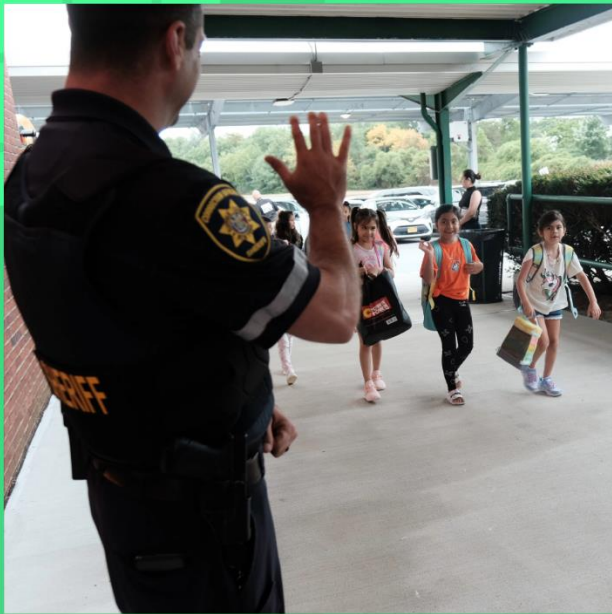


District-Wide School Safety Plan

Brentwood Union Free School District

2024 - 2025



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District-Wide School Safety Team

CR 155.17(b)(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, teachers, administrators, 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 when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

| Name | Title | Office Number |
|-------------------------|---|---------------|
| Julia Burgos | First Vice President, Board of Education | 631-434-2325 |
| Wanda Ortiz-Rivera | Interim Superintendent of Schools | 631-434-2498 |
| Matt Gengler | Assistant Superintendent of Secondary Education | 631-434-2498 |
| Ann Palmer | Assistant Superintendent of Elementary Education | 631-434-2496 |
| Stacy O'Connor | Assistant Superintendent, Finance and Operations | 631-434-2311 |
| Rhonda Young | Assistant Superintendent of Special Services | 631-434-2143 |
| Byron McCray | Director, Office of School Safety/Chief Emergency Officer | 631-434-2500 |
| Erik Karlund | Director of Operations | 631-434-2227 |
| Kevin Coyne | President, Brentwood Teachers Association | 631-434-2371 |
| Dr. Gloria Jackson | President, Brentwood Principals and Supervisors Organization | 631-434-2457 |
| Dr. Vincent Leone | Coordinator of Funded Programs, Compliance & CIO | 631-434-2403 |
| Vincent Todisco | Assistant Coordinator of Funded Programs | 631-434-2403 |
| Brianne Talley | President, Brentwood Clerical Association | 631-434-2308 |
| Susan Averso | Medical Director | 631-434-2401 |
| Miguel Cruz | Director of Facilities III | 631-434-2291 |
| Felicia Thomas-Williams | Vice-President, Brentwood Principals and Supervisors Organization | 631-434-2371 |
| Candice Cheng | Network and Systems Coordinator | 631-434-2308 |
| Rusveltte Carbon | Network and Systems Assistant Coordinator | 631-434-2308 |
| Myrna Pierce | Bus Monitor Supervisor | 631-513-2179 |
| Anthony Frisina | Suffolk Transportation (Bus Driver) Representative | 631-704-2183 |
| Liz Cordero | Parent Representative | 631-383-6162 |
| Gerri Coleman-Odom | Parent Representative | 631-796-2027 |

CR 155.17(c)(xix) The district-wide team includes the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

- a) coordination of the communication between school staff, law enforcement, and other first responders;

- 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;
- c) ensure staff understanding of the district-wide school safety plan;
- d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- e) assist in the selection of security related technology and development of procedures for the use of such technology;
- f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- g) ensure the conduct of required evacuate/evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

| Name | Title | Email | Office Number |
|--------------|---|--|---------------|
| Byron McCray | Director, Office of School Safety/Chief Emergency Officer | bmccray@bufsd.org | 631-434-2500 |

