



# Canandaigua City School

## District Safety Plan

2025 - 2026

*Explore - Enrich - Empower*

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration, and empower our school community to have their voices heard.

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# Canandaigua City School District District-Wide Safety Plan

Date of Board of Education Review: October 20, 2025

Date of Board of Education Adoption: November 3, 2025

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan on: March 20, 2025

CR §155.17(a)

The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education

30-day public comment period began on: September 20, 2025

CR §155.17(c)(3)

At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.

Date of Public Hearing: October 20, 2025

CR §155.17(c)(3)

The District-Wide School Safety Plan must be posted on the district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption. CR §155.17(c)(3)

The date the District-Wide School Safety Plan was posted on District Website: November 6, 2025

URL of District-Wide School Safety Plan on District Website:

<https://www.canandaiguaschools.org/district/district-safety-plan>

URL was verified/checked to be sure the link is working: November 6, 2025

## **Section 1.0 General Information and Guidelines**

### **1.1 Introduction**

The purpose of this plan is to maximize the safety of every student, staff member and visitor of the Canandaigua City School District. This includes the District's campus, buildings, motor vehicle fleet and programs. In conjunction with each school's Building Level Emergency Response Plan, it is intended to offer guidance and direction to District personnel in a variety of emergency situations.

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

### **1.2 Planning Assumptions and Limitations**

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Building Level Emergency Response Plan (BLERP) is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the BLERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

### **1.3 Dissemination**

All staff will receive a copy of the Building Level Emergency Response Plan within the first three (3) days of the academic school year (or at time of hire) and will be trained in its application during the District

Emergency Drill Day.

Parents can access the District-Wide Safety Plan on the District website at [www.canandaiguaschools.org](http://www.canandaiguaschools.org) and at the District Office.

The District-Wide Safety Plan and each Building-Level Emergency Response Plan was shared with Canandaigua Police Department, Ontario County Sheriff's Department, and the New York State Police.

### **Response Agency Access to Building and District Plans**

Blueprints and schematics are available through the Director of Facilities & Operations. Large-print copies have been provided to County and Local Police, Fire Department and County Emergency Planning Agency. District Office administrators have copies of all floor plans.

## **1.4 Summary of Laws**

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

## **1.5 Summary of Canandaigua City School District**

- District Office: 143 North Pearl Street, Canandaigua
- Primary – Elementary School: 90 West Gibson Street, Canandaigua
- Middle School: 215 Granger Street, Canandaigua
- Academy: 435 East Street, Canandaigua
- Operations Center: 550 Airport Road, Canandaigua
- Canandaigua Academic and Career Center: 5262 Parkside Drive, Canandaigua
- Red House Tutoring Center 2700 East Street, Canandaigua

## **Section 2.0**

### **Risk Reduction, Prevention, Intervention**

#### **2.1 Prevention and Intervention Strategies**

The primary components of District prevention strategies CR §155.17(c)(1)(iii) are as follows:

1. There exists a District and state-wide commitment to comprehensive character education stressing Civility, Accountability, Integrity, Compassion, Perseverance, and Healthy Living. According to the Dignity For All Students Act, or DASA, "it is the policy of the state to afford all students in public schools and environment free of discrimination and harassment." Decreasing and eliminating incidents of bullying or any behavior that is inconsistent with the school's educational mission is a major initiative of the District

Character Education Committee.

2. Each Building Character Education Team, under the supervision of the principal, is charged with developing an initiative specifically aimed at identifying and reducing bullying. Emphasis should be given to creating a school-community culture in which bullying is not tolerated.
3. Building-level specialists (counselors, school psychologists, prevention specialists, etc.) facilitate early identification of inappropriate behavior. There is a commitment to a parent/school partnership in all phases of school operations.
4. Safe Harbors of the Finger Lakes conducts personal safety lessons with UPK – 6 students.
5. Anger Management programs at the Academy and Middle School have been established. Students who have had difficulty managing their anger may attend sessions to review triggers and reducers. This program is ongoing based on need.
6. Above the Influence is a program at the Middle School. The goal is to help teens stand up to negative pressures, or influences, and to make healthy, positive choices.
7. Sources of Strength is a program at the Academy. It is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse.
8. GSA is a school club that meets under the guidance of a school advisor intended to provide a safe and supportive environment for lesbian, gay, bisexual, transgender and queer (LGBTQ) with the goal of educating students and staff of the District on all types of diversity with the hope of teaching tolerance for all differences and creating a safer school environment.
9. The Canandaigua City Fire Department conducts safety lessons at the Primary and Elementary School. General fire safety lessons are presented to the Primary Students and at home fire safety planning is presented to third grade students.
10. The District participates in the Safe School Helpline 1-800-4-1-VOICE ext. 359 ([www.safeschoolhelpline.com](http://www.safeschoolhelpline.com)), an anonymous tip line where students, parents, staff and faculty can anonymously report information to school administration. This service is reviewed with students and faculty during assemblies and staff meetings each year.
11. District-wide support services including family services, psychological services, and counseling services are available.
12. Training for select staff, in student conduct issues including de-escalation skills and procedural issues are conducted based on perceived need during Superintendent's Conference Days, monthly faculty/staff meetings, and through GCN (Global Compliance Network) online tutorials.

