

VICTOR CSD



DISTRICTWIDE SAFETY PLAN 2026-2027

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SECTION 1.0

GENERAL INFORMATION

1.1 INTRODUCTION

The Victor CSD is committed to providing a safe and orderly environment where our high academic goals can be met. In keeping with this commitment, a District-Wide Safety Plan and Building-Level Emergency Response Plans have been created to assist all school personnel in maintaining safety and order in an emergency situation.

School safety is the job of the entire school community. This effort requires leadership and coordination by the 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 school community members ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

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

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

1.2 SUMMARY OF LAWS/COMMISSIONER'S REGULATION 155.17

SUMMARY OF LAWS New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response 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.

SECTION 2.0

RISK REDUCTION, PREVENTION, INTERVENTION

2.1 PREVENTION AND INTERVENTION STRATEGIES

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

- Victor Central School District Code of Conduct outlining all expected behavior and consequences for students, staff, parents and visitors.
- Trauma, Illness and Grief (TIG) Trained teams
- Sudden Cardiac Arrest Signs, CPR and AED Training
- Cardiac Medical Emergency Response Plan and Teams
- *Substance Abuse Tier one campaign and counseling for identified students --> Tier 1 Substance Use prevention and education; Tier 2 & Tier 3 Substance Use education and intervention*
- Electronic Written information to Parents/Guardians on Drowning Prevention, Water Safety, Safe and Healthy Swimming per NYS Department of Health
- Safe Harbor Lessons
- OSHA, Sexual Harassment
- Bus Safety and Emergency Drills
- CPR/AED training for Nurses and Emergency Response Team
- Narcan Training for identified staff
- TCIS training per identified staff
- Anonymous 24-Hour "Safe School Helpline" for reporting issues related to school violence and safety.
- Dignity for All Students Act (DASA)
- Incident Command System (ICS)
- *Social emotional learning direct instruction and the counseling curriculum plan --> Tier 1 Counseling lessons; Tier 2 supplemental SEL lessons;*
- Alternative Instructional Programs
- Workplace Violence Prevention Program
- Building and District Threat Assessment Teams
- Internet-Enabled Monitoring Device Policy.
- School Campus Security Guards
- School Resource Officer Program in cooperation with the Ontario County Sheriff Office
- DITEP Training for Nurses, Security and identified building administration
- Code of Conduct outlining all expected behavior and consequences for students, staff, parents and visitors.

2.2 TRAINING, DRILLS, AND EXERCISES

The district understands the importance of training. All school staff, students, and others deemed appropriate by the schools receive training during the school year to better prepare them for an incident. Staff and students receive the necessary training on Emergency Response Procedures and their Building-Level Emergency Response Plans. The district also submits certification to NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. Newly hired staff who start after the start of the school year will receive the necessary training within 30 days of hire. All other school staff will receive that training by September 15th of each school year.

Multi-Hazard Training

The district/school provides annual training for schools and staff. These drills focus on following NYSED guidelines for Safety. This training comes in many forms, including but not limited to table tops, online training, and staff meeting training.

Drills and Exercises

The Victor CSD follows all current NYSED guidelines for mandated drills. NYSED states there must be four (4) lockdown drills and eight (8) evacuation drills. There must be six (6) evacuation drills and two (2) lockdown drills prior to December 31st of each school year. There must then be two (2) more evacuation drills and two (2) more lockdown drills between January 1 and the end of the same school year classes. NYSED also requires one early dismissal drill per year. That early dismissal drill must be completed at least fifteen (15) minutes before normal dismissal. As of 2024, the district must now notify all parents and guardians of upcoming drills. These notifications will be general in nature and communicated through Parent Square and or email.

2.3 IMPLEMENTATION OF CAMPUS SCHOOL SECURITY

Security Personnel – All Victor security officers are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills. The principal role of our security officers is to safeguard the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by the district are authorized to carry out this role consistent with the Policies and Regulations of the District, applicable New York State Law and District training.

2.4 BUILDING SAFETY AND SECURITY

Building Safety and security is taken very seriously in the Victor Central School District. Due

to safety reasons, all procedures are not listed. A brief summary of some of the building safety and security measures are listed below:

Visitor Access

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

Video Surveillance

All Victor CSD buildings are equipped with video surveillance. This surveillance system may or may not be monitored during the school day, but the recordings are available for school officials to review later if necessary.

Fire Detection

All school buildings are protected by fire detection systems monitored by a third party and linked to local emergency responders.

Panic Alarm System

All school buildings are protected and equipped with panic alarm systems and linked to local emergency responders.

