

Brockport Central School District



SAFETY PLAN DISTRICT-WIDE

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SECTION 1

GENERAL INFORMATION AND GUIDELINES

1.0 INTRODUCTION

The Brockport Central School District is committed to providing a safe and orderly environment in which 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 school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

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 of the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Brockport Central School District based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training.

The District-Wide Safety Plan is required by law to be posted on the district website and contains only basic safety information. Each individual school building in the Brockport Central School District also has an independent Building-Level Emergency Response Plan (BLERP) that contains information about school Emergency Response Team members, students and staff with special needs and any other information critical to each school building. BLERP's are not available to the public and are confidential. BLERP's 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 Brockport Central School District, District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The Brockport School District Board of Education, upon the recommendation of the Superintendent of Schools, appointed a District-Wide Emergency Response Team, and charged it with the development and maintenance of the District-Wide School Safety Plan.

SECTION 2

RISK REDUCTION, PREVENTION, INTERVENTION

2.1 PREVENTION AND INTERVENTION STRATEGIES

The Brockport Central School District 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 the BCSD schools that promote open communication and have a positive impact in the prevention and intervention of safety and the quality of life in our schools:

- Brockport Central School District has a closed campus policy. No students may leave during the school day for any reason unless written permission is provided by parents or guardians.
- All employees are issued photo ID badges that are to be worn at all times on school property.
- School Administrators are trained in the Incident Command System (ICS) which is nationally recognized training used during emergencies.
- Portable radios are available at all schools in order to communicate during an emergency.
- Select staff members are trained in Therapeutic Crisis Intervention De-escalation techniques.
- There are a number of prevention and intervention strategies that this district employs and believes in. First, and foremost, is to establish a relationship of trust and communication with all of our students. In each of our schools, we have multidisciplinary teams devoted to character development whose mission is to provide programs and experiences that focus on respect, responsibility, trustworthiness, caring and readiness to learn.
- Instructional support teams are in place at each school.
- A full-time substance abuse counselor is employed by the district.
- The district is a member of the TIG (Trauma and Grief) Consortium, which will provide additional post incident mental health counseling services in the case of a significant event.
- A wide array of student support groups are provided by counseling and mental health staff.
- School counselors provide advocacy and case manage students in the areas of academic, career, personal, and social development.
- The district has collaborated with the Monroe County Sheriff's Office, Brockport Police Department and SUNY Brockport Police so that they may access our buildings quickly in the event of an emergency at all hours of the day.
- The district uses an anonymous reporting system that allows students and staff to anonymously report concerns or safety issues.
- Student Assistance Programs.

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 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, staff meeting training.

Drills and Exercises

The Brockport Central School District 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 classes of the same school year. NYSED also requires one early dismissal drill per year. That early dismissal drill must be completed at least fifteen (15) minutes before normal dismissal.

2.3 IMPLEMENTATION OF SCHOOL SECURITY

Security Personnel/Hall Monitors/Student Support Partners

The Brockport Central District employs hall monitors, security workers and student support partners. All NYS guidelines are followed for hiring hall monitors and security workers and student support partners. The Human Resources Department of the Brockport School District maintains the job requirements and responsibility for those positions. Student Support Partners are current or retired police officers who are or have been certified by NYS. The duties for the Student Support Partners, Security, and Hall Monitors are listed below:

- Actively observes and attempts to prevent disruptive behavior in schools.
- Enforces school rules, administrative procedures, and board policy.
- May conduct interviews with students and/or staff, if necessary, on school property or at school functions abiding by school board policy and applicable laws.
- Prevents admittance of unauthorized persons to the premises.
- Mentor's students in special situations when requested by the principal or designee.
- Confers with the Director of Security to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students and activities.

- Works with the Director of Security to recommend educational crime prevention programs to reduce the opportunity for crime against persons and property in the schools.
- Participates in campus activities, student organizations, and athletic events.
- Works in cooperation with building administration in presenting various subjects. e.g., drug abuse prevention to meet federal and state mandates, in accordance with established curriculum.
- Maintain records and prepare written reports.
- Performs other duties as may be assigned by the Director of Security or his/her designee.

2.4 BUILDING SAFETY AND SECURITY

Building Safety and security is taken very seriously in the Brockport CSD. 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. A visitor management system is used by the district to monitor and screen all visitors. All schools utilize one point of entry and visitors must have a valid and approved reason for being in the school. A Board of Education policy is in place for visitors. All visitors are required to produce an approved photo identification to visit each school building. Once approved, the visitor is required to wear their issued badge while on the premises.

Video Surveillance

All Brockport 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 district officials to review at a later time if necessary.

Fire Detection

All district buildings are protected by a fire detection system that are monitored by a third party and linked to local emergency responders.

2.5 SCHOOL RESOURCE OFFICERS/PRIVATE SECURITY FIRMS

In the event that the Brockport Central School District contracts with a police department for a School Resource Officer or private security guard, the district will have a 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 Brockport CSD appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

- 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 BLERP's.
- 3) Ensure staff understanding of the District-Wide School Safety Plan.
- 4) Ensure the completion and yearly update of BLERP's 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

The District-Wide School Safety Team is appointed by the Board of Education each school year. It may include, but is not limited to, representatives of the school board, 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 and developing and updating District-Wide School Safety Plan on a yearly basis.

