



District-Wide School Safety Plan

Commissioner's Regulation 155.17

Adopted _____

Updated _____

INTRODUCTION

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

Gananda Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

The Gananda Central School District Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Gananda Central School Board of Education, the Superintendent of Gananda Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. IDENTIFICATION OF SCHOOL TEAMS

As referenced in the previous section, the Gananda Central School Board has appointed a District-wide School Safety Team consisting of, but not limited to: representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

**a student may be allowed to participate on the district-wide safety team, provided however, that no portion of a confidential building-level emergency response plan be shared with such student nor shall such student be present where details of a confidential building-level emergency plan or confidential portions of a district-wide safety plan be discussed.*

The members of the team and their positions or affiliations are as follows:

Superintendent

Director of Business

Board of Education Member

Principals

Parent Teacher Organization

Nurse

Athletic Director

Technology Director

Transportation Director

Facilities Director

BOCES Representative

Community Member

School Resource Officer

Police Agency

Fire Department

Director of Special Education and Student Services

C. CONCEPT OF OPERATIONS

- 1.) General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.
- 2.) In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge, the best emergency management, and safety expertise in creating and revising the plan. Schools are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.
- 3.) In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team.
- 4.) Upon activation of the Building Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.
- 5.) County and state resources through existing protocols may supplement emergency response actions, including post incident responses.

Chief Emergency Officer

The Superintendent of Schools is the District's Chief Emergency Officer. The responsibilities of the Chief Emergency Officer are:

- Coordinating communication between school staff and first responders
- Ensuring district-wide understanding of the district-wide/building-level safety plans
- Ensuring completion of district-wide and building-level safety plans
- Ensuring the amendment of all plans as needed

D. PLAN REVIEW AND PUBLIC COMMENT

The plan will be reviewed periodically during the year and will be maintained by the District Wide Safety Team. The required annual review by the district safety team will be completed on or before September 1st. The plan will be updated as necessary, and adopted by the school board. Prior to adoption, the district must hold at least one public hearing that provides for school personnel, student, and public participation, and must be made available for public comment at least 30-days.

Within 30 days from adoption, each district must post their district-wide safety plan on their district website. The URL must be submitted to the Education Department via the annual Basic Educational Data System (BEDS) collection each October to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the school district. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

Gananda Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety, and quality of life for all those in the school community.

The following is a partial list of current initiatives:

- 1.) Law Enforcement Presentations
- 2.) See Something Say Something
- 3.) Sources of Strength
- 4.) Second Step
- 5.) Student Mentoring Program
- 6.) MTSS (Multi-Tiered System of Supports)
 - a.) PBIS (Positive Behavioral Interventions and Supports)
 - b.) RTI (Response to Intervention) behavioral support as needed
- 7.) DWI-Mock accident
- 8.) Health Classroom Instruction
- 9.) Weekly Student Support Team Meetings
- 10.) Weekly Panther Gazette Newsletter
- 11.) On-site Social Worker
- 12.) On-site School Psychologist
- 13.) Classroom Instruction that includes literature and discussion around tolerance
- 14.) Internet/Social Media Student Training
- 15.) TIG (Trauma, Illness and Grief) Team
- 16.) Mental Health Crisis Team

The district encourages buildings to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training Drills & Exercises

Policies and procedures for student and staff annual school safety training:

The district will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training will be routinely conducted at the school level followed by age-appropriate drills with the entire school population.

The district must certify to the commissioner (via BEDS in October each year) that all staff received annual training on the emergency response plan (by September 15 each school year), and that the school safety training include violence prevention and components on mental health.

New employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

Procedures for the review and conduct of drills and other exercises

The District will ensure that each building conduct drills and exercises to test components of the emergency response plan, including the use of tabletop exercises in coordination with local and county emergency responders and preparedness officials.

Table top drills may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training will be conducted for selected response protocols including: Shelter-In-Place; Hold In-Place, Evacuation, Lockout, and Lockdown. Additionally, fire, natural gas, bomb threat and alternate site evacuations will be conducted annually and may involve a staff drill or training session only, for the entire school population. In addition, Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

The emergency lighting is tested monthly and all systems verified functional without electricity.

