



Millbrook
CENTRAL SCHOOL DISTRICT

**DISTRICT-WIDE SAFETY & EMERGENCY
MANAGEMENT PLAN**

POSTED JULY 29, 2024

BOE REVIEW AUGUST 13, 2024

PUBLIC HEARING AUGUST 27, 2024

PENDING BOE APPROVAL AUGUST 27, 2024

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SECTION I GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed school emergency plans required at the building level. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Millbrook Central School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district wide cooperation in support of Project S.A.V.E.

SUPERINTENDENT’S DIRECTIVE

The Superintendent will serve as the District’s Chief Emergency Officer (CEO)¹ whose duties shall include, but not be limited to:²

¹155.17(1)(c)(xix) the designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to:

²155.17(1)(c)(xix) the designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to:

- 1. coordination of the communication between school staff, law enforcement, and other first responders³

2. leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans⁴
3. ensuring staff understanding of the district-wide school safety plan⁵
4. ensuring the completion and yearly update of building-level emergency response plans for each school building⁶ The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (BERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. assisting in the selection of security related technology and development of procedures for the use of such technology⁷
6. coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan⁸
7. ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807⁹
8. ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b) (13). At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District¹⁰. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel as

- ³155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

⁴155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans

⁵155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

⁶155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

⁷155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology ⁸155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan

⁹155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807

¹⁰ 155.17(c) (14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

deemed necessary. At the discretion of the board of education, a student may be allowed to participate on the safety team, however, no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

The duties of the team shall include the development, review, and update of the District-wide Safety and

Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

DRAFT

DISTRICT SAFETY TEAM:¹¹

Members listed here may be removed from the “additional emergency numbers” table

TITLE	NAME	OFFICE PHONE
Village of Millbrook Police / Parent	Jared Witt	845-489-2487
Assistant Superintendent for Instruction and Community Relations	Dr. Amy Watkins	845-677-4200 x1139
Assistant Superintendent for Business and Personnel / Parent	Elliot Garcia	845-677-4200 X1102
HS Principal	Eric Seipp	X2333
Superintendent of Schools	Caroline Pidala	X1100
Interim Food Service Director	Debra Donleacy	X1137
MS Teacher	Joe Carbone	X3061
HS Nurse	Melissa Sullivan	X2311
Elm Principal	Alicia O’Connell	X5102
BOE Member/Parent	Chris Rosenbergen	845-332-8099
BOE Member/Parent	Chris Labelle	
HS Teacher/MTA Union President	Sean McGuigan	x7524
Supervisor of Student Services	Samantha Holsborg	x1129
Supervisor of Pupil Personnel	Alexandra Chanowsky	x1116

¹¹ District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

Alden Teacher	Lori Olmstead	X7632
SRO	Deputy Mike Freer	X2350
Director of Facilities	John Mullins	X1127
Maintenance Mechanic	Christopher Feola	x1117
Alden Teacher/ Parent	Sarah Gonzalez	X7620
MS Principal	Steve Cabello	X3103
HS Teacher	Shawn Stoliker	X2122
Millbrook Fire	Kelly Tomasulo	845-248-2803
Alden Principal	Tom Libka	X4102
School Psychologist	Tonya Pulver	X5126
Safety Consultant	Kristi Wilson	845-206-2621
Safety Consultants	Frank Guglieri, PNW BOCES	914-804-2521

CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or his/her designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these

events.

PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team and reviewed annually on or before September 1st of each year. A copy of the plan will be available at the District office and on the District website.
2. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
3. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
4. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(xiii). This plan will be made available for public comment at least 30 days prior to its adoption.
5. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 1st^h of each year or within 30 days of adoption.

SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

PREVENTION AND INTERVENTION STRATEGIES

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
 - Emergency Responders
 - Regional BOCES
 - District
 - Consultants
2. Training for school staff working in an incident control capacity may include:
 - a. Individual and group de-escalation techniques
 - b. Non-violent conflict resolution skills and
 - c. Peer Mediation and Youth Court
 - d. Extended day and other school safety programs
3. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
4. Training is available during staff development sessions, on conference days and via on demand web-based training modules.
5. Procedures relating to building security including utilization of staff and security equipment are as follows:¹²
 1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
 2. All staff members are expected to wear District-issued photo identification badges.
 3. Each teacher/staff member who occupies a room or area must scan the room or area upon first entering. The principal or a designee should be notified immediately if anything looks suspicious.