District-Wide School Safety Plan

CR 155.17(1) A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

| 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 (including suicide) CR155.17(c)(1)(i) |
| ✓ | 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 CR155.17(c)(1)(ii) |
| ✓ | contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv) |
| ✓ | 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 CR155.17(c)(1)(ix) |
| ✓ | 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 (including suicide) CR155.17(c)(1)(x) |
| ✓ | 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 CR155.17(c)(1)(xii) |
| Prevention and intervention strategies, such as: | |
| ✓ | collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, |

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| | including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited CR155.17(c)(1)(iii) |
| ✓ | nonviolent conflict resolution training programs CR155.17(c)(1)(iii) |
| ✓ | peer mediation programs and youth courts CR155.17(c)(1)(iii) |
| ✓ | extended day and other school safety programs CR155.17(c)(1)(iii) |

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| Arrangements and/or Procedures during emergencies for: | |
| ✓ | description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies* CR155.17(c)(1)(v) |
| ✓ | 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* https://www.nysenate.gov/legislation/laws/EXC/A2-B CR155.17(c)(1)(vi) |
| ✓ | the identification of district resources which may be available for use during an emergency* CR155.17(c)(1)(vii) |
| ✓ | 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* CR155.17(c)(1)(viii) |
| ✓ | a system for informing all educational agencies within such school district of a disaster* CR155.17(c)(1)(xviii) |
| ✓ | The identification of appropriate responses to emergencies , including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv) |

* Except in a school district in a city having a population of more than one million inhabitants

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| Policies and Procedures relating to <u>school building security</u>, including, where appropriate: | |
| ✓ | <p>The use of school safety or security officers and/or school resource officers</p> <p>Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and</p> |

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| | clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a) |
| ✓ | security devices or procedures CR155.17(c)(1)(xi)(b) |

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| ✓ | 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 CR155.17(c)(1)(xiv) |
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| ✓ | 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 CR155.17(c)(1)(xvi) |
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| ✓ | A description of the duties of hall monitors and any other school safety personnel CR155.17(c)(1)(xvii) |
| ✓ | A description of the training required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii) |
| ✓ | A description of the hiring and screening process for all personnel acting in a school security capacity CR155.17(c)(1)(xvii) |

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| ✓ | Protocols for responding to a state disaster emergency involving a communicable disease ; districts must adopt a continuation of operations plan in the event the governor declares state disaster emergency involving a communicable disease; Due April 1, 2021 (text revised March 2021) |
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| ✓ | <p>The designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to:</p> <ul style="list-style-type: none"> (a) coordination of the communication between school staff, law enforcement, and other first responders; (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; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; |
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| | <p>(g) ensure the conduct of required evacuate/evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)</p> <p>Name: Byron McCray Email: bmccray@bufsd.org Phone number: 631-434-2500</p> |
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| ✓ | <p>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. CR155.17(c)(1)(xiii)</p> |
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| ✓ | <p>The district-wide safety plan must be available for public comment at least 30 days prior to its adoption. CR155.17(3)(i)</p> <p>Public comment period <u>start date</u>: June 20, 2024 Public comment period <u>end date</u>: July 20, 2024</p> |
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| ✓ | <p>Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i)</p> <p>Date of school board adoption: August, 2024</p> |
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| ✓ | <p>Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)</p> <p>URL for District-wide Safety Plan: https://www.bufsd.org/departments/security-school-safety/safety-information</p> |
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Brentwood Union Free School District
District-Wide School Safety Plan

Introduction:

Districts are required by the New York State Education Department (NYSED) to develop a comprehensive *District-Wide School Safety Plan* that is designed to prevent or minimize the effects of serious violent incidents and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at every Brentwood Union Free School District (BUFSD) school building.