2.5 SCHOOL RESOURCE OFFICERS

In the event that the Victor CSD has contracted with the Ontario County Sheriff's Office in order to provide a School Resource Officer (SRO). Guidelines have been established to follow NYS mandates regarding school discipline. The new Regulations state that every school shall define the roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct. School discipline in the Victor CSD is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. The SRO may act as a resource to school administrators during an investigation. General guidelines for discipline are contained in the Code of Conduct. The roles of the SRO are listed in the contract between the Ontario County Sheriff's Office and the Victor CSD.

Per NYS Education Department Guideline 155.17 a new guideline established in 2019 states that the Victor Central School District will have an MOU with the Ontario County

Sheriff's Office stating that the Sheriff's Office delegates school discipline to the Victor CSD. This MOU will be contained in the School Resource Officer Agreement.

School officials may conduct searches of students' 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 or have school staff act as his/her agent.

SECTION 3.0

PREPAREDNESS

3.1 CHIEF EMERGENCY OFFICER

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

1. Coordination of the communication between school staff, law enforcement, and other first responders.
2. Leads the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide Plan with the BLERPs.
3. Ensure staff understanding of the District/School-Wide School Safety Plan.
4. Ensure the completion and yearly update of BLERPs for each school building.
5. Assist in the selection of security-related technology and development of procedures for the use of such technology.
6. Coordinate appropriate Safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
7. Ensure the completion and yearly update of Building-Level Emergency Response Plans by the dates designated by the commissioner.

3.2 DISTRICT-WIDE/SCHOOL SAFETY TEAM

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

3.3 IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM

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

Commander. NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System.

3.4 WORKPLACE VIOLENCE PREVENTION PROGRAM

To help prevent workplace violence in public schools, on September 6, 2023, the Governor signed legislation (S1746/A1120) amending the Workplace Violence Prevention Law (Section 27-b of Labor Law), extending coverage to elementary and secondary public education that was previously exempted. This was done by removing the exemption from the definition of “employer” in the law. The amendment of 12 NYCRR Part 800.6 has also been immediately authorized by the legislation. These changes will be effective 120 days (January 4, 2024) after becoming law.

The Victor CSD complies with all regulations regarding this new requirement. The policy is posted on the school’s website and all school administrators and staff members have been trained in how to report workplace violence.

SECTION 4.0

GENERAL RESPONSE PROCEDURES

4.1 CONCEPT OF OPERATIONS

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

4.2 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, depending upon the nature of the incident). Staff will seek guidance and direction from the district and emergency responders. Emergency Response personnel have access to buildings in the event of an emergency and have protocols set as part of the Building-Level Emergency Response Plan (BLERP)

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building-Level Emergency Response Plan (BLERP).

4.3 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

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

4.4 DIRECTION, CONTROL, AND COORDINATION

Coordination with First Responders

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

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

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. The Chief Emergency Officer will be responsible for coordinating resources with first responders.

4.5 COMMUNICATION DURING EMERGENCIES

During an incident, the school will communicate with parents, the media, and emergency responders. The School Incident Commander or Chief Emergency Officer works with district personnel and/or emergency responders to coordinate the release of information to ensure that information is consistent, accurate, and timely. Communication procedures are detailed further in the BLERPs.

4.6 MULTI-HAZARD RESPONSE

Many variables could impact how the Building-Level Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to the time of year, time of day, weather, age of student(s) involved, location of the student(s), anticipated delay from emergency responders, availability of support personnel, and availability of transportation. Therefore, it is not practical to try and 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 district's or Chief Emergency Officer.

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

4.7 RESPONSES TO ACTS/THREATS OF VIOLENCE: IMPLIED OR DIRECT

The school makes no distinction between implied or direct threats of violence or any acts or incidents of a violent nature committed by any teacher, student, staff member, visitor, or any other person against this school district, its buildings, and/or its inhabitants. Each act or threat is dealt with very seriously at all times. This includes any school-sponsored or related activity held on or off campus at any time. All staff and students are expected to report threats of violence or suicide to an administrator immediately. All administrators are directed to report those threats to the designated administrator or security so that they may be investigated. The police are routinely contacted in these instances to help investigate. Training with staff and administrators regarding these types of situations is conducted routinely. The district has a trained threat assessment team.

Acts of violence are actual situations that have occurred or are still occurring or have the potential to occur in the immediate future. They include, but are not limited to, unauthorized persons on campus; fighting or civil disturbances; a person with a weapon, person with a gun; a suicide threat, bomb threat device; intrusions; hostage taking, or any situation that has the potential for endangering the health and Safety of students, staff, visitors, or other people.