4. After the designated start time of the school day, each school will be appropriately secured.
5. All visitors must report to each building's designated single point of entry before proceeding further into the building.

¹² 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

6. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Dept., prior to delivery.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems
- g. Single or limited points of entry

IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs include peer mediation, bullying prevention, conflict resolution, social skills development, anger management and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with guidance counselors, social workers, and school psychologists.

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.¹³

The school district's Code of Conduct which is available for parents on the District Homepage and reviewed with all students in the beginning of the school year during an assembly program, addresses bullying, violence and harassment and their consequences.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs that impact school safety. Programs include a variety of clubs, small group lessons and counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

¹³ 155.17(c)(1)(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

TRAINING, DRILLS AND EXERCISES

DRILLS AND EXERCISES:¹⁴

The District will conduct emergency management drills and exercises annually including, but not limited to:

EVACUATION AND LOCKDOWN DRILLS: Evacuation and Lockdown Drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Eight of all such drills shall be fire evacuation drills. Four of all such required drills shall be lockdown drills. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

EARLY DISMISSAL DRILL¹⁵: The District will conduct an Early Dismissal drill annually wherein students are dismissed early from each school. Parents will be notified of these drills well in advance.

- ¹⁴ 155.17(c)(1)(xiv) procedures for review and the conduct of drills and other 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;
¹⁵ 155.17(c)(2)(h) Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency

Transportation Officials and District staff may also take place in conducting and evaluation of this drill.

SHELTER-IN-PLACE DRILLS: Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review.

STAFF DEVELOPMENT TRAINING:

All general staff will receive training on District-wide procedures as well as specific procedures contained

within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.¹⁶

The District will provide advanced training for each Building-level Emergency Response Team (BERT) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Early Dismissal and Fire. The District may involve local emergency responders as well to participate in this training.

Additional training may include but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution

PROACTIVE BUILDING SECURITY MEASURES

1. The District buildings use a limited points of entry system. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.

response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

¹⁶ 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner;

2. All schools have monitors or office staff members just inside the entrance to each school in the District. These monitors ensure visitor sign-in procedures and help supervise building traffic flow. The monitors are under the supervision of the building principals.
3. Staff members are required to wear visible identification badges.
4. Visitors are required to sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.

VITAL EDUCATIONAL INFORMATION¹⁷

Information on each building’s student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan.

EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR¹⁸

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A summary of the District’s Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for bullying, violence, and harassment.
2. A “plain language” summary of the Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.

3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Child Study Teams or their equivalents meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School

¹⁷ 155.17(c)(2)(h)(3)(i) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public-school district shall provide to the superintendent of school's information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

¹⁸ 155.17(c)(1)(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, parents/guardians and students are involved in this process.

5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision making.
7. Each of the District's school psychologists/social workers facilitates counseling groups for identified students around issues related to poor social skills development, anger management, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
9. The District works in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

POLICE AGENCIES

The District buildings fall within the jurisdiction of the following police departments:

Agency Phone Number

Millbrook Village Police Department 845-677-8200

Dutchess County Sheriff's Department 845-486-3800

New York State Police 914-769-2600

HAZARD IDENTIFICATION

IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES:

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.

2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
 - Electrical panels/shut-offs
 - Gas lines/shut-off
 - Gas appliances
 - Heating plant
 - Sewage system
 - Structural failure
 - HVAC
 - Water supply/shut-off
 - Chemical storage and cleaning supplies
 - Paper supply storage
 - Industrial arts room
 - Science rooms and labs
 - Isolated areas near the school
 - Nearby aqueduct, streams, ponds, rivers (flooding)
 - Steep areas near school
 - Unprotected exterior gas/electric, air conditioning supplies or equipment
 - Playground equipment

SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING¹⁹

ALLOCATIONS

- A. At the elementary and middle school level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.
- B. At the high school level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges,

¹⁹ 155.17(c)(1)(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity; which must be worn at all times. In addition, safety personnel are assigned to areas throughout the building.

HIRING

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

Security Personnel

Security Officers provide a sense of smooth transition and security while students, staff and visitors move about the district school buildings. The written contract or memorandum of understanding must clearly delegate the role of school discipline to school administration and be consistent with the code of conduct.