Every year the district shall appoint members to the district safety team. Members of the team include, but are not limited to, teachers, administrators, school safety and other school personnel, community members, and other local first responders. The district safety committee will be charged with developing the district's safety plan and presenting the plan to the community at an annual public hearing. The approved district safety plan will be posted on the district's website and made available to local emergency agencies.

The *District-Wide School Safety Plan* shall be directly linked to the individual building-level emergency response plans for each school building. Protocols reflected in the *District-Wide School Safety Plan* will guide the development and implementation of individual building-level emergency response plans. Although the building-level emergency response plans are linked to the *District-Wide School Safety Plan*, in accordance with Education Law Section 2801-a, the building-level emergency response plans will remain confidential and not subject to disclosure.

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 (including suicide)

- Reporting of threats and acts of violence to school authorities
 - Students are required to inform school staff about any threat or acts of violence to themselves, others or property
 - Staff are required to inform administration of any threat of violence to students, themselves, others or property, including threats of suicide
 - Building principals are required to notify the Superintendent's office and the Director of Security
 - Parents and visitors are encouraged to tell school staff about any indirect or direct threats and acts of violence towards students, themselves, others or property
 - Students, staff, parents and others will be educated about the importance of reporting threats and procedures of reporting

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

- Investigating threats and acts of violence
 - The building administrator will investigate reported threats and acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct

- Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements)
- Chronic offenders may require a behavior intervention plan and close monitoring by school and safety personnel
- Threats placing students, staff and others in imminent danger require an immediate call to the police
- Allegations of bullying, harassment, and discrimination should be reported to the Dignity Act Coordinator at the building level for investigation
- All schools will develop and operate reporting, referral, and counseling procedures that are designed to identify and work with potentially aggressive and violent students through Pupil Personnel staff and/or building-based teams

Contacting appropriate law enforcement officials in the event of a violent incident

- Reporting Incidents
 - As required by SAVE legislation and the Dignity for All Students Act (DASA), incidents of violence as well as material cases of bullying, harassment, and discrimination will be reported to New York State on an annual basis through the VADIR (Violent and Disruptive Incident Report) and report of incidents concerning School Safety and the Educational Climate
 - School administrators must keep a record of serious threats and acts of violence and report them annually to the state through the VADIR system
 - Incidents of violence, serious threats, intimidation, etc., may require involvement of the police
 - Ordinarily district and building administrators are authorized to call the police to respond to the threat or acts of violence. In case of imminent danger, any staff member is authorized to call 911
 - The Public Relations office and the Superintendent’s Office will handle all contacts with the media
 - The Public Relations office and the Superintendent’s Office will provide information to building staff that can be given to parents and concerned others

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

- The district procedure for early dismissal is as follows:
 - Superintendent or his/her designee decides on an early dismissal
 - Transportation Director is notified to supply busses
 - Central and building administrators are informed
 - Staff and students are informed of closing
 - Parents are notified of the planned early dismissal through multiple contacts (district calendar, ParentSquare, district website (www.bufsd.org), school-specific websites, and emergency-outreach messages). The district’s hotline telephone number is 631-972-1555

- Parents are notified about unplanned early dismissals or violent incidents through ParentSquare; parents of all students will receive a phone call to their regular and emergency phone numbers. When phone calls fail to contact the parent or emergency number, the elementary and middle school student will remain under the supervision of school personnel until parents are notified and pick up the student or until the regular end of the school day, whichever comes first
 - Parents of high school students are notified through ParentSquare and then students are dismissed from school
 - Parents will receive information about the threat or act of violence that determined an early dismissal in their child’s school as soon as practical. This information is limited to information the school is allowed to provide by law enforcement officials
- Procedures for contacting parents, guardians, and persons in parental relation to the students of the district in the event of a school cancellation due to weather or other emergencies prior to schools opening
 - Parents are notified through multiple contacts including, ParentSquare, the district website (www.bufsd.org), the district’s social media pages, and announcements through local media: News 12 and WALK

