the CDC, state and county health department and/or other health professionals.
- Refrain from posting statements or other information about infectious disease/pandemic flu on the district's Facebook page or other social media channels. Remember that these channels are specifically intended to foster conversation, which will not be helpful in this kind of rapidly changing situation. Use direct methods (e.g., mass notification system, letter sent home, parent portal, or district website) to communicate about this event.
- Be ready to explain (to students, staff, the media, parents, and the wider community) your reasoning behind how you ultimately decide to handle any confirmed cases in your school community, emphasizing that you are following the guidance of federal/state/local health officials (as applicable).
- Keep the Board of Education apprised of how you plan to handle the events so that they are well-informed if any community members or reporters contact them. Provide talking points to board members to help them navigate those conversations.
- Be sure to consult health experts regarding your district's specific circumstances, in the event of a confirmed case, before making decisions.

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#### **BIOLOGICAL THREAT**

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The school office shall be notified immediately when there is an Anthrax threat.

If you receive a letter claiming to be infected with Anthrax, or a phone call saying there is an Anthrax presence at your site, your first response has to be containment. The key to controlling the situation is to remain calm and limit the area and persons exposed to the threat.

In the event of a threat, the emergency plan shall be activated. (PA Signal) – “Staff: Building Containment”. Upon notification, the following procedures will be followed:

- Activate lock-down plan.
- Custodian turns off all air handling equipment
- Seal off the building immediately – no one should be allowed to enter or exit the building, classrooms, or offices. All staff and students are to remain in the rooms that they are in.
- Dial 911 to notify the appropriate authorities. Be aware that from the point forth emergency personnel, not school personnel, are in charge of the site. Contact other schools within the district of the threat.
- If applicable, note the type of package, how it was delivered, and anything that will help in the subsequent investigation. Limit your exposure by leaving the item alone. Set it down and move away from it. Keep your hands away from your face so you don't touch your eyes, nose, or mouth. Wash hands!

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**RADIOLOGICAL INCIDENT SHELTERING**

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Sheltering notification:

- Bring all persons inside building(s)
- Close all exterior doors
- Turn off any ventilation leading outdoors
- Cover up any food not in containers or put in refrigerator
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues. Evacuation notification:
- The principal contacts the transportation supervisor and informs him/her that evacuation is taking place.
- Principal notifies students, staff and relocation center
- Close all windows.
- Turn off all lights, electrical equipment, gas, water faucets, air conditioning systems, and heating system
- Place evacuation sign in window
- Lock doors

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**CYBERSECURITY RESPONSE**

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Definition of potential risks:

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

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

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**SCHOOL CANCELLATION/ DELAYED OPENING**

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

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

The District Office notifies transportation.

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

## **SECTION IV: RECOVERY**

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### **A. DISTRICT SUPPORT FOR BUILDINGS**

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

The District-Wide Emergency Response Team is available when necessary to assist all school buildings in their response and recovery efforts.

### **B. DISASTER MENTAL HEALTH SERVICES**

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The district realizes that some emergencies may require external support for the district in the form of additional expertise or personnel requirements. When/if the district is faced with threats of violence or actual violent incidents, the Incident Command Team will act as follows:

- Sending a team member to each affected school building as a liaison between the school building and the district office.
- The team may involve the school physician, school nurse coordinator, school psychologist, or district office administrative staff as needed. If necessary, additional Chautauqua County or Town of Ellicott resources may be called upon.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a reoccurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office. The district has a resource of letters, press releases, and media procedures that take the burden off of the individual school building teams.

## SECTION V. POST-INCIDENT ACTIONS

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### A. INVESTIGATION

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After an incident has occurred, the Building-Level School Emergency Response Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation:

- Collects facts on how the incident occurred.
- Records information.
- Identifies contributing causes.
- Recommends corrective action.
- Encourages appropriate follow-up.
- Considers changes in controls, policy, and procedures.

### B. DISCIPLINARY CONSEQUENCES

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The Sherman District has created a detailed **Code of Conduct** to describe the expected behavior of students, staff, and visitors to school buildings and the disciplinary consequences resulting from violations of the Code of Conduct. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code of Conduct is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is available to students, parents, staff, and community members in the District Office or on the district's website.

### C. EVALUATION

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

The success of the Sherman District-Wide Emergency Response and Building Emergency Response is to be greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary.

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SHERMAN CENTRAL SCHOOL DISTRICT VITAL EDUCATIONAL INFORMATION

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The Emergency Response Plan contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs, and telephone numbers of key educational officials. Sherman District Administration maintains copies of this information.

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**SECTION VI. EMERGENCY REMOTE INSTRUCTION PLAN**

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TECHNOLOGY & CONNECTIVITY INTERNET

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**Connectivity:**

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

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

**Student/Teacher Devices:**

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

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SYNCHRONOUS INSTRUCTION

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

**Expectations for Students- Synchronous Instruction**

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

- Adhere to Code of Conduct.

