EUGENIO MARÍA DE HOSTOS CHARTER SCHOOL

SCHOOL-WIDE SAFETY PLAN

Last Revised: July 2025
Presented to Board Date: July 29, 2025
Date Adopted: August 26, 2025

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SECTION 1

GENERAL INFORMATION AND GUIDELINES

1.0 INTRODUCTION

The Eugenio Maria De Hostos Charter School (EMHCS) is committed to providing a safe and orderly environment where our high academic goals can be met. In keeping with this commitment, a School-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 at any of our buildings.

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 or Main School 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. EMHCS 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, or Main School 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 EMHCS 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

The EMHCS School-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The EMHCS, upon the recommendation of the Board of Trustees, appointed an EMHCS Emergency Response Planning Team (Safety Team) and charged it with developing and maintaining the School-Wide School Safety Plan.

SECTION 2

RISK REDUCTION, PREVENTION, INTERVENTION

2.1 PREVENTION AND INTERVENTION STRATEGIES

The EMHCS believes the issue of Safety and security in our schools is of the utmost importance. The following is a brief list of programs and initiatives that are in place at some or all of our schools that promote open communication and have a positive impact on the prevention and intervention of Safety and the quality of life in our schools:

- Bullying Reporting Process
- Peer Mediation
- Twilight Academies
- Incident Command System
- Restorative Justice
- Reflection Rooms
- Safety and Crisis Teams
- Workplace Violence Prevention Programs and Reporting
- Cell phone restriction policy

2.2 TRAINING, DRILLS, AND EXERCISES

The district/school understands the importance of training. All school staff, students, and others deemed appropriate by the school 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 tabletops, online training, and staff meeting training.

Drills and Exercises

The EMHCS 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. The school notifies parents/guardians of drills in advance as required by NYSED starting in 2024.

2.3 IMPLEMENTATION OF SCHOOL SECURITY

Security Personnel

The Eugenio Maria de Hostos Charter School contracts with a licensed NYS security company to provide security guards to the school. Those guards are trained consistently with the NYS Security Act of 1992 and the requirements set forth in the NYS Division of Criminal Justice Services.

2.4 BUILDING SAFETY AND SECURITY

Building Safety and security is taken very seriously in the EMHCS. Due to safety reasons, not all procedures are listed. A brief summary of some of the building safety and security measures is listed below:

Visitor Access

School access is controlled during the regular school day. The schools use a visitor management system to monitor and screen all visitors. All schools utilize one entry point, and visitors must have a valid and approved reason for being there. A Board of Trustees policy is in place for visitors. All visitors must produce an approved photo identification to visit each school building. Once approved, the visitor must wear their issued badge while on the premises.

Video Surveillance

All EMHCS 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.

Intrusion/Fire Detection

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

2.5 SCHOOL RESOURCE OFFICERS/PRIVATE SECURITY FIRMS

In the event that the EMHCS contracts with a police department for a School Resource Officer or a private security guard company, the district will have an MOU that states all school discipline will be delegated to the school. It will also define the roles of the officers while in the schools.

SECTION 3

PREPAREDNESS

3.1 CHIEF EMERGENCY OFFICER

Each school year, the EMHCS 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/School-Wide School Safety Team in the completion and yearly update of the District/School-Wide School Safety Plan and the coordination of the District/School-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 the 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/ Board of Trustees OR 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/School Safety Team is responsible for addressing safety issues within the district/school, and for developing and updating the District/School-Wide plan annually.

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 Eugenio Maria De Hostos Charter School 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

GENERAL RESPONSE PROCEDURES

4.1 CONCEPT OF OPERATIONS

The District/School-Wide Safety Plan and BLERP's 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, dependent upon the nature of the incident). Staff will seek guidance and direction from the district and emergency responders.

Any staff person or faculty member in a building who 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 school 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 to 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 school's 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 investigate those threats with security and/or counselors. The police are routinely contacted in these instances to help investigate. Training with staff and administrators regarding these types of situations is conducted routinely.

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. The school also has a designated threat assessment team.

4.8 SPECIFIC RESPONSE PROTOCOLS

The school has established appropriate response actions to a variety of emergency situations. They are detailed in each BLERP 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 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 school's Chief Emergency Officer will coordinate using school 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 BLERP's and quick reference guides. Other Annexes available and listed in this section of the BLERP 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 (SHELL) has been developed by NYSED and is utilized by this District/School.

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 security department or administration. Be sure to secure the crime scene following the "RESPOND" plan listed in the Building-Level Emergency Response Plans.

4.13 EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS

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

Medical emergencies result from 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., 911, school nurse) 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.

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.

The District/School 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 counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

4.18 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.

4.19 RESPONSE TO A DECLARED PANDEMIC

The school has a plan in place for online and hybrid learning (Remote Instruction Plan listed in section 4.20). A separate plan for this situation has been submitted to NYSED and the Governor's Office as required. When implementing and following this plan, the district/school will follow all guidelines issued by the County Health Department and the Governor's Office.

4.20 EMERGENCY REMOTE INSTRUCTION PLAN (ERI)

The school 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 following questions are answered in the ERI:

a. How will the district ensure all students have computing device access?
b. How will the district disseminate computing devices to students?
c. How will the district communicate with families about the dissemination of computing devices?
d. How will devices be serviced and/or repaired?
e. If not using computing devices, how will students participate in instruction?
f. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

The plan also includes policies and procedures to ensure that students receiving remote instruction under emergency conditions will access internet connectivity. The following questions are answered in the ERI:

a. How will the district determine the need for access to the Internet in students' places of residence?
b. How will the district ensure that all students have access to the Internet?
c. How will the district work with community organizations and local public spaces to ensure students can access Wi-Fi points?
d. The plan is consistent with the information provided by families in the Student Digital Resources data collection.

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. The following questions are answered in the ERI:

a. How will the district ensure that school staff have the necessary tools, including devices and Wi-Fi, to deliver emergency instruction from their place of residence?
b. What portion of the school day will be spent on synchronous instruction?
c. What portion of the school day will be spent on asynchronous instruction?
d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?
e. What training is provided to teachers to help them adapt their instruction to the district's expectations?

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. The following questions are answered in the ERI:

a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?
b. How will the district provide instruction for students whose remote instruction by digital technology is inappropriate?
c. How will the district provide synchronous instruction for students without 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 free, appropriate public education. The following questions are answered in the ERI:

a. How will the district ensure that special education and related services will be provided remotely?
b. How has the district coordinated with special education teachers, support staff, and service providers to ensure that each student with an IEP receives the same quality of services that would occur in an in-person environment?

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. The following questions are answered in the ERI:

a. How many hours of instruction will the district plan to claim for each day of an emergency closure?

SECTION 5

BUILDING-LEVEL EMERGENCY RESPONSE PLANS

5.1 PLAN DEVELOPMENT AND MAINTENANCE

The Building-Level Emergency Planning Team (new term as of 07-2024) 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 Planning Team and an Emergency 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's 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 Response 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

RECOVERY

6.1 DISTRICT/SCHOOL SUPPORT FOR BUILDINGS

In addition to 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 t,o 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

Suppose 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 train them.
- Identify resources available to students and staff for online learning in case schools are not occupied.