13. The District has a comprehensive drug, alcohol, and violence prevention program under the leadership of a Prevention Specialist at the Academy and Middle School. The Prevention Specialist collaborates with community resources to reduce high-risk behaviors.
14. Behavior Intervention Team is a multidisciplinary, multiagency team that meets regularly to assess whether certain exhibited behaviors or actions need intervention or other support. The building and district team reviews risk-relevant data and uses tools and protocols to assess and maintain line-of-sight on subjects of concern.

The primary components of this intervention strategy are as follows:

- Proactive, frequent parental contact.
  - Multiple referral options.
  - Progressive, reasonable consequences for violation of the school code.
  - Staff training in student intervention issues.
  - Appropriate administrative support levels.
  - Cooperative working relationships with outside agencies including the criminal justice system, social services, community agencies, BOCES and other Districts.
  - Cooperative working relationship with the health care community (Comprehensive Psychiatric Emergency Program, or C.P.E.P., local physicians).
15. The Alco-Sensor is an instrument that may be utilized by trained Canandaigua City School District staff members to ensure the health and safety of all students. The Alco-Sensor is a pocket-sized breath alcohol tester that offers a simple method of determining approximate blood alcohol levels. Use of the Alco-Sensor is intended to support the district's Code of Conduct and District Safety Plan as required through the SAVE legislation. The use of the device will assist in enhancing the school environment and maintaining school discipline.
  16. Each school building is staffed with a School Resource Officer. The position of School Resource Officer is the result of the Municipal Cooperation Agreement between the city of Canandaigua and the Canandaigua City School District.
  17. An annual Mock Car Crash Demonstration and Prevention Session is conducted in the spring for seniors. Community partners from many agencies collaborate with high school staff to create a meaningful learning experience.
  18. Workplace Violence Prevention Program provides information to all employees about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation.

The goals of this program are:

- To reduce the probability of threats or acts of violence in the workplace, and
- To ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible.

This program outlines the major components of Canandaigua City School District's effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District's commitment to work with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Canandaigua City School District will not tolerate violence in the workplace. All incidents, complaints, and/ or reports of violence and threats of violence, will be taken seriously because the District is committed to providing its employees with a reasonably safe and secure work environment.

19. **Maximum Temperature in School Buildings**

- **Extreme Heat Condition:** An extreme heat condition day is defined as a day when the occupiable educational and support services spaces (excluding kitchens) are 82 degrees or higher as measured three feet from the floor in a shaded area near the center of the room.
  - Required actions to relieve heat-related discomfort during an extreme heat condition day may include, but are not limited to, turning off the overhead lights, pulling down shades or blinds, turning on fans, opening classroom doors and windows to increase circulation, turning off unused electronics that produce heat, and providing water breaks.
  - Indoor spaces should be evacuated where practicable once the temperature reaches 88 degrees.

## **2.2 Training, Drills, and Exercises**

### ***Training***

The Canandaigua Police Department shall provide the necessary training considered by the CPD as needed to maintain the skills and knowledge of the SRO in his capacity as a Police Officer. Scheduling of training and/or conferences during the school year shall be coordinated between the school administration and the police supervisor prior to attendance by the SRO at training.

### **Procedures for Annual Safety Training for Staff and Students**

The District understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the District-Wide Safety Plan and Building Level Emergency Plan, the following training and exercise actions should occur.

The District submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive annual training by September 15.

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 – Deliver at start of school year
- Annual training
  - Review Building Level Emergency Response Plan with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the BLERP
  - Conduct student briefings on roles they perform during an emergency

### ***Drills & Exercises***

The purpose of drills is to practice staff and student actions during an emergency. At the time that drills are conducted, students and staff shall be informed it is a drill. As practically as possible, parents, guardians, staff and students will be notified one week in advance of all drills. Drills shall be conducted in a trauma-informed, developmentally, and age-appropriate manner.

Each school will conduct trauma informed drills that explicitly avoid tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotion or psychological response in staff or students because of previous exposure(s) to trauma.

Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of which required drills shall be held between September 1 and December 31 of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Four of all such required drills shall be lockdown drills. Drills shall be conducted on different days of the week and at different times of the school day. Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Parents, guardians, staff and students will be notified through a Parent Square message at least one week in advance of the Emergency Dismissal drill.

Bus drivers are scheduled to speak in every Primary and Elementary School classroom concerning safety and proper conduct procedures for the students on the buses.

“Tabletop Disaster Drills” will be conducted with State, County and Local emergency response agencies. These drills may involve a thorough critique of the entire District Safety Plan as well as planned responses by emergency response agencies. In addition, a review of potential emergency sites will be conducted throughout the year involving the District and the community. Upon completion of the drill, a review of the

exercise will be conducted. Revisions to BLERP and District-Wide Safety Plans will be completed as needed.