The following are mandated as of July 1st 2016:

- 8 - Evacuation Drills (fire drills) and 4 Lock Down Drills every school year.
 - 8 - Fire Drills by December 1st
 - 4 - Evacuation Drills using secondary means of egress
 - 1 - Drill during lunch or assembly unless instruction is provided on how to do same.
- After school programs, events, or performances: Attendees must be notified on emergency procedures at the beginning of the program, event, or performance.

Implementation of School Security

Routine Precautions by all staff

All staff are expected to immediately report any information they have received or observe that may impact the safety and security of anyone within the school community. Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Limited Access

Limited access policies are addressed in building plans.

- All buildings remained locked during school hours
- All buildings have limited entry in the evenings
- Staff use ID badges (key fob) for entrance to buildings

Staff Photo Identification Badges

All school district employees are issued photo identification (proximity) badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders. Staff badges are linked to the Gananda Central School District Simplex Safety Management System.

Visitor policy

Visitors to Schools:

- 1.) Single point entry for all visitors
- 2.) Simplex Security Management System and security cameras are used for building entry during school hours.
- 3.) All visitors to the school must provide their driver's license to be entered into the RAPTOR security system.
- 4.) Visitors will be provided a visitor sticker that has their name, picture, and destination.

Student Sign-Out Procedures

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so.

- 1.) Staff will use visitor protocol for student sign out
- 2.) Data management tools are used to determine permissions granted for student sign-out.

Video Surveillance

An interior and exterior digital video surveillance system is in service to assist in monitoring, deterring and recording.

Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at every building. These alarms and fire response procedures are tested regularly consistent with New York State Education Department regulations.

Mass Communication System

The school district utilizes a mass communication system capable of making emergency notifications to all or a portion of the school community.

Depending upon the emergency one or more of the following methods may be used for communication purposes:

- We send an email, send a robocall, and send text messages.
- Website: www.Gananda.org
- Twitter: @wearegananda, @svanscoy
- Facebook: @ganandaschools
- Radio Stations: WBEE, WBZA, WPXY, WCMF, WROC-AM, WHAM 1180 AM, WDVI 100.5 FM (The Drive), 106.7 (KISS), 92.5 (WBEE), 98.9 (The Buzz), 96.5 WCMF, 98PXY, WRMM 101.3 FM, 94.1 WZNE (The Zone), WFKL 93.3 FM (Fickle Radio), WNYR 98.5 FM, WCGR 1550 AM, WGVA 1240 AM
- TV: WROC-TV-8, WHEC TV-10, WHAM TV-13/Fox Rochester, R News

Local Law Enforcement

The District partners with Macedon Police Department to provide a School Resource Officer/s on-call during the school day and at other district events.

Random Drug Sniffing Canine Search

The District works with state and local police to provide canine services throughout the school year.

Vital Educational Agency Information

The District maintains general information about each educational agency located in the school district, including information on:

- school population
- number of staff
- transportation needs
- the business and home telephone numbers of key officials of each such educational agency

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The District recognizes the importance of early recognition and intervention to prevent conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development. Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district-wide newsletters, and the district website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond school district personnel to include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

The district has the following policies and procedures in place to help recognize an implied or direct threat of violence by a student against themselves, including threat of suicide:

1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Staff is trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include, but are not limited to:

- Depressed mood or chronic crying
- Decline in school performance
- Verbal expressions about one's own death
- Giving away important personal possessions
- Use of alcohol or drugs
- Sudden lifting of severe depression
- Recent withdrawal from therapy or psychological counseling
- Purchase of knives, guns, or ropes
- Verbal or written communications which appear to be saying "good-bye"
- Feelings of guilt
- Violent, aggressive behavior
- Exaggerated mood swings
- Running away
- Talking about revenge or getting even with parents
- Confusion and despair resulting from sudden death or suicide of a peer
- Any sudden obvious changes in behavior
- Eating disorders – changes in eating habits
- Sleeping disorders – insomnia or excessive sleeping
- Low energy level, constant fatigue