Their duties may include:

- door security
- greeting visitors/distributing passes
- directing hall traffic (check all passes)
- patrolling hallways, lavatories, school grounds, and cafeterias
- alerting building administrators about altercations/situations
- interaction/intervention as required
- assisting law enforcement officers in the performance of their duties
- reporting vandalism and unsecured areas to building administrators
- other duties specific to security purposes as determined by the building administrator

Required training includes:

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc.).
- Right-to-know training
- Blood borne pathogen training

Safety Personnel

Security Monitors provide a sense of smooth transition and security while students, staff and visitors move about the district school buildings. Their duties may include:

- door security
- greeting visitors/distributing passes
- directing hall traffic (check all passes)
- patrolling hallways, lavatories, school grounds, and cafeterias
- alerting building administrators about altercations/situations
- interaction/intervention as required
- assisting law enforcement officers in the performance of their duties
- reporting vandalism and unsecured areas to building administrators
- other duties specific to security purposes as determined by the building administrator

Required training includes:

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc.).
- Right-to-know training
- Blood borne pathogen training

SECTION III RESPONSE

NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

EXTERNAL

Anyone with knowledge of an incident is encouraged to immediately call 911 in an emergency. The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, Google groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of staff, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <http://www.millbrookcsd.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or his/her designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or his/her designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

INTERNAL

After receiving the information from the Incident Commander at the scene, an email will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

SITUATIONAL RESPONSES

MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or his/her designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.

RESPONSE PROTOCOLS

SCHOOL CANCELLATION

- The Superintendent or his/her designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system. ● The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

EARLY DISMISSAL

- The Superintendent or his/her designee (IC) will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system. ● The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

EVACUATION

- The Superintendent or his/her designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. He/she will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. He/she will report to the superintendent or his/her designee any missing staff or students.

SHELTERING SITES (INTERNAL AND EXTERNAL)

- The Superintendent or his/her designee (IC) will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. He/she will report to the (IC) any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS²⁰

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Response Plan. Emergencies include but are not limited to the following situations.

- Armed Intruders / Active Shooters
- Bomb Threats
- Early or Alternate Emergency Dismissal
- Suspicious Package Protocol

- Suspicious Persons
- Hazardous Material Incident
- Severe Weather
- Explosions
- Fires
- Homeland Security Threats
- Student-Made Threats
- Hostage Situations
- Suicidal Students
- Abduction

²⁰ 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings;

RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE²¹

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or his / her designee of any direct or implied threat of violence or actual act of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or her/his designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or her/his designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior intervention plan, close monitoring, and/or police involvement.

²¹ 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

RESPONSES TO ACTS OF VIOLENCE²²

1. The Principal or her/his designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or her/his designee then determine the appropriateness of directing the

Building-level Emergency Response Team to be activated.

3. The Building-level Emergency Response Team (BERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter – In – Place, Fire or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District’s mass communication system is typically utilized.
6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district code of conduct.
7. The building administrator will investigate reported threats and reported acts of violence and will make the determination of disciplinary measures consistent with the District’s Code of Conduct. Chronic offenders may require a behavior intervention plan, close monitoring, and/or police involvement.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact

²² 155.17(c)(1)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence; are documented in each Building-Level Emergency Response Plan.²³

10. The district has a zero-tolerance policy for acts of school violence.

IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY²⁴

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of students with special needs and specific evacuation plans
- Telephone numbers for parents/guardian information about emergency needs (e.g.

students/staff that require medications, vehicular transportation issues, etc.)

- School and staff census information

COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES²⁵

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quick summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

²³ 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

²⁴ 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

²⁵ 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

ASSIGNMENT OF RESPONSIBILITIES

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander** – Responsible for the direction of the building response in a building level emergency (Building Administrator/designee).
- **Public Information Officer** – Compiles and releases information to the news media.
- **Safety Officer** – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- **Liaison** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- **Operations** – responsible for directing the implementation of action plans and strategies for incident resolution.
- **Logistics** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- **Planning/Intelligence** – Responsible for collecting, evaluating, and disseminating the information

needed to measure the size, scope and seriousness of an incident and to plan a response.

- **Administration/Finance** – Responsible for all cost and financial matters related to the incident.

DISTRICT COMMAND POST (DCP):

Unless otherwise specified, The DCP will be located in the District Offices. If necessary, the command post may be moved to an alternate site including the transportation facility and even non-district-owned buildings.