All staff are required to report threats or acts of violence or threats of suicide to an administrator. Staff is trained on this policy each year. This training includes signs of suicide, depression, and anxiety.

4.8 SPECIFIC RESPONSE PROTOCOLS

The district has established appropriate response actions to a variety of emergency situations. They are detailed in each Building Level Emergency Response Plan as the NYSED Safe Schools Template recommends.

4.9 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In an emergency where additional advice, assistance, or assets not readily available to the district/school are needed, the Building Principal or Chief Emergency Officer will seek assistance from the local government (including the police, fire, etc.) for these specific circumstances.

4.10 DISTRICT RESOURCES AVAILABLE DURING EMERGENCIES

The District's Chief Emergency Officer and will coordinate using District resources.

4.11 EMERGENCY RESPONSES

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

Standardized language for emergencies has been developed by NYSED and is utilized by this District. These terms include: *Shelter in Place*, *Hold in Place*, *Evacuation*, *Secure Lockout*, and *Lockdown*

4.12 CRIME SCENE MANAGEMENT

A crime can take place before, during, or after school hours. If a crime occurs before or after school hours, IMMEDIATELY contact the SRO, 911 or an administrator. Be sure to secure the crime scene following the "RESPOND" plan listed in the Building-Level Emergency Response Plans.

4.13 EVACUATION OF INDIVIDUALS WITH MOBILITY IMPAIRMENTS

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

4.14 ACCOUNTING FOR ALL PERSONS

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

- Take attendance and report to the Incident Commander when the 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.
- Staff members may utilize the Tap App to assist in Accounting for all Persons.

4.15 FAMILY REUNIFICATION PLANS

During any building evacuation, it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP. Depending on the nature of the emergency, a reunification plan will be implemented at the command post with the

assistance of the police department and emergency responders. There are agreements with neighboring school districts for housing students temporarily if needed.

4.16 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY

In the event of an emergency, the Chief Emergency Officer will evaluate the impact of the emergency on other educational agencies. If the impact is evident, notifications will be made to those other districts/schools. Coordination between the districts/schools is very important during and after the crisis.

4.17 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 as severe as life-threatening or merely cause the victim discomfort or pain. The district/school does not expect unlicensed staff to provide medical care. The district does expect unlicensed staff to call for emergency assistance (e.g., school nurse, 911) and stay with the victim until help arrives. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is a treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures, and training not listed in this section.

Each BLERP will designate Building-Level Response Teams that may be used to respond in a medical emergency.

The district has also developed policy and procedures for contacting parents, guardians, or persons in parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including the threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signals of suicide or suicidal ideations, they should report those signs or issues to an administrator immediately and without delay. *The Administrator will investigate the issue with members of the PPS team following best practice and contact parents with available resources as necessary.* The Administrator will investigate the issue with counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

4.18 SUDDEN CARDIAC ARREST PREPAREDNESS - CARDIAC EMERGENCY RESPONSE PLAN (CERP)

In compliance with New York Education Law §2801-a(n) (Desha's Law), New York Education Law §917, Public Health Law §3000-b and Commissioner Regulation 136.4 The Victor Central School District established a Cardiac Emergency Response Plan (CERP) integrating AED protocols, staff training and emergency drills 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. A District CERP will be supplemented by building-

specific CERP annexes within each Building-Level Emergency Response Plan. Sudden Cardiac Arrest Preparedness training will be provided on an annual basis to all district Staff and Students. Victor Central 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 Victor Central School District Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

4.19 CRISES OCCURRING OUTSIDE OF 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. The building Principal will notify the Chief Emergency Officer or designated authority of the crisis, and the appropriate actions will be taken.

4.20 RESPONSE TO A DECLARED PANDEMIC

The district has a plan in place for online and hybrid learning (Remote Instruction Plan listed in section 4.21). When implementing and following this plan, the district/school will follow all guidelines issued by the County Health Department and the Governor's Office.

4.21 EMERGENCY REMOTE INSTRUCTION PLAN (ERI)

The District has an Emergency Remote Instruction Plan as required by NYS §155.17(c)(1)(xxi)(a-d) that is kept by the Director of Technology or other designated position. That plan includes policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. The plan is posted online as required by law.

Availability of Devices: 1:1 Devices will be used to access district-provided collaboration software applications, where assignments will be administered and monitored by teachers. The primary mode of instructional delivery will be synchronously through ZOOM and asynchronously through Google Classroom for grades K-12. Software will be used by teachers throughout the district for remote learning and blended/hybrid models, with time spent in different remote modalities to be determined based upon student needs and expected duration of remote instruction. The district currently supports a 1:1 laptop program in Grades 3 -12, and devices in classrooms can be distributed to students K-2, so students can utilize their assigned laptops for remote instruction.