- Decreased productivity or effectiveness
- Pessimism about the future or brooding about the past
- Loss of interest in formerly pleasurable activity
- Inability to show pleasure
- Reactions that seem inappropriate to the situation
- Statements of inadequacy or low self-esteem
- Social withdrawal – pulls away from friends
- Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
- Neglect of personal appearance
- Physical complaints
- Preoccupation with illness, death, or catastrophic events
- Decreased attention, concentration, or ability to think clearly

2. If Staff or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.

3. The Superintendent of Schools will set specific times for the building principal(s), in conjunction with the District Professional Development Committee, to organize activities of particular concern as needed.

C. HAZARD IDENTIFICATION

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, and off-site field trips. Each individual Building Health and Safety Team has assessed their own facility for any unique hazards and has documented them on their respective Building Safety Plans.

D. CONSTRUCTION AND CAPITAL PROJECT SAFETY

Each school under the direction of the Business Official and the Director of Facilities, as well as the involved construction manager, will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Committee, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Building and Grounds, Assistant Superintendent for Business, a principal, architect, construction manager, and contractors. The Committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

SECTION III RESPONSE

A. NOTIFICATION AND ACTIVATION (Internal & External Communications)

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The district maintains a list of local law enforcement agencies.

The process for informing educational agencies within a school district of a disaster or an act of violence includes the following possible forms of communication: telephone, e-mail, district radio system, NOAA weather radio, district website, intercom or PA system, local media, Emergency Alert System, others as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the district will notify all principals/designees within the district to take appropriate action. The district will utilize the School Messenger system to initiate ROBO calls and emails to notify parents, guardians, or persons in parental relation to students in the event of a violent incident or an early dismissal. The district may also use local media in some instances or post information on the district website.

B. SITUATIONAL RESPONSES

Multi – Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority. etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and the availability of transportation. Specific emergency situations are identified and standard procedures are detailed in the Building Level Emergency Response Plans, however given the aforementioned variables, it is impractical to try and map out the specific 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 injury and loss of life.

The building principal is designated as the person in charge – the Incident Commander – during the initial response to any emergency at their respective school. The principal will provide leadership, organize activities and disseminate information with the assistance of the building level Emergency Response Team and the District Emergency Response Team if needed. If the principal is unavailable, or not on site, the designated alternate will act in their absence with the same authority and responsibility.

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

Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Article 2-B of the executive law, will be activated by contacting 9-1-1. The 9-1-1 system will coordinate the delivery of assistance from both the county and local agencies as needed.

Each building level emergency response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. *Such plans are not available to the public, nor are they to be included in the District- wide Safety Plan.*

Responses to Acts of Violence or Direct Threats

The District's policies and procedures for responding to implied or direct threats of violence by students, teachers, or other school personnel and visitors to the school will be included in the Building- Level Safety Plans. The following types of procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent / Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.

Acts of Violence

The District's policies and procedures for responding to acts of violence by students, teachers other school personnel and visitors to the school will be included in the Building -Level Safety Plans. The following types of procedures could be used by the district.

- Inform Building Principal / Superintendent
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Determine level of threat with Superintendent / Designee
- If necessary, initiate lockdown procedure, and contact the appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal sheltering or evacuation procedures.

Response Protocols

The District's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Safety Plans. The following possible protocols are provided as examples:

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

Arrangements for Obtaining Emergency Assistance From Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting local Police agencies, County Sheriff's Department Chief, the local Fire Department Chief, the Town Supervisor, and County Emergency Management Office.

Procedures for Obtaining Advice and Assistance from Local Government Officials

* See above

District Resources Available for Use In An Emergency

District resources which may be available during an emergency include all facilities, buses, and other district vehicles. Specific building resources will be listed in Building-Level Safety Plans.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The School District will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-Level Emergency Response Plans: school cancellation, early dismissal, evacuation, and sheltering.

Extreme Risk Protection Orders (The "Red Flag Law")

Extreme risk protection orders are court orders that restrict the ability of a person, who is judged likely to engage in conduct that would result in serious physical harm to him/herself or others, to purchase or possess firearms, rifles or shotguns, or attempt to do so.

Under state law, Building Principals are permitted to petition the state Supreme Court for extreme risk protection orders for students currently enrolled in their building, or students who were enrolled in their building in the six months immediately before filing the petition (referred to in this policy as “currently-enrolled” and “recently-enrolled” students, respectively).

When district staff members have reason to believe, either personally or through information received by others, that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others, they are encouraged to report their concerns to the Building Principal or his/her designee. This is in keeping with employees’ general responsibility for student safety, as well as their own interests for maintaining a safe working and learning environment.

Any other person, including but not limited to students, parents, and community members, may also bring their concerns to the Building Principal or his/her designee that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others.

If the Building Principal or his/her designee is absent from the building, the Superintendent of Schools will be the main point of contact to report concerns.

When a Building Principal receives concerns from persons under this policy, or has his/her own concerns about a student, he/she must immediately notify the Superintendent of Schools. The Superintendent will contact the school attorney, and both will assist the Building Principal in determining the appropriateness of petitioning the court for an extreme risk protection order.

When determining whether it is appropriate to petition the court for an extreme risk protection order, the district will consider, among other things, the following factors as they relate to the student:

1. Threats or acts of violence or physical force made against him/herself or another person;
2. Violating or allegedly violating orders of protection (i.e. restraining orders);
3. Pending criminal convictions or charges involving weapons;
4. Recklessly using, displaying, or brandishing a firearm, rifle or shotgun;
5. Violating previous extreme risk protection orders;
6. Evidence of recent or current drug or alcohol abuse; and
7. Evidence that the student has recently acquired a firearm, rifle, shotgun, other deadly weapon (including but not limited to knives, clubs, and metal knuckles), dangerous instrument (including items capable of causing death or serious physical injury, when used for that purpose), or ammunition.

Additionally, the Building Principal is directed to contact local law enforcement, in accordance with the Code of Conduct, district-wide school safety plan, and building-level emergency response plan.

In consultation with the Superintendent and school district attorney, the Building Principal may designate, in writing, certain other employees at that school to petition the court for the extreme risk protection order. Such employees include: teachers, school guidance counselors, school psychologists, school social workers, school nurse, any other personnel required to hold a teaching or administrative license or certificate, and certain coaches (those who are full- or part-time paid employees required to hold either a temporary coaching license or professional coaching certificate).

Under Education Law section 3023, the district must defend and indemnify employees against lawsuits for negligence, accidental bodily injury or property damage where the employee is performing his/her duties within the scope of employment.

The Superintendent or Building Principal is directed to take appropriate steps to notify district staff of the provisions of this policy. This includes ensuring that employees are trained and knowledgeable about when and how to properly utilize the law to best protect the school from violence. Staff will be notified of who is designated to file extreme protection orders in the building or district.

SECTION IV: RECOVERY

A. DISTRICT SUPPORT FOR BUILDINGS

After an incident, the District Crisis Plan will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

B. DISASTER MENTAL HEALTH SERVICES

Mental health services needed will be addressed by the appropriate emergency response team using the District Crisis Plan. The School District will activate its Critical Incident Team^[1] to address the personal and psychological needs of the students and staff following a traumatic incident. The District's Employee Assistance Program is available for staff members. The Superintendent of Schools will make the determination for the need for outside mental health resources in the event of a disaster or other traumatic event.

For incidents of a larger magnitude, the District may need to request the services of the County and State Mental Health Agencies for support services. New York State has a statewide plan for the delivery of mental health services. These services can be accessed through Ontario County Mental Health Services or directly from the State of New York at the following numbers:

Ontario County Community Mental Health Services (585) 396-4363

Wayne County Community Mental Health Services (315) 946-5722

NYS Office of Mental Health Services - Disaster Mental Health Services (518) 474-2578

Once the incidents have been resolved, the Superintendent will hold a Post Incident de-briefing to discuss what transpired during the event and how the District and the Emergency Response Team can improve their response to bring resolution to the matter more quickly and efficiently.