Building Health and Safety Committees will conduct an annual review of their BLERP. In addition, they will evaluate building security and access procedures. Policies and procedures will be reviewed with receptionists at each facility annually.

District Health and Safety Committee will conduct an annual review of the District-Wide Safety Plan. In addition, they will evaluate District-wide building security and access procedures.

District-wide AED training drills will be completed for each building twice a year (October and February). In addition, training sessions for basic certification in CPR and AED's will be scheduled throughout the school year. Bi-annual (2 year) re-certifications will be scheduled as required.

### **AED and Naloxone Protocol**

AED machines are located in all school and district occupied buildings. A map of locations is contained in the BLERP.

AED monthly inspections are conducted by each school building nurses office. The checklist is located in the appropriate nurses' offices. The Primary nurses inspect at District Office. The middle school nurses inspect at the Red House. The Academy nurses inspect at the Operations Center and the Canandaigua Academic and Career Center (CACC). The monthly inspections for the AED machines dedicated to the athletic department are conducted by the athletic office. The checklist for these will be stored in the Athletic Office.

The District participates in an Opioid Overdose Prevention program provided by Ontario County Public Health. Naloxone kits are placed with each AED machine. Any remaining stock is located in the school nurse's office. Each school nurse is trained pursuant to section 3309 of Public Health Law. Monthly inspections are performed by nurses and athletic office.

### **Epi-Pen Public Access**

New York State legislation Requires that functional epinephrine auto-injector devices be made available in places of public assembly with an occupancy capacity of at least one thousand people and that at least one employee or volunteer of such place of public assembly be trained in its proper operation and use and be present at each facility function.

- EPI-Pens have been placed in the AED case located near the nurses offices in each school and the AED case located outside the athletic office.

### **Special Training Procedures Regarding Bus Transportation**

A school bus driver's first priority is the safety of the children on the bus. Bus drivers conduct three (3) New York State mandated drills during the school year, the first being held in the first week of school. The reason and importance of the drills are explained to the students at the beginning of each drill.

Together with the teacher, drivers conduct one in-classroom session for grades K through 5 focusing on

proper bus behavior, making good decisions, showing respect for the bus driver and other students, proper procedures for entering and exiting the bus, and crossing the road at school and at home. This bus safety lesson will occur during National Transportation Safety Week.

Bus drivers are required to attend a two-hour refresher course twice during the year covering a variety of topics such as: bullying, dealing with unruly students, teaching respect and healthy lifestyles, administering first aid and CPR, and handling emergency procedures.

### **Procedures for Review and Conduct of Drills to Test Components of the Plan**

Each year, the District will conduct at least one (1) test of the emergency response procedures for each student-occupied facility. Each year a review, involving emergency response agencies, will be conducted to evaluate the various aspects of the District-Wide Safety Plan and emergency procedures outlined therein. All tests will be conducted in cooperation with local and county emergency management officials to the extent possible. A review of potential emergencies and the response by the emergency agencies, with emphasis on existing and potential hazards that affect the entire school District, will be conducted.

## **2.3 Implementation of School Security**

### **Visitor Access**

All entrances to the District buildings are locked during normal business hours. The building receptionist at each main entrance will greet persons entering, identify them, scan the visitor's identification into the Raptor system, have them sign in on a visitor's log and issue a visitor's pass. The receptionist then notifies the individual to be seen and directs the visitor to the correct location, as appropriate.

District staff and faculty are issued photo identification badges that provide entry to rooms and restrict entry to the buildings during other than normal hours. Photo identification is required to be worn at all times unless it interferes with teaching of students. Building principals will enforce this provision. Individuals found without a District identification badge or a visitor's badge will be asked for identification, questioned as to their purpose, and taken to the main office.

### **Video Surveillance**

The District security system constantly monitors access to the facilities during other than normal hours and denies access to unauthorized individuals. Cameras located inside and outside of District buildings are recording daily.

### **Remote Lockdown Capabilities**

Assistant Superintendent for Personnel and Director of Facilities and Operations can lock down all inside and outside doors through the District security system. All Building Principals can lock down all inside and outside doors with badge access.

## **2.4 Vital Educational Agency Information**

Canandaigua City School District maintains certain information about each school building within the District including, but not limited to: school populations, transportation need and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District

level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

## **2.5 Early Detection and Violent Behaviors**

- Building Emergency Response Teams, Post Incident Response Teams, and Behavior Intervention Team will be introduced at the first faculty meeting of each year. Current procedures for referring students will be outlined.
- Building counselors shall establish referral procedures.
- All students shall be encouraged to “tell an adult” about any potential act of violence.
- Students will be encouraged to utilize the Safe Schools Help Line
  - 1-800-4-1-VOICE ext. 359
  - 1-800-418-6423 ext. 359
  - [www.safeschoolhelpline.com](http://www.safeschoolhelpline.com)

## **2.6 Hazard Identification**

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards, and how to handle each issue, will be documented in each BLERP.

### **Responding to Implied or Direct Threats by Students, Staff, and Visitors**

All threats of violence against any person or property are considered serious. Such threats shall be immediately reported to a supervisor or administrator, who shall immediately contact the SRO who will lead an investigation. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor. All threats of violence will be reviewed by the Behavior Intervention Team. Violators will be subject to criminal prosecution upon consultation with District administrators, police investigators, and the District Attorney’s office.