#### Expectations for Teachers- Synchronous Instruction

- Teachers' workday remains consistent with language in the collective bargaining agreement (6 ½ hours). Prep period will be in accordance with the language in the collective bargaining agreement.
- Regular checks will be conducted for understanding utilizing appropriate methods to support instructional objectives. (This could be regular Zoom meetings with large or small groups, video submissions with feedback from the teacher, virtual class discussions where students comment on classmates' posts, etc.)
- In lieu of duties, teachers are expected to hold daily 'open office hours' via Zoom, phone, or other communication method.
- Attendance and participation in Department meetings, faculty meetings, and committee meetings is required.
- Utilize the 'Remind' app to communicate with parents (this will be the district supported mode of communication).
- Take attendance daily PreK-12 using PowerSchool.
- Consideration of CDC recommendations is expected when developing lesson plans.

#### Expectations for Parents- Synchronous Instruction

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

### ASYNCHRONOUS INSTRUCTION

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

#### Expectations for Teachers- Asynchronous Instruction

##### K-6 Instruction

- Curriculum aligned with the NY State learning standards for English Language Arts, Math, Science, Social Studies.



- Teachers will upload and distribute videos through Google Classroom.
- Special-area classes will be offered and include; Physical Education, Art, Music and Library.
- Virtual office hours will be made available with all teachers. A schedule will be provided by the classroom teacher and will depend upon the lesson taught.
- Students will participate in all assessments required by New York State as well as benchmark assessments through I-Ready (reading and math)
- Grading will be consistent with in-person learning.
- Independent work will be required.

#### 7-12 Instruction

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

#### Expectations for Student- Asynchronous Instruction

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

#### SPECIAL EDUCATION AND RELATED SERVICES

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A Free Appropriate Public Education will be provided for all students, including those with disabilities in accordance with their IEP's. CSE/CPSE meetings will be held via telephone and in person when possible if necessary. Parents will be communicated within their preferred language or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA. There will be continued collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing

the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. Access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students will be delivered in accordance with the students IEP.

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

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

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

#### ATTENDANCE AND ESTIMATED NUMBER OF INSTRUCTIONAL HOURS

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

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

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## APPENDIX A

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### Appendix A – Emergency Telephone Numbers

#### Emergency Telephone Numbers

To Report Suspicious Activity Call:	911 or 1-866-SAFE-NYS (1-866-723-3697)
Police – Fire- Medical Emergencies	911 Chaut. Co. Sheriff 753-4231 NYS Police 665-3113
Life Threatening Electrical or Gas Emergencies	911
Power Outages: <ul style="list-style-type: none"> <li>National Grid</li> </ul>	1-800-867-5222
Natural Gas Outages: <ul style="list-style-type: none"> <li>National Fuel</li> </ul>	1-800-444-3130
Village of Sherman	716-761-6781 716-581-3397 (Jay Irwin)
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services <ul style="list-style-type: none"> <li>Chautauqua County</li> </ul>	716-753-4341
County Offices of Mental Health Services <ul style="list-style-type: none"> <li>Chautauqua County</li> </ul>	716-661-4101
County Offices of Health Services <ul style="list-style-type: none"> <li>Chautauqua County</li> </ul>	716-753-4590
American Red Cross <ul style="list-style-type: none"> <li>Western and Central NY</li> <li>Chautauqua County</li> </ul>	716-886-7500 716-664-5115
FBI <ul style="list-style-type: none"> <li>Field Office Buffalo</li> <li>Jamestown Office</li> </ul>	716-856-7800 716-484-7085
NY State Police	716-665-3113

Homeland Security and Emergency Services-Region V	315-331-4880
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## APPENDIX A

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### EMERGENCY RESOURCE INFORMATION

#### **Local Emergency Agencies:**

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

#### **Local Numbers:**

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

#### **County Numbers:**

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

#### **State Numbers:**

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

#### **Hospital and Medical Numbers:**

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

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

## APPENDIX B

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### Media Plan – Sherman Central School District

#### Media Staging and Access Protocol

When media personnel arrive to cover a story, they must be directed to a designated media staging/reception area. Under no circumstances should members of the media be allowed to interview students without express written permission.

#### Designated Media Location: Sherman Firehall Banquet Room

When selecting a site for media staging and information dissemination, the following factors must be considered:

- **Physical Space:** Choose a room or area large enough to accommodate representatives from multiple news agencies, as well as necessary school personnel.
- **Containment:** The location must prevent media access to the Incident Command Post and the student population.
- **Accommodations:** The area should offer convenient access to restrooms, telephones, sufficient electrical outlets, and space for media equipment.

#### Dissemination of Information

The Superintendent of Schools will designate a staff member in advance to serve as the **Public Information Officer (PIO)** or **Media Coordinator** during a crisis. This individual is responsible for managing all media-related logistics and communication.

During a crisis, the PIO/Media Coordinator will:

- Greet media personnel upon arrival.
- Escort them to the designated media staging area.
- Provide timely updates through scheduled press briefings or prepared press releases.

## APPENDIX C-INCIDENT RESPONSE / RECOVERY

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### District Post-Incident Response Plan

*Note: This section does not take precedence over the District Crisis Intervention Plan. It is intended as a supplemental guide for establishing a District-Wide Post-Incident Response.*

#### Initial Response and Staff Communication

- Faculty and staff will meet **immediately after student dismissal** on the day of the incident.
- The purpose of this meeting is to:
  - **Dispel rumors** quickly.
  - **Clarify** actions that have been taken or are planned.

#### Counseling and Emotional Support

- Facilities will be arranged for **post-traumatic incident counseling**, provided by trained school personnel, health professionals, and/or community agencies.
- Counseling and intervention services will be made available to **support both students and staff** in processing the incident, expressing emotions, and discussing concerns.
- When appropriate, individuals affected by the incident will be **educated on the legal process** and any relevant procedures.
- A **designated staff member** will serve as liaison with law enforcement and the criminal justice system to provide ongoing updates to affected individuals.

#### Post-Incident Response Actions

##### 1. Disseminate Accurate Information

- Use the district's **established communication protocols** to share timely, factual updates.
- All incidents, regardless of perceived severity, can significantly impact students, staff, and the school environment.
- Promptly sharing accurate information helps **dispel rumors**, **reduce fear**, and **prevent misinformation** from spreading.

##### 2. Activate Counseling and Mediation Services

- Deploy established counseling and mental health support systems.

- Create **arbitration and mediation teams** composed of:
  - School personnel
  - Law enforcement representatives
  - Community members
  - Student representatives (as appropriate)
- These teams should address conflicts involving violence-prone individuals/groups and offer support to potential victims.

### **3. Mobilize the Site-Level Post-Incident Response Team**

- Activate the Site-Level Post-Incident Response Team or the Crisis Intervention Team.
- This multi-disciplinary team should include representatives from:
  - School administration
  - Instructional staff
  - Law enforcement
  - Mental health professionals

The team will lead post-incident efforts and determine appropriate actions to meet the immediate needs of students and staff.

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## APPENDIX C

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### Appendix C: Recovery and Post-Incident Mental Health Support

At the **conclusion of an incident**, the district will begin its **recovery process**. The District Incident Command Team will shift focus to supporting those affected and restoring a safe, stable, and productive educational environment **as quickly as possible**.

#### Mental Health Support Activation

The district will activate its **counseling and mental health services** to meet the emotional and psychological needs of students and staff.

If additional support is needed, the district will contact the following external provider:

**Chautauqua County Mental Health Services**

Contact: (716) 661-8330

**Carmelo Hernandez**, Jamestown Clinic Director

**24-Hour Emergency Line** (after hours/weekends): 1-800-724-0461

When calling the emergency line, request the mental health worker on duty and provide all necessary incident-related information.

#### Support for Teachers in Communicating with Students

Recognizing that not all teachers are comfortable addressing sensitive topics such as **death or grief**, the district will provide:

- A **simple script** teachers may read aloud to students.
- **Daily updates** for staff, including:
  - Details about scheduled viewings or funeral services.
  - Guidance on what students might expect to see or experience at such services.
  - Discussion points to help facilitate age-appropriate conversations in the classroom.

#### Family and Community Communication

The Interim Superintendent, Superintendent of Schools, or Designee (acting as the **Incident Commander**) and the **Public Information Officer (PIO)** will take the lead in communicating key information to families and the broader school community.

This will include:



- Dispelling **rumors** related to the incident and any students or staff involved.
- Providing families with **reliable sources for updates** (to reduce the number of direct inquiries to the district), including:
  - The **district website**
  - Local **TV and radio stations** listed in the Parent Brochure
- Sharing information about:
  - The **condition of school buildings**
  - **Timelines and procedures** for reopening facilities
  - **Class schedule changes or adjustments**
  - **Counseling services** available to students, families, and staff
- Distributing handouts to parents/guardians that include:
  - Common **signs and symptoms** of depression or trauma
  - Guidance on when to seek **professional help**

## Media Coordination

The district will work cooperatively with **local news media**, establishing clear **parameters** for contact with students and staff. A designated **media staging area** will be identified to ensure orderly and respectful interactions.

## Victim Support Program

Students, families, and school personnel directly affected by the incident will be offered comprehensive support, including:

- **Emotional support and counseling**
- Assistance with navigating:
  - **Medical treatment**
  - **Financial resources**
  - **Legal concerns**

Where appropriate, use the district's existing **Student Assistance Program (SAP)** referral processes to connect students and families with:

- Community support groups
- Counseling services
- Victim advocacy resources

## Ongoing Monitoring and Evaluation

- Periodically check in with students and staff to assess **feelings, behaviors, and attitudes** following the incident.
- Evaluate the **effectiveness** of both internal and community-based responses.
- After a reasonable period, conduct a formal **review and debrief** to:
  - Identify lessons learned
  - Determine which procedures were effective
  - Recommend improvements for future incidents

## Post-Crisis Team Membership

- As the team evolves, new members may be added as needed.
- Existing team members will have the opportunity to **step down** voluntarily.
- The recommended term of service for a team member is **two (2) calendar years**.