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SECTION IV COMMUNICATION WITH OTHERS

OBTAINING ASSISTANCE DURING EMERGENCIES FROM EMERGENCY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT AGENCIES²⁶

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent and his/her designee will initiate the contact when needed.

OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS, INCLUDING THE COUNTY OR CITY OFFICIALS RESPONSIBLE FOR IMPLEMENTATION OF ARTICLE 2-B OF THE EXECUTIVE LAW²⁷

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and his/her designee will initiate the contact when needed.

²⁶ 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

²⁷ 155.17(c)(1)(vi) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:

1. Dutchess County Sheriff Department
2. Millbrook Fire Department
3. New York State Police
4. Dutchess County OEM
5. Millbrook Sheriff's Department
6. Millbrook Rescue Squad
7. Red Cross

CONTACTING PARENTS, GUARDIANS OR PERSONS IN PARENTAL RELATION TO THE STUDENTS OF THE DISTRICT IN THE EVENT OF A VIOLENT INCIDENT OR AN EARLY DISMISSAL²⁸

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or his/her designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student

involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.²⁹ Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

²⁸ 155.17(c)(1)(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

²⁹ 155.17(c)(1)(x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

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SECTION V RECOVERY

DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team's response to the incident, and post traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District's Public Information Officer will assist in sending mass communication messages to affected groups. The District's Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

DISTRICT OFFICE

43 Alden Place
Millbrook, NY 12545
Phone: 845-677-4200

MILLBROOK HIGH SCHOOL

70 Church Street
Millbrook, NY 12545
Phone: 845-677-2510

ALDEN PLACE ELEMENTARY SCHOOL

41 Alden Place
Millbrook, NY 12545
Phone: 845-677-2510

ELM DRIVE ELEMENTARY SCHOOL

12 Elm Drive
Millbrook, NY 12545
Phone: 845-677-4225

MILLBROOK MIDDLE SCHOOL

43 Alden Place
Millbrook, NY 12545
Phone: 845-677-4210

APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office

APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Caroline Hernandez Pidala	845.677.4200 x1100
Emergency Coordinator	Caroline Hernandez Pidala	845.677.4200 x1109
Asst. Superintendent for Instruction and Community Rel.	Amy Watkins	845.677.4200 x1139
Asst. Superintendent for Business and Personnel	Elliot Gracia	845.677.4200 x1102
Transportation Location Manager	Jennifer Cardinal	845-677-6666
District Clerk	Cheryl Sprague	845.677.4200 x1100
Director of Facilities	John Mullins	845.233.1762
Athletic Director	Alfred Hammell	845.527.0897
Cafeteria Services - Interim	Debra Donleavy	845.677.4200, x1137
City Mayor	Tim Collopy	845.797.4465
Millbrook Fire Department	Kelly Tomasulo	845.677.3871
Millbrook Rescue Squad	Laurie Olson	845.677.3871
Dutchess County		
County Executive	William O'Neill	845-486-2000
Emergency Management	Dana Smith	845- 486-2080
Public Safety Commissioner	Livia Santiago-Roado, MD FACEP	845-486-3400
County Health Dept.	Livia Santiago-Roado, MD FACEP	845-486-3400

APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(14)** District-wide school safety team means a district-wide team appointed by the board of education. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
 - **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(ii)** policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) nonviolent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, the 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;
- **155.17(c)(1)(vii)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- **155.17(c)(1)(ix)** policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
 - **155.17(c)(1)(x)** policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(xi)** policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

- **155.17(c)(1)(xii)** policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- **155.17(c)(1)(xiii)** policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
 - **155.17(c)(1)(xiv)** procedures for review and the conduct of drills and other 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;
- **155.17(c)(1)(xv)** the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- **155.17(c)(1)(xvi)** strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- **155.17(c)(1)(xvii)** a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- **155.17(1)(c)(xix)** the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:
- **155.17(c)(2)(h)** Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- **155.17(c)(2)(h)(3)(i)** Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

APPENDIX 6 – STATE DISASTER EMERGENCY PLANS

PROTOCOLS FOR A State Disaster Emergency

BACKGROUND

In September 2020, Governor Cuomo signed legislation requiring all public employers to prepare for state disaster emergencies involving public health. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan. In February, 2021 this plan was amended by S1295, 2021 Leg. and A0980, 2021 Leg.