A threat of imminent violence will result in immediate removal from school facilities. Assistance from law enforcement officials may be sought.

## **2.7 Emergency Service Organizations and Local Government Agencies**

Canandaigua City School District has established collaborative relationships with vital local and state organizations to maximize resources. School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building and maintaining relationships and community engagement are vital to building a safer school community. CR §155.17(c)(1)(v)

<b>Office</b>	<b>Non-Emergency</b>	<b>Emergency</b>
Canandaigua City Police	396-5035	911
Ontario County Sheriff	394-4560	911
NY State Police	398-3200	398-4100
Canandaigua Fire Department		911
	394-3434	
Canandaigua Emergency Squad	394-5860	911
Canandaigua City Manager	396-5000	
Canandaigua DPW	396-5060	
Ontario County Fire Coordinator	396-4310	
Ontario County Public Health	396-4343	
Ontario County Probation	396-4222	

## **2.8 School Resource Officers (SROs)**

**The position of School Resource Officer is the result of the Municipal Cooperation Agreement between the city of Canandaigua and the Canandaigua City School District.**

The SROs shall be sworn City Police Officers employed by the City.

Day-to-day responsibilities:

- The SRO shall act as educator, counselor, and police officer.
- The SRO shall coordinate all his/her activities with the principal and will seek advice, guidance, and permission from the school administration prior to enacting any program within the school.
- When appropriate and authorized by the Police Supervisor, the SRO may keep the school Principal and Superintendent of School informed of the nature of an investigation of any alleged criminal activities involving students, employees, teachers, or third parties that have allegedly occurred on school grounds.
- Investigations involving possible infractions of the District’s Code of Conduct and the imposition of discipline are the responsibility of the school and district administration. While the SRO may act as a resource to school administration during an investigation, the SRO may not directly question students or assign discipline. The roles of the SRO are listed in the contract between the Canandaigua Police Department and Canandaigua City School District.
- Per NYS Education Department Guideline 155.17, Canandaigua City School District has an MOU with the police department stating that the police department delegates school discipline to CCSD.
- School Officials may conduct searches of student’s property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection or for the handling of contraband.
- Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes of have school staff act as their agent.

## **Section 3.0 Preparedness**

### **3.1 Chief Emergency Officer**

Each school year, Canandaigua City School District appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

- coordination of the communication between school staff, law enforcement, and other first responders;
- lead the efforts of the district-wide school safety team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide plan with the Building Level Emergency Response Plans;
- ensure staff understanding of the District–Wide School Safety Plan;
- ensure the completion and yearly update of Building Level Emergency Response Plans for each school building;
- assist in the selection of security related technology and development of procedures for the use of such technology;
- coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- ensure the completion and yearly update of Building Level Emergency Response Plans by the dates designated by the commissioner.

**Name: Brian Nolan**

**Assistant Superintendent of Personnel**

**Email: Nolanb@canandaiguaschools.org**

**Phone number: 585-396-3720**

### **3.2 District Wide School Safety Team**

The District-wide school safety team is appointed by the Board of Education each year. The district-wide school safety team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The District-Wide School Safety Team was appointed by the Board of Education on: July 8, 2025 CR §155.17(b)(14)

#### **District Wide School Safety Team (as of 7-1-2025)**

John Polimeni –Board of Education

Brian Nolan – Assistant Superintendent of Personnel & Support Services

Kelly Burgess – Nurse, Elementary School

Cara Carr – Nurse, Academy

Mary Casella – Nurse, Primary School

Lorraine Ryan – Nurse, Middle School

Kelly Smith – Nurse, Middle School

Seth Clearman – Director of Transportation  
Mike McClain – Director of Facilities & Operations  
Vince Delforte – School Resource Officer  
Frank Magnera – Fire Chief  
Eric Jordan – Academy Asst. Principal  
Lindsay Lazenby – Elem Asst. Principal  
Michele Reynolds – Primary Asst Principal  
Marie Windover – Middle Asst. Principal  
Vernon Tenney – Coordinator of Support Services

### **3.3 Emergency Operations Group**

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the District’s Chief Emergency Officer. The District’s Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District’s Chief Emergency Officer will be the Assistant Superintendent for Personnel.

### **3.4 Central Office Management Team**

The Central Office Management Team includes the Superintendent and all Assistant Superintendents. This group may be activated to provide assistance to any building in need.

### **3.5 Command Post**

**During an emergency, the Superintendent or Chief Emergency Officer may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon extended Cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extend of the event.**

## **Section 4.0**

### **General Response Procedures**

#### General Response Actions for Emergencies

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

#### **4.1 Definitions**

**Shelter or Shelter in Place** means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

**Hold or Hold-in-Place** means to restrict movement of students and staff within the building while dealing with short term emergencies.

**Evacuation** means moving students for their protection from a school building to a predetermined location in response to an emergency. This includes Fire Drills.