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 (including suicide)

- Reporting of threats and acts of violence to school authorities
 - Students are required to inform school staff about any threat or acts of violence to themselves, others or property
 - Staff are required to inform administration of any threat of violence to students, themselves, others or property, including threats of suicide
 - Building principals are required to notify the Superintendent’s office and the Director of Security
 - Parents and visitors are encouraged to tell school staff about any indirect or direct threats and acts of violence towards students, themselves, others or property
 - Students, staff, parents and others will be educated about the importance of reporting threats and procedures of reporting

Informative materials will be disseminated 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

Responsibilities of the District Safety Team

The Brentwood School District, District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to 1) assess the vulnerability of the school district to violence and 2) recommend proactive measures to maintain a safe school environment. The team also has the responsibility for

auditing the *District-Wide School Safety Plan* to determine its success in violence prevention. Some of the team's primary responsibilities include:

- Recommending training programs for students and staff in violence prevention and mental health
- Dissemination of information regarding early detection of potentially violent behavior
- Communicating the plan to staff, students and members of their respective organizations
- Developing response plans to acts of violence and address threats made by students against themselves, including suicide

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

- Training, Drills and Exercises
 - Drills shall be conducted in a trauma informed, developmental and age-appropriate manner
 - Drills and training shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency
 - Students and staff shall be informed when a school is conducting a drill
 - School safety personnel are assigned to ensure the safety of students, staff and building bejproperty
 - All security staff must hold a NYS Security Guard license. State law requires training, fingerprinting, and background checks for all licensed Security Guards
 - School safety officers are licensed by NYS and are required to maintain this license to continue employment with the district. They are trained in patrol, crisis prevention, active shooter prevention, etc.
 - All security personnel are hired through the civil service process with job descriptions and acceptable training and experience outlined in the employment postings. Job descriptions are included in Appendix 1
 - The BUFSD currently has a Memorandum of Understanding (MOU) for School Resource Officers (SROs) with the 3rd precinct
 - As required by Section 807 of the Education Law, each school principal must instruct and train their students on how to exit the building in the shortest possible time without confusion or panic. The instruction must include drills or rapid dismissals. Twelve (12) drills must be conducted each school year, eight of which shall be held prior to December 1. Instruction must be given to pupils in the procedure to follow in the event that a fire occurs during a lunch period, unless at least one drill is held during the lunch period. Summer schools must hold at least two drills, one of which must be held during the first week of the summer session
 - As required by SAVE legislation (155.17), each school district shall, at least once every school year, conduct one test of its emergency plans, including shelter/shelter-in place or early dismissal, which will be held on the Wednesday before Thanksgiving and is not to occur more than 15 minutes earlier than the regular dismissal

- The BUFSD will have an annual earthquake drill for:
 1. Preparedness: Ensuring quick, effective responses
 2. Muscle Memory: Making actions instinctive
 3. Awareness: Maintaining risk awareness and updated protocols
 4. Weakness Identification: Highlighting and improving gaps in plans
 5. Confidence Building: Reducing panic and confusion
 6. Community Engagement: Promoting a culture of safety and preparedness
- All teachers and other staff receive training on their school’s emergency response plan annually, including the receipt of resources for recognizing the signs of mental health issues. All new staff receive this training within 30 days of being hired
- All school bus monitors are required to:
 - Attend a New York State mandated 13 hour pre-service and basic training class
 - Attend an annual two-hour mandatory refresher course
 - Be fingerprinted
 - Pass a physical performance test

This training includes, but is not limited to, special needs training, bullying prevention, the Dignity for All Students Act (DASA), student safety and bus safety operations, emergency procedures and evacuate/evacuations, incident reporting, gang and active shooter awareness, and epi-pen training.