Activation

These protocols have been developed to respond to a state disaster emergency. Directive shall come from the New York State Education Department, New York State Department of Health, Dutchess County Department of Health, or other appropriate agency for this protocol to be activated.

As per Legislative language, operation plans must include the following elements: 1.

- List and description of positions considered essential
2. List of all non-essential position titles along with descriptions of protocols to follow to enable all non-essential employees to work remotely
3. Description of how employers would stagger work shifts to reduce overcrowding 4.
- Protocols for PPE
5. Protocol for when an employee is exposed to disease
6. Protocol for documenting hours and work locations for essential workers
7. Protocol for working with essential employees' localities for identifying emergency housing if needed
8. Any other requirement determined by the New York State Department of Health, such as testing and contact tracing

OPERATIONAL ELEMENTS

1. **Positions Considered Essential** - According to Section 27-c; "Essential" shall refer to a designation made that a public employee is required to be physically present at a worksite to perform his or her job. The District maintains that while the following staff members are considered essential, it is dependent on the emergency, the needs of the District, and the particular duties required that they be physically present at work each business day during the emergency period. While the staff members are essential, this does not mean that all such employees will be required to report to work on campus. It will be up to the individual's immediate supervisor to determine necessary staffing levels, and if an essential employee is to physically report to work on a given day (during the emergency period). In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of essential employees.

Essential Function	Essential Positions/Titles
Information Technology/ Continuity of Operations and Instruction	<ul style="list-style-type: none"> ● IT Support & Network Support Specialists
Buildings and Grounds	<ul style="list-style-type: none"> ● Director of Facilities
	<ul style="list-style-type: none"> ● Lead Custodian ● Custodians ● Maintenance Mechanic ● Maintenance Workers ● Groundskeeper(s)
District Office	Superintendent of Schools
	Assistant Superintendent for Instruction and Community Relations
	Assistant Superintendent for Technology and Facilities
	School Nurse
School Building Main Office Staff	School Secretary
Food Service	Food Services Manager
	Food Service Helper/Cashier
Transportation	Transportation Director
Building Administrators	Building Principals

2. **Positions considered non-essential** - *"Non-essential" shall refer to a designation made that a public employee is not required to be physically present at a worksite to perform his or her job.* In the event of a state-ordered reduction of the District's in-person workforce the District may provide, to the extent possible, the opportunity for **non-essential** employees the capability to telecommute (including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology as determined by the employee's supervisor. This may include but is not limited to employees who provide direct instruction to students, provide student support services, facilitate procurement processes for the District, facilitate payroll processes for the District, and facilitate administrative and office related tasks for the District. There may be some staff who will not be able to telecommute nor will they be needed to work on campus. The need for these staff will be determined on a case-by-case basis and by job title.

Listing of Non-essential position titles that may be assigned to telecommute along with equipment deemed essential to their role.

Non –Essential Position Titles	May include the Following Devices		
	Phone	Laptop	VPN
Principals (4)		X	X
Assistant Superintendent for Business and Personnel, Principal Account Clerk, Treasurer, Senior Account Clerk/Typist	X	X	X
Superintendent of Schools, Assistant Superintendent for Instruction and Community Relations, Superintendent Secretary	X	X	X
IT Technicians (2)	X	X	X
Nurses (4)	X	X	
Senior Typist (6), Typist Monitor (2)	X	X	
Teacher		X	
Teacher Aide		X	
Ivy Rehab, Astor, Dutchess County Sheriffs' Office, Karen Finnerty OT, PC		X	

Downloading and installing software and data.

At the Millbrook CSD, any equipment that is assigned to a staff member is preloaded with the appropriate software for that position. In addition, staff is encouraged to share documents using Google. Some staff will be issued a VPN as needed, to allow for access to the departmental files and programs. The appropriate administrator identifies the need for a VPN. The Director of Technology or their designee, and an Assistant Superintendent, will review this request prior to the issuance of the VPN.

Transfer of phone lines to work or personal cell phone.

OR

In the event of a pandemic, the district will use email and check voice mail to continue needed communications.