**Secure Lockout** means when students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

**Lock-down** means to 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. Lock-down will only end upon physical release from the room or secured area by law enforcement. A lock-down is initiated during incidents that pose an immediate threat of violence in or around the schools.

## **4.2 Concept of Operations**

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

## **4.3 Implementation of the Incident Command System (ICS)**

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

## **4.4 Initial Response**

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

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the BLERP.

## **4.5 Organization and Assignment of Responsibilities**

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

## **4.6 Direction, Control and Coordination**

### **Coordination with Responders**

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur when the agency arrives on the scene.

### **Use of Resources**

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Central Office Management Team to help secure these resources.

## **4.7 Administration, Finance, and Logistics**

### **Agreements and Contracts**

If school resources prove to be inadequate during an incident, the district will request assistance from local emergency agencies, other agencies and industry in accordance with existing relationships and agreements. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials.

## **4.8 Communication During Emergencies**

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The Superintendent, Chief Emergency Officer, or Director of Communications and Advisement will be the only individuals authorized to coordinate the release of information to ensure information is consistent, accurate, and timely. Communication procedures are detailed further in the BLERP. CR §155.17(c)(1)(ix)

In the event of a pending emergency, the following means of communication may be used in order to disseminate pertinent information:

- Telephone, fax, e-mail, local media, NOAA weather radio, Emergency Alert System (EAS), ParentSquare, District website.

## 4.9 Multi-Hazard Response

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

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

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

## 4.10 Responses to Acts of Violence: Implied or Direct Threats

All staff members are required to notify the building administrator of any violent incident. The building administrator will determine the seriousness of the situation and contact SRO/law enforcement immediately if the situation warrants. However, in an emergency, any staff member may call 911.

Prior to the arrival of law enforcement representatives, the building administrator will make every effort to **restrict access to the crime scene** in order to preserve evidence. Upon arrival of law enforcement officials, they will take over this responsibility with the full support of the building administrator.

### Responding to Acts of Violence

#### 1. Student Fights

Staff discovering a fight should:

- Order the students to cease and desist.
- Immediately report the fight to the office by telephone, school radio, or, if necessary, send a student to report the incident.
- Assess any personal risk.
- Refrain from personal involvement until a preponderance of force reduces personal risk.
- Defer to administrators/supervisors and assist in crowd control.

#### **Police Involvement**

If a staff member believes a student fight poses a serious, imminent risk, and staff or administration cannot control it, **a staff member should call 911.**

#### **Administrative Involvement**

Upon arrival at the scene, the building administrator shall take control of a situation unless police are present. The building administrator shall attempt to end the fight and move the participants to another area. If personal involvement is required, the building administrator shall attempt to

amass a preponderance of force to handle the situation.

2. Weapons

As per the District Firearms and Weapon policy (Policy Number 5050), no student, staff member or visitor is to be in possession of any firearm or weapon at any time on school grounds, in school buildings, or at school events unless there is a clear and specific educational purpose and that purpose has been approved by a school principal.

**When Confronted with an Armed Person**

- Try to stay calm.
- If safely possible, leave the area with your students or barricade in a safe location.
- In the event of a firearm, try to safely place as much distance as possible between you and the individual.
- Immediately call 911, notify the office and seek assistance.

**Administrative Responsibility**

- In all cases of students, staff or visitors brandishing or suspected of having a weapon, SRO/police will be called.
- The individual will be closely observed until police arrive.
- At the decision of an administrator, any time there is reasonable suspicion that a student is in possession of any weapon, the administrator may implement search procedures. A search should be carried out with two or three other same-sex adults. The search may include a pat down of the student's person and backpack as well as a locker search. If the student is non-cooperative with the search, SRO/police will be called. In case of a suspected firearm, SRO/police will be called first.
- In all cases involving weapons, the Superintendent of Schools will be notified.
- When necessary, lockdown procedures will be implemented.

**Acts of Violence by Others**

An act of violence by a non-student or any visitor to the school District will always be immediately reported to police authorities. All other guidelines in this plan shall pertain.

**Post-Incident Responsibility for ALL acts of Violence**

After any violent incident, appropriate disciplinary measures shall be enforced by the building administration. In all cases, parents shall be informed. SRO/Police will be informed regarding any serious issue of violence or any time the incident constitutes a crime under the NYS Penal Law or any time a student or parent requests that police be informed.

1. **Contacting Parents Regarding Violent Incidents**

For incidents involving one or more students, the building administrator shall notify the parents of all students involved as soon as possible regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy, all parents will be notified of the circumstances of the incident as soon as possible.

2. **Obtaining Written Statements**

Administrators or the police investigators may take statements and supporting depositions, in written form, if deemed necessary. When juveniles, who are under the age of 16, are

being questioned by the police on school property, parents and/or school officials must be present. In all incidents, parents must be notified of the involvement of the police department.

3. School Resource Officer Office

The School Resource Officer office is considered an officially designated space for police business.

#### **4.11 Specific Response Protocols**

The District has established appropriate response actions to a variety of emergency situations. These responses are detailed in each BLERP as recommended by the NYSED Safe School's guidance.