- Human Trafficking Youth Prevention Education Program - Human Trafficking School Safety Protocol
 - This protocol is intended to ensure the safety of students, educators, and other staff who report human trafficking and other forms of violence; ensure that educators and other staff comply with state mandatory reporting laws; and ensure that students and/or families are connected with service providers and/or programs that will reduce further exposure to violence and victimization. See Appendix II

Nonviolent conflict resolution training programs

Removing Violent Individuals

- Aggressively dangerous and violent students should only be restrained by qualified staff (CPI Nonviolent Crisis Intervention Training certified staff). Police or the Crisis and Behavior Assessment Team should be called to remove the student
- Violent adults are to be reported immediately, the authorities are to be called, and said adults are only to be removed by the police
- Schools should be in **lock down** mode during incidents that pose an immediate threat of violence in or around the schools
- Schools should be in **secure lock out** when students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school
- **hold/hold-in place** refers to the restriction of movement of students and staff within the building while dealing with short term emergencies

Peer mediation programs and youth courts

All schools have programs to promote positive school climate and positive youth development. The following are examples of the programs offered to students to prevent violent behaviors:

- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered – Stronger Connections Grant (MT-SCG)
- The G.R.E.A.T Program
- The Friendship Club
- Police Athletic League
- Restorative Practices
- Athletes Helping Athletes
- STRONG Youth
- My Brother’s Keeper
- Girls, INC.

Extended day and other school safety programs

All schools have programs to promote positive school climate and positive youth development. The following are examples of the programs offered to students to prevent violent behaviors:

- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered – Stronger Connections Grant (MT-SCG)
- The G.R.E.A.T Program
- The Friendship Club
- Police Athletic League
- Restorative Practices
- Athletes Helping Athletes
- STRONG Youth
- My Brother’s Keeper
- Girls, INC.

Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies

Communication with External Agencies

The Brentwood Union Free School District will obtain assistance from local emergency organizations and local governmental agencies during an emergency. The School District has worked with the Suffolk County Police Department, Suffolk County Fire Department, EMS and other agencies during emergencies. Providers have given approval to the Brentwood Union Free School District to rely on local personnel, resources, and facilities in emergency situations.

| List of Governmental Agencies and Community Services: | | |
|--|--|---|
| Agency | Point of Contact | Telephone Number |
| Town Supervisor | Angie Carpenter | 631-224-5500 |
| Fire Department | Brentwood: Chief Andrew Renison East Brentwood: Chief Frankie Vasquez | 631-273-7080 631-273-4560 |
| Third Precinct | Commanding Officer, Vincent Maronski | 631-854-8301 |
| Health Department | Dr. Gregson Pigott, MD Commissioner | 631-854-0100 |
| Community Mental Health | Cari Faith Besserman Master Director | 631-858-8500 |
| American Red Cross | Jose Dominguez, Director Nassau & Suffolk County | 516-747-3500 |
| PSEG-GAS | Lou DeBrino, VP Customer Operations | 800-490-0045 |
| PSEG-Electric | Rob Scipioni Customer Relations | 516-721-9516 |
| American Association of Poison Control | Richard Lippmann, MD | 800-222-1222 |
| Suffolk County Youth Bureau | Dana Boyland, Executive Director | 631-853-8270 |
| Southside Hospital | Dispatch | 631-968-3000 |
| Ambulance | Chief Francisco Martinez | 631-273-3701 |
| Suffolk County Water Authority | General | 631-698-9800 (business hours) 631-655-0663 (after hours) |
| Bus Monitor Supervisor | Myrna Pierce | 631-513-2179 |
| Suffolk Transportation Representative | Anthony Frisina | 631-704-2183 |
| BOCES District Superintendent | David Wicks | 631-687-3006 |

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:

<https://www.nysenate.gov/legislation/laws/EXC/A2-B>

- Obtaining Advice and Assistance from Government Offices

- The arrangements for obtaining assistance during emergencies from local emergency organizations, agencies, and officials responsible for implementation have been made
- Key officials in local government that can help to develop plans and assist in emergency situations are listed above
- Government agencies and community services personnel listed above should be contacted as necessary/applicable

The identification of district resources which may be available for use during an emergency

Building-level emergency response plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and the chain-of-command.