3. To the extent possible, and consistent with collective bargaining agreement restrictions, the District may stagger work shifts of essential employees in order to reduce overcrowding in confined or shared spaces and at worksites. Wherever possible, we will encourage parents to drive students via personal vehicle to campus in an effort to reduce the number of individuals riding on the same District provided bus. In an effort to reduce overcrowding in classrooms and on buses the following concepts may be applied:

- Student Rosters, if scheduled classes are to be on-site, will be split into student cohort groups to minimize the number of students in a classroom or on a bus at the same time.
- If no students are in school, staff may continue to have their work shift or assigned days of work staggered as necessary.
- Employees (as outlined in bullets 1 & 2) may be permitted to work remotely as necessary.
- Visitors will not be permitted on campus.

4. Personal protective equipment (PPE) will be procured and stored:

- Facilities will procure each type of PPE for each essential employee as recommended by NYS Department of Health and NYS Education Department guidelines.
- The equipment will be Director of Facilities Office/MS Storage Room and readily available to any person in need of it.

The District will conduct a PPE hazard assessment and equipment selection to determine appropriate PPE at time of known hazard in accordance with 29 CFR 1910.132-136 following all DOH/CDC/OSHA guidance available at that time

The District will follow OSHA Hazard Communication regulation and NYS Right to Know law. Copies of Safety Data Sheets will be available to all employees and kept at the worksite. Training on such chemicals, equipment (foggers for example) and PPE needed will also be provided to employees.

PPE Required

Superintendent (1)
Director of Facilities (1)
Maintenance Mechanic (1)
Building Custodians (16)
Faculty and Staff
Greeters/SRO

Additional Supplies of each size of N95 and reusable masks as deemed necessary.

PPE Storage

Plan for storage of PPE- please be aware that PPE stored in cardboard cases may absorb moisture over time, it is important that PPE cases be stored in secure, dry locations.

PPE type	Storage Location
Masks (all)	Director of Facilities Office/MS Storage Room
Gloves	Director of Facilities Office/MS Storage Room
Face shields	Director of Facilities Office/MS Storage Room
Gowns	Director of Facilities Office/MS Storage Room
N-95	Director of Facilities Office/MS Storage Room

5. In the event, an employee is exposed to a known case of a public health disease that is the subject of a state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease, and in order to prevent the spread or contraction of such disease in the workplace the District has a set protocol to be followed for the exposure as well as the disinfecting of the affected work area(s):
 - If an employee begins to experience symptoms related to the public health disease after arriving at work, he/she shall be required to go to the designated isolation room within their building, and to contact their supervisor for further instructions.
 - The disinfecting of any area known or suspected to be infected with the public health disease as well as any common area surface and shared equipment such employee may have touched
 - Available leave options, for the affected employee(s), in the event of an employee’s need to receive testing, treatment, isolation, or quarantine
 - Note: Such protocol does not involve any action that would violate any existing federal, state, or local law, including sick leave or health information privacy.
6. The District shall maintain documentation outlining when all essential employees physically report to work. This may include, but not be limited to, use of the daily health screening tool, or having employees sign in and/or out, consistent with any collective bargaining agreements. This documentation will assist in contact tracing efforts should the need arise.
7. If emergency housing for essential employees is needed to further contain the spread of the public health disease, the Millbrook Central School District will lodge an essential employee at a local hotel bearing the full cost of the stay.

Appendix 7: Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Millbrook Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2024-2025 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: [Student Computer Use](#), [Staff Computer Use](#), [Section 504](#), [Student policies](#)

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law

§2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Millbrook Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Student Information System. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 4526.1 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p align="center">POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies: Student Computer Use, Staff Computer Use, Section 504, Student policies</p>
<p align="center">INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades P-12 access to a personal computing device (tablet, chromebook or laptop). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p align="center">PEDAGOGY</p>	<p>All teachers in grades P-12 will use Google Classroom with Google Meetas their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet . These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion Google Meet and Google Classroom. These</p>

	<p>activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p>Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p>STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p>DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
<p>COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p>SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. See attached</p>

<p>NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
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NYSED Plan Requirements

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;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
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;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
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; and
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.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. The District remote instructional day will be from 8:00 am to 3:00PM

STUDENT TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

If there is a declared state disaster emergency that involves the Millbrook Central School District, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

Created	July 2024
Reviewed	July 15, 2023 (administrative)
Reviewed	July 24 - August 27, 2024 (public comment)
Reviewed	August 13, 2024 (BOE)

DRAFT