#### **4.12 Obtaining Advice and Assistance from Local Government**

In the event of an emergency where additional assistance or assets not readily available to the district are needed, the Superintendent of Schools, COMT or the Chief Emergency Officer will provide assistance. Canandaigua City School District is partnered with the City of Canandaigua, Towns of Canandaigua, Farmington and Hopewell for these specific circumstances.

#### **4.13 District Resources Available During An Emergency**

The district has identified district-based resources that may be available during an emergency. These resources are available through the Superintendent or Chief Emergency Officer and Director of Facilities and Operations or Director of Transportation.

#### **4.14 Emergency Responses**

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the BLERPs. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the Building-Wide Safety Plans.

#### **4.15 Cardiac Emergency Response Plan (CERP)**

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Canandaigua 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, identifying AED locations, and trained personnel coverage.

## **Statement**

Canandaigua 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 Canandaigua City School District Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

## **Core Components**

- **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.

## **Recordkeeping and Reporting**

CPR/AED training records will be maintained by the district. 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.

## **4.16 Crime Scene Management**

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the BLERPs.

## **4.17 Emergency Evacuation of Non-Ambulator Individuals**

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

## **4.18 Accounting for All Persons**

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

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

## **4.19 Family Reunification Plans**

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP.

## **4.20 Crises Occurring Outside Normal School Hours**

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. Building Principals, Athletic Director, and/or onsite supervisor will notify the Chief Emergency Officer of the crisis and appropriate actions will be taken.

In the event of an emergency, any staff on the scene should call 911.

## **4.21 Procedures for Informing Other Educational Agencies of an Emergency**

1. The BLERP includes actions and duties for the Building Principal or designee to contact the other school buildings, transportation, and operations during an emergency
2. The Superintendent and/or Chief Emergency Officer will evaluate the impact of an emergency on other educational agencies and inform them of the emergency.
3. If contact with other educational agencies cannot be made, the Superintendent and/or Chief Emergency Officer will contact the Canandaigua Police for assistance in communicating information to these educational facilities.

## **4.22 Procedures for Sheltering Students, Staff and Visitors**

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal, Superintendent or Chief Emergency Officer will work in tandem to arrangements for adequate supervision of the students under their direction and to make provisions for building custodial and/or maintenance and food services. It shall be the responsibility of the Superintendent or Chief Emergency Officer to inform appropriate police, Red Cross, and emergency preparedness officials.

## **4.23 Medical Emergencies and Mental Health**

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

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

Canandaigua City School District has developed procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator or mental health team member immediately and without delay. The administrator will investigate the issue with mental health team members. The district has established procedures that include the use of the Columbia Rating Scale and contact parents with available resources as necessary.

## **Section 5.0 Recovery**

### **5.1 District Support for Buildings**

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

### **5.2 Trauma, Illness and Grief**

Each Building's Trauma Illness and Grief team is a group of administrators, counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss.

### **5.3 Disaster Mental Health Services**

In addition to the District mental health services, the Emergency Operations Group will assist in the

coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

## **5.4 Review and Debriefing**

The involved school's Building Level Emergency Response Team will meet to review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies.

## **5.5 Post-Incident Response**

The Post Incident Response Team shall include counselors, representatives from local agencies and the community at the direction of the Superintendent, Chief Emergency Officer or designee, and will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma, Illness and Grief Team, Building-Level Emergency Response Team, and the remainder of the school community.

## **5.6 Continuity of Operations Plan (COOP)**

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

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

## **5.7 District Response to Declared Pandemic**

Essential Personnel and Staff: In the event of a state-ordered reduction of in-person workforce the district would use a remote learning educational delivery model. The employees that would continue to be needed on campus would be custodians and maintenance/grounds staff to clean, disinfect, and to keep buildings and grounds operational. Technology department staff would be needed to support the Information Technology needs of the district. Food Service staff would be needed to prepare and distribute meals. Various Administrative titles may need to work from campus on a given day depending on need. Those titles include Superintendent, Assistant Superintendents, Directors, Principals, District Clerk, and selected Business Office Personnel. Other employees would work from home to support the virtual learning educational delivery model.

Telecommuting Protocols: The district has provided the following employees with either a laptop or Chromebook to enable them to work from home; Administrators, Clerical, Teachers, Nurses, Occupational Therapists, Physical Therapists, Librarians, Counselors, Psychologists, Social Workers, Speech Language Pathologists, Teaching Assistants, and Prevention Services Specialist. The employees are able to log into the district's network from home and access all software and programs as though they were working on campus. Employees have been instructed on how to forward calls from their work telephone, and how to change their voicemail message.

Overcrowding Reduction Protocol: The employee groups Custodial, Technology, Food Service will have no more than 50% of their employee group work on campus at a time. They will be scheduled by the Director of Technology, Director of Facilities, and Food Service Director. The employee groups Maintenance and Grounds may have more than 50% of their employees continue to work from campus depending on needs.