Internet Access: Buildings will work with families who do not have access to the internet for remote learning. District tech support will work with building principals to connect with families and needs will be addressed on a case-by-case basis. Additionally, we will work with local agencies to provide hot spots to families who do not have accessibility at home. Students will be able to access the internet through the guest Wi-Fi network while on campus. Faculty and Staff will collaborate with families when digital technology is not appropriate for students to create and provide hard copies of instructional materials and resources to support student success with instruction at home as needed and/or appropriate.

Provision of Special Education and Related Services for Students with Disabilities: When possible and appropriate, students with disabilities in special programs or classes, for both school-age and preschool students, will be prioritized for in-person learning activities. When unable to be in-person, specially designed instruction, as well as related services, will be delivered via remote learning through video conferencing via Zoom. Special educators and related service providers will collaborate with families to deliver appropriate services. If remote learning is prolonged, the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) may need to convene to determine the appropriate service delivery model. Additionally, after in-person learning is resumed, the CSE or CPSE may convene to determine if compensatory services are required to ensure educational benefit.

Hours: The district will meet or exceed all minimum requirements for instructional hours provided in a school year, whether instruction is in-person or remote. This includes a minimum of 900 hours in grades K-6 and 990 hours of instruction in grades 7-12.

SECTION 5.0

BUILDING-LEVEL EMERGENCY RESPONSE PLANS

5.1 PLAN DEVELOPMENT AND MAINTENANCE

The Building-Level Emergency Planning Team (new term as of 07-2026) will develop each District/School Building-Level Emergency Response Plan under the direction of the Chief Emergency Officer. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Team that consists of representatives from the following groups: teachers, administrators, parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and an incident Response team will also be appointed. The Building-Level Emergency Response Planning Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school BLERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

5.2 DISTRIBUTION OF THE PLAN

NYSED requires that Building-Level Emergency Responses Plans be submitted to the NYSED Portal. These plans must also be provided to all local emergency responders. The plans must be submitted according to the deadlines set by NYSED. In addition, each plan shall be made available to the Building Level Emergency Response Team and staff members as needed.

SECTION 6.0

RECOVERY

6.1 DISTRICT SUPPORT FOR BUILDINGS

In addition to providing support during an emergency, the district/school will use all resources at its disposal to support the affected school. The Post-Incident Response Teams will assist the schools 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.

6.2 DISASTER MENTAL HEALTH SERVICES

In addition to District mental health services, District/School office staff will assist in coordinating Disaster Mental Health Resources to support 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.

6.3 REVIEW AND DEBRIEFING

After a significant incident, 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. Depending on the nature and degree of the incident, this review may include input from representatives of local emergency response agencies.

6.4 TRAUMA AND GRIEF TEAM

The district has its own or contracts with a local TIG team. In that case, it is a group of counselors, psychologists, social workers, nurses, and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief, and loss. The TIG team will oversee the initial and ongoing training program for all building crisis teams and maintain records.

6.5 CONTINUITY OF OPERATIONS PLAN (COOP)

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

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

APPENDIX #1- District-Wide Safety Team

Dr. Timothy Terranova – Superintendent of Schools

Dr. David Passero – Assistant Superintendent, Personnel

Christine Griffin – Assistant Superintendent, Business

Dr. Megan Molina – Assistant Superintendent, Pupil Services

Christopher Marshall – Director of Facilities

Duey Weimer - Director of Health, PE, and Athletics

Kim Doell – Public Relations

Angela Affronti – Director of Technology

Kristen Renkert – Head Nurse HS

Mike Modleski - VTA President

Kelly Clink - Transportation Director

Lindsay Snyder - Substance Use Prevention Counselor

Kate Pyle, Assistant Principal, Senior High

Laura Westerman, Assistant Principal, Junior High

Leah Daniels-Farren, Assistant Principal, Intermediate School

Caitlin Buck, Assistant Principal, Primary School

Laura Reynolds, Assistant Principal, Early Childhood School

Alix TePoel-DeWitt, Food Service Director

Jacquelyn Walker, ECS Teacher

Shauna Hotchkiss, ECS Teacher

Kelly Wasson, GV BOCES, ECS

Rob Anderson, District insurance carrier

Deputy Aaron Douglas, School Resource Officer, Ontario County Sheriff's Office

Michael Santana, District Safety Coordinator