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 aid during emergencies.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is appointed by the school principal. The primary focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. Each building’s team will include the following representation:

- Teacher
- Administrator
- Parent Organization
- Community Members
- School Safety Personnel
- Law Enforcement Officials
- Fire Officials

Leadership: Incident Command

To provide effective direction, control and coordination of an incident, the district Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Incident Command Post

| Incident Command System: Role/Responsibilities | |
|---|--|
| Incident Commander | Superintendent of Schools |
| Safety Officer | Director of Security |
| Deputy Incident Commander | Assistant Superintendent of Secondary Education and Bilingual Education K-12 |
| Public Information Officer | District Public Relations Officer |
| Liaison Officer | Assistant Superintendent of Finance and Operations |

| | |
|-----------------------------------|--|
| | |
| Planning | Director of Operations |
| Operations | Director of Operations |
| Logistics | Coordinator of Facilities |
| Finance and Administration | Assistant Superintendent of Finance and Operations |

Incident Commander (IC): Sets the incident objectives, strategies, and priorities, has overall responsibility for incident response, and coordinates/manages all IC functions.

Emergency Response Protocol: Dealing with Trauma after an Emergency Incident

Our schools are ever-changing as a result of the world around us. Unfortunately, during the course of a school day there may be incidents that take place that have a dramatic emotional impact on both students and staff. These incidents can range from natural disasters, acts of violence or the unexpected death of a member of the school community. Just as it is important that schools remain prepared to deal with issues related to safety; we must be vigilant in preparing to take care of the emotional wellbeing of our students in the event that such an incident takes place. In any event, it is important for staff to remain calm and rely on the guidance of the central administration team and the district’s team of guidance professionals. Having a strategic plan helps us to think through possible scenarios and be more equipped to cope when something unexpected occurs.

Initial Assessment

After a school contacts the superintendent/assistant superintendent to report that a crisis incident has taken place, it is important that an initial assessment of the incident is made. In consultation with the building leader, the central administrative team will determine the extent of the crisis and the potential scope of individuals impacted by the event.

Call for Pupil Personnel Providers

In the event that a crisis may have a significant impact on either a small group or the entire school community, the following protocols should be followed:

- Building principal or lead administrator should contact the Superintendent or one of the Assistant Superintendents
- The Assistant Superintendent of Elementary and/or Secondary Education will reach out to the Coordinator of Psychologists/Social Workers and/or the Coordinator of Guidance to get social workers, psychologists and/or guidance counselors to respond to the school as directed
- The Coordinator of Psychologists/Social Workers and the Coordinator of Guidance will send out a mass email or text message asking for respondents. The first five providers from each group to respond will report to the school/office. The Coordinator of Psychologists/Social Workers and the Coordinator of Guidance will follow up with a message to their groups indicating who has responded and inform the group that no other providers are needed at that time

- Either the Coordinator of Psychologists/Social Workers or the Coordinator of Guidance will report to the school in order to serve as the Pupil Personnel Services (PPS) lead on-site. That individual will be charged with the following responsibilities:

Pupil Personnel Staff Lead Responsibilities

- Establish a command center at the school where PPS providers can report, obtain a briefing on the crisis, and be given directions for deployment
- Identify locations for crisis counseling, i.e., library, cafeteria, auditorium, etc. During a crisis some students may prefer to remain quiet, so it may be necessary to designate a quiet place for them
- Identify staffers who can provide floater support i.e., monitor hallways and common areas looking for students or staff who may be in distress
- Elementary students will remain in their classrooms with teachers, so it may be necessary for providers to push into those classrooms
- Facilitate an end-of-day debriefing with staff. Share information regarding student concerns, discuss any gaps in service, decide on deployment for the following day
- Decide on the on-going composition of the team and determine when it is possible to turn over the command back to the principal. The goal is to return to normalcy as quickly as possible

School-based Crisis and Behavioral Assessment Team

The on-site support team is a critical component of managing any crisis. These individuals have intimate knowledge of the building as well as first-hand knowledge of the students and staff. It is essential to utilize the knowledge of the building-based staff in addressing the crisis.