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.

SECTION 4

GENERAL RESPONSE PROCEDURES

4.1 CONCEPT OF OPERATIONS

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

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

4.4 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 provided by one agency 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. It will be the responsibility of the Chief Emergency Officer to coordinate resources with first responders.

4.5 COMMUNICATION DURING EMERGENCIES

The school will contact and maintain communications with parents, the media and emergency responders during an incident. 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 BLERP's.

4.6 MULTI-HAZARD RESPONSE

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

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate

objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

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

The Brockport Central School District 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 in a very serious manner 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 are 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 person on campus; fighting or civil disturbances; person with a weapon; person with a gun; a suicide threat; bomb threats; intrusions; hostage taking or any situation that has the potential for endangering the health and safety of students, staff, visitors, or other people.

General Guidelines

- Treat all threats and/or actions as potentially real and dangerous. Do not downplay or assume it may not be serious.
- Notify an administrator at once, deploy building team, implement safety plan procedures and contact District Emergency Response Team. Incident Command protocols now in effect.
- Call 911. They will support you with law enforcement, fire, or emergency medical services as required. District Emergency Response Team will provide mental health services or other district resources as required. In the case of a bomb threat or a suspicious device found, call the 911 center.
- Your objective should be containment. Prevent the spread of the threat by establishing an inner perimeter. Make sure no electronic devices are turned on within that perimeter.
- Isolate the area.
- Determine the appropriate response.
- Secure internal and external perimeters.
- Establish a command center.
- Gather and process information and inform the Director of Security, Superintendent, and the Communication Specialist.
- District Emergency Response Team will assign a member to the internal control center to communicate with external incident command if required.
- District Emergency Response Team will activate post incident team.

- Debrief and review incident.
- Assess damage.
- Identify needs and implement appropriate post incident mental health, medical or other follow-up procedures.
- When a threat or act of violence has occurred, the school administration will work with local law enforcement to notify the parents or guardians of the threat and issue presented.
- When a threat of suicide is made by a student, the school administration/counselors, will work to notify the parents or guardians of the threat and offer school resources to the individual making the threat of self-harm.

4.8 SPECIFIC RESPONSE PROTOCOLS

The district has established appropriate response actions to a variety of emergency situations. They are detailed in each BLERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

4.9 OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools 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 Chief Emergency Officer will coordinate the use of District resources during an emergency.

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, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the BLERP's and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan.

Standardized language for emergencies (SHELL) has been developed by NYSED and is utilized by the Brockport Central School District.

4.12 CRIME SCENE MANAGEMENT

A crime can take place before, during or after school hours. In the event that a crime occurs before or after school hours, IMMEDIATELY contact the Security department, Superintendent, and 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-AMBLATORY DISABLE 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 person on floors above or below the level of discharge. Since BLERP’s 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 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 put into place 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. Coordination between the districts 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 of such severity as to be life threatening, or merely cause the victim discomfort or pain. The district does not expect unlicensed staff to provide medical care. The district does expect unlicensed staff to call for emergency assistance (e.g., 911, school nurse) and stay with the victim until help arrives.

In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

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

Brockport CSD has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator 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 of the Crisis and the appropriate actions will be taken.

4.19 RESPONSE TO A DECLARED PANDEMIC

The district has a plan in place for online and hybrid learning (Remote Instruction Plan listed in section 4.20). As required, a separate plan has been submitted to NYSED and the Governor's Office for this situation. The district will follow all guidelines issued by the Monroe County Health Department and the Governor's Office when implementing and following this plan. When a pandemic is declared, the Superintendent and District Wide Safety Team will meet to determine the following based on the type of pandemic:

- a. List and describe the types of positions considered essential in the event of a state-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his/her job.
- b. A description of protocols the employer will follow for nonessential employees to telecommute.
- c. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at the worksites.
- d. Protocols the employer will implement to procure personal protective equipment (PPE)
- e. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.

- f. Protocols for documenting hours and work locations, including off-site visits, for essential employees.
- g. Protocols for working with employers locality to identify sites for emergency housing for essential employees.
- h. Protocols for implementing any other requirements determined by the Department of Health such as contract tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

4.20 EMERGENCY REMOTE INSTRUCTION PLAN (ERI)

The Brockport Central School 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 (**and available in Appendix A**) 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 that all students have access to a computing device?
- 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 students receiving remote instruction under emergency conditions will access internet connectivity. The following questions are in answered in the ERI:

- a. How will the district determine the need for access to the internet in student's places of residence?
- b. How will the district ensure that all students have access to the internet?
- c. How will the district work with the community organizations and local public spaces to ensure students have access to 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 has the necessary tools, including device 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 in order to help adapt their instruction to the district 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 the remote instruction via digital technology is not appropriate?
- b. How will the district provide instruction for those students whom remote instruction by digital technology is not appropriate?
- c. How will the district provide synchronous instruction for those students who do not have adequate internet?