PPE Procurement: The Director of Student and Administrative Services coordinates the district's efforts to ensure the proper supply of PPE is obtained. He receives weekly updates on the PPE supply in each of the district's buildings and orders enough PPE to ensure that at least two pieces of each type of PPE is available for each essential employee for more than 6 months. The supply of PPE is housed at District Office where the Director of Student and Administrative Services is located, and is distributed to buildings as needed.

Exposure Protocol - Employee or Contractor: In the event an employee or contractor is exposed to a known case of a communicable disease that is the subject of a public health emergency, or exhibits symptoms, that employee if on campus will be isolated. If the employee is okay to drive they will be sent home. If they are not okay to drive, their emergency contact will drive them home. The employee will be directed to stay home until they are released per Ontario County Public Health guidelines at the time. If the employee is home when it is learned they were exposed to a known exposure, or they exhibit symptoms, or they test positive, they will be directed to stay home until they are released per Ontario County Public Health guidelines. The employee will use their own collectively bargained accrued time unless there is State or Federal leave made available for the public health emergency.

Essential Employee Work Hours and Locations: A work schedule will be developed and tracked by the Director of Facilities, Director of Technology, and Director of Food Service, and approved by the Assistant Superintendent for Personnel.

Essential Employee Emergency Housing: The district will work with Ontario County Public Health regarding emergency housing.

## **Section 6.0**

### **Building Level Emergency Response Plans**

#### **6.1 Plan Development and Maintenance**

Each Canandaigua City School District Building Level Emergency Response Plan will be developed by the Building Level Emergency Response Team. A Building Level Response Team and Post Incident Response team will also be appointed. The Building Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Building Level Emergency Response Plan and for coordinating training and exercising the BLERP. Team members are expected to work closely together to

make recommendations for revising and enhancing the plan.

## **6.2 Distribution of the Plan**

NYCRR Section 155.17 mandates that a copy of the BLERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building Level Emergency Response Plans to:

New York State Police Headquarters – Field Command Attn: Safe Schools NY

1220 Washington Avenue, Building 22

Albany, NY 12226

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

## **6.3 Record of Distribution**

Copies of the BLERPs, including appendices and annexes are distributed to each school staff member, Canandaigua and VA fire departments, Canandaigua Police Department, Ontario County Sheriff's Office and the New York State Police.

## **Section 7.0**

### **Emergency Closing and Early Dismissal**

#### **7.1 District Closings**

The decision to close school is based on the nature of the emergency and the expected impact the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers or bus riders.

The Superintendent or designee will make every effort to decide school closings in a timely manner. All school closings will be communicated to families using ParentSquare, email and posted on the District Website. They will also be reported to local radio and television stations for broadcast.

Whenever the Superintendent or designee close District schools, private, parochial and out of district schools may remain open. Typically, no transportation will be provided to any area school in or out of the district when Canandaigua School District closes for an emergency.

#### **7.2 District Evacuations and Early Dismissal Procedures**

Each building shall establish individual evacuation and sheltering procedures. See Building Emergency Preparedness Plan.

1. Emergency notification and health information will be moved to evacuation sites.
2. Medical assistance shall be coordinated through the F.F. Thompson Health System. Building nurses shall be the medical liaison for each building.

3. Parents shall receive information regarding official designated radio and television stations for emergency information as well as the County Emergency 911 center. The Director of Advisement and Communications will notify the Media (listed below) of any information as may be necessary to keep parents updated as to locations of students, pick up instructions, or other relevant information.

WHAM - 1180 AM	WHAM - Channel 13 TV
WCGR - 1550 AM	WHEC - Channel 10 TV
WYLF - 850 AM	WROC - Channel 8 TV
WGVA - 1240 AM	Spectrum News - Cable Channel 14
WARM - 101.3 FM	WPXY - 97.9 FM
WCMF - 96.5 FM	ZONE - 94.1 FM
Daily Messenger	Democrat and Chronicle

4. Director of Advisement and Communications will update the District's website with any pertinent and available information as soon as possible.
5. Parent Square will be used to contact Parents, Staff and Students as soon as possible.

### **Closing School – Go Home Early**

The implementation of a Go Home Early Plan is imperative when a situation requires the District to return students to their homes and families as quickly as possible. An example of a condition that might require this plan to be implemented would be an impending blizzard, making it extremely hazardous to transport students' home at their normal time.

### **Go Home Early Plans for all school District buildings can be found in the site-specific school building "Emergency Management/Disaster Plans"**

### **7.3 Emergency Remote Instruction Plan**

The following items are the minimum components required by regulation. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. §155.17(c)(1)(xxi)(a)

1. How will the district ensure that all students have access to a computing device?
  - a. All students in grades 6-12 have a district Chromebook assigned to them
  - b. Students in grades K-5 will either have a Chromebook or iPad available to them.
2. How will the district disseminate computing devices to students?
  - a. In the event of requiring ERI, schools will send each K-5 students home with a Chromebook or iPad. The technology department will coordinate with schools to provide designated pickups for children who do not receive the computing device.
3. How will the district communicate with families about the dissemination of computing devices?
  - a. The above information will be electronically sent to all parents and guardians via ParentSquare and via an automated phone message. The district will also utilize social media to communicate.
4. How will devices be serviced and/or replaced?