Communications Plan

The Building Principal or Lead Administrator will serve as the building command for managing the crisis. The Building Command will be responsible for communicating with the PPS Lead to identify areas of need. The Building Command will also be responsible for directing internal and external communications with support from the central office staff. The Building Command should also:

- Develop talking points and ensure that all support staff and security personnel have these points available to them and use them when interfacing with the public
- Work with the central administration team to develop a strategy for talking to parents; additionally, ensure that there is bilingual staff available to communicate with parents
- Direct all media inquiries to the district's public relations office or the office of the Superintendent

Training

It is essential that ongoing training occur for guidance personnel and other staff members. School leaders will be required to offer an annual training on managing trauma related to adverse childhood experiences.

Core Actions of Psychological First Aid for Schools

Core actions are:

- Contact and Engagement

Goal: To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.

- Safety and Comfort

Goal: To enhance immediate and ongoing safety and provide physical and emotional comfort.

- Stabilization (if needed)

Goal: To calm and orient emotionally overwhelmed or disoriented students and staff.

- Information Gathering: (Current Needs and Concerns)

Goal: To identify immediate needs and concerns, gather additional information, and tailor *Psychological First Aid for Schools* interventions to meet these needs.

- Practical Assistance

Goal: To offer practical help to students and staff in addressing immediate needs and concerns.

- Connection with Social Supports

Goal: To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.

- Information on Coping

Goal: To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.

- Linkage with Collaborative Services

Goal: To link students and staff with available services needed at the time or in the future.

These core actions of *Psychological First Aid for Schools* constitute the basic objectives of providing early assistance within hours, days, or weeks following an event.

The manual stresses the importance of being flexible and devoting the amount of time spent on each core action based on the person's specific needs and concerns.

* Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. *Psychological first aid for schools: Field operations guide, 2nd Edition*. (2012). Los Angeles: National Child Traumatic Stress Network.

http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf

A system for informing all educational agencies within such school district of a disaster

- The Superintendent or her designee shall inform all educational agencies within the district's boundaries of a disaster
- The list of educational institutions located within the district, the school population and staff numbers, their transportation needs and cell phone, home phone, and personal e-mail address numbers of key officials of each school will be updated annually
- The Superintendent will authorize emergency calls to each educational agency

The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings

Situational Responses

Responses to Threats-direct or implied

- Threats may be received in various forms: by telephone, written messages, email messages, or the discovery of a suspicious package/device in a school or on a school's grounds
 - In the event of a direct bomb threat, contact the police at 911 immediately
 - Initiate the evacuate/evacuation of the building; exit routes may be altered if indicated by a specific threat
 - Provide as much information as possible to law enforcement; minimize the handling of any documents or materials to avoid damaging evidence
 - Work with law enforcement to determine the time required for the investigation so that plans can be made to shelter the students in an alternate site or to dismiss students for the remainder of the school day
- Upon discovery of a suspicious package/device, contact the police at 911 immediately
 - Provide as much information as possible to law enforcement.
 - If the decision is made to evacuate the entire building or a specific area, announce the evacuate/evacuation and use the standard evacuate/evacuation procedures with exit routes altered as required
- In the event of an implied/indirect threat
 - Contact police at 911
 - Law enforcement will conduct a threat assessment in consultation with school administration to determine the next steps
 - If indicated, initiate the full/partial evacuate/evacuation of the building using the standard evacuate/evacuation procedures
- Anyone