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. 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 in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

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

Each Brockport Central School District Building-Level Emergency Response Plan will be developed by the Building-Level Emergency Response Team under the direction of the Chief Emergency Officers. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and 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 Post Incident Response team will also be appointed. The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the 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

RECOVERY

6.1 DISTRICT SUPPORT FOR BUILDINGS

In addition to support during an emergency, the district 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 office staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

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. This review may, depending on the nature and degree of the incident, include input from representatives of local emergency response agencies.

6.4 TRAUMA AND GRIEF TEAM

The District TIG team 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 on-going training program for all building crisis teams and maintain records.

6.5 CONTINUITY OF OPERATIONS PLAN (COOP)

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

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time 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 in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied.

APPENDIX A

Brockport Central School District Emergency Remote Instruction (ERI) Plan Required by NYS §155.17(c)(1)(xxi)(a-d)

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

1. How will the district ensure that all students have access to a computing device?

All students in grades 6-12 have a district windows laptop assigned to them to take home including over summer. Students in grades 3-5 have district windows laptop assigned to them in school that can be sent home with students for emergency remote instruction (ERI). Students in grades K-2 have district iPads assigned to them in school that can be sent home with students for emergency remote instruction (ERI)

2. How will the district disseminate computing devices to students?

In the event of requiring ERI, schools will send each K-5 students' home with the laptop/iPad they use during the school day. The technology department will coordinate with schools to provide pickups at the schools or at a centralized location as needed and also coordinate with the Transportation Department and Security Office to deliver devices to homes as needed.

3. **How will the district communicate with families about the dissemination of computing devices?**

The above information will be broadcast via our parent phone and email messaging systems as well as via social media.

4. **How will devices be serviced and/or replaced?**

Throughout ERI, the district will maintain a call-in help line as well as drop-in “Tech Spot” help center at Teacher Training Center at 40 Allen St Brockport NY 14420. We also use Incident IQ for students/parents to put in work orders. The technology department will also coordinate with the Transportation and Security Office departments to deliver device repair/replacement units as needed.

5. **If not using computing devices, how will students participate in instruction?**

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

6. **Is your plan consistent with the information provided by families in the Student Digital Resources data collection? **yes****

2. **Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.**

1. **How will the district determine the need for access to the internet in students’ places of residence?**

The district maintains a list of families who reported as not having sufficient internet access at home to support ERI on the annual digital equity survey. Schools will contact these families and arrange pick up or delivery of a wifi hotspot to support ERI.

2. **How will the district ensure that all students have access to the internet?.**

We will ensure all students have access to the internet to support ERI by

providing open wi-fi in all school parking lots, identifying individual family need and providing hotspots as detailed above.

- 3. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?**

The Brockport public library and several local shops, supermarkets, restaurants, and coffee shops provide free Wi-Fi. If needed, we will work with these entities to promote the availability of mobile hotspots from the district.

- 4. This plan consistent with the information provided by families in the Student Digital Resources data collection? **Yes****

- 3. 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.**

- 1. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?**

School staff are invited to put a work order in via Incident IQ to obtain any technology tools or wifi hotspots as needed to deliver ERI. This information is disseminated via district and school communications.

- 2. What portion of the school day will be spent on synchronous instruction?**

This is currently decided by individual teacher comfort level and use of technology. I would verify with office of instruction.

- 3. What portion of the school day will be spent on asynchronous instruction?**

This is currently decided by individual teacher comfort level and use of technology. I would verify with office of instruction.

- 4. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?**

The district will provide ELLs and MLs with a structured learning environment that emphasizes language production and provides digital scaffolds to support the learning process. Some examples of these would be: Online language tools, EdPuzzle and RAZ Kids; Virtual Office Hours, Visual Schedules, Talking Points and Google/Microsoft Translate.

- 5. What training is provided to teachers in order to help adapt their instruction to the district expectations?**

District instructional coaches will all have daily virtual hours to support teachers with questions and training they may need.

- 4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.**

- 1. How will the district determine which students for whom remote instruction via digital technology is not appropriate?**

The Office of instruction will work with the special education department and ENL department to determine student needs and the appropriateness of remote instruction being used via digital technology. The office of instruction will also work with the district leadership team and utilize family surveys to identify students who may need alternative instructional delivery methods.

- 2. How will the district provide instruction for those students for whom remote instruction by digital technology is not appropriate?**

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

- 3. How will the district provide synchronous instruction for those students who do not have adequate internet access?**

The district will provide internet hotspot devices to families who do not have

adequate internet access.

5. **A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

1. **How will the district ensure that special education and related services will be provided remotely?**

We will ensure that, in the case of full school closure or quarantine, the remote instruction model will provide a consistent daily schedule of synchronous and asynchronous instruction that supports the unique needs and abilities of students with disabilities.

2. **How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?**

We have worked with our staff to equip them with digital instructional tools and training in order to provide the same quality of service that students would receive in an in-person environment.

6. **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.**

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

The district will be claiming 5 hours instructional hours each day consisting of a mix of synchronous and asynchronous experiences.