- a. Throughout ERI, the district will maintain a tech-help line and system in the event any student is experiencing technology issues. Centralized in person tech support will be opened at designated locations.
5. If not using computing devices, how will students participate in synchronous instruction?
    - a. In the event of no computing devices, students will receive paper copies of work and notes for asynchronous learning experiences. Depending on the length of emergency closure, the district would attempt to schedule check-ins with students.
  6. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?
    - a. Yes

Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. §155.17(c)(1)(xxi)(a)

7. How will the district determine the need for access to internet in students' places of residence?
  - a. The district maintains a list of families who reported as not having sufficient internet access at home to support ERI on the annual digital equity survey. School administration, social workers and technology department members coordinate efforts to contact these families to arrange pick up or delivery of a wifi hotspot to support ERI.
8. How will the district ensure that all students have access to internet?
  - a. We will ensure all students have access to the internet to support ERI by providing open wi-fi in all school parking lots, identifying individual family need and providing hotspots as detailed above, and promoting free, public access wifi sources in the community
9. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?
  - a. Wood Library and several local establishments provide free wifi. During an extended ERI, the district would collaborate with local and county wide agencies to provide local wifi spots.

Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. §155.17(c)(1)(xxi)

10. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?
  - a. School staff would be invited to self-identify any tool or technological need upon shift to ERI. The district also would encourage staff to use the tech help portal for any additional technological need. This information would be shared with staff via ParentSquare and Email upon institution of ERI.
11. What portion of the school day will be spent on synchronous instruction?
12. What portion of the school day will be spent on asynchronous instruction?
  - a. Instruction will be a blend of asynchronous and synchronous learning experiences for students and the volume will be modified to support access and time management across grade levels.
  - b. If the ERI is less than two weeks, 100% of the instruction would be remote. If the ERI is more than two weeks, the following schedule would be implemented:
  - c. Monday - Asynchronous instruction Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)
  - d. Tuesday - Synchronous instruction via zoom based on school routine schedule

- e. Wednesday - Asynchronous instruction Learning materials provided to student to access asynchronous instruction in Schoology (Grade 3-12) or Seesaw (Grades UPK-2). Teachers would hold office hours
  - f. Thursday - Asynchronous instruction Learning materials provided to student to access asynchronous in Schoology (Grade 3-12) or Seesaw (Grades UPK-2)
  - g. Friday - Synchronous instruction via zoom based on school routine schedule
  - h. Notes: All students would have two live lessons and one optional live office hours per week. Rotation of lessons would account for A day and B Day classes each week.
13. How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?
- a. Students with accommodations (via an IEP) or related services (such as OT/PT, Speech, TOD) will be met/delivered through virtual means. Aide support may be provided virtually if making this preference.
  - b. Our clinicians and school counselors will provide students with social-emotional support, academic/school counseling, etc. either in-person or virtually as needed
  - c. Special Education providers will continue to reach out directly to the families and students with IEPs. All direct and related service providers (speech, occupational/physical therapy, and psychologists) will develop approaches that include the following:
  - d. Appropriate skill-building work and/or differentiation of classroom teacher assignments;
  - e. Clear guidance on how to contact them in case of questions or concerns; and
  - f. Regular check-ins to consult on how to help children structure their time and continue to review and advance their skills while in-person or at home. Teachers will engage in progress monitoring to monitor student growth.
  - g. We encourage all parents who have questions to reach out to any of their special education teachers, related service providers, etc. via email or Parent Square.
14. What training is provided to teachers in order to help adapt their instruction to the district expectations?
- a. The Canandaigua Professional Development plan outlines continued professional learning for staff in many areas, among which are engagement, effective instructional strategies, and implementation of technology to enhance teaching and learning.

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. §155.17(c)(1)(xxi)(c)

15. How will the district determine which students for whom remote instruction via digital technology is not appropriate?
- a. The Office of Instruction will work with the office of Special Programs and ENL departments to determine student needs and the appropriateness of remote instruction being used via digital technology.
16. How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?
- a. Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.
17. How will the district provide synchronous instruction for those students who do not have adequate internet access?
- a. The district will provide internet hotspot devices to families who do not have adequate internet access.

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. §155.17(c)(1)(xxi)(d)

18. How will the district ensure that special education and related services will be provided remotely?
  - a. During ERI lasting more than two weeks, remote instruction will provide a consistent schedule of synchronous and asynchronous instruction and opportunities for services to support the unique needs of students with disabilities.
19. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?
  - a. Staff have received professional development with digital instruction and resources to provide an equivalent level of quality of instruction and services as students would receive in an in-person model.

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

This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

Between synchronous and asynchronous work, the district will provide an amount of instruction that is comparable to the hours of a typical school day and may vary based on student schedules and course load.

20. How many hours of instruction will the district plan to claim for each day of an emergency closure?
  - a. Between synchronous and asynchronous work, the district will provide an amount of instruction that is comparable to the hours of a typical school day and may vary based on student schedules and course load, which would be up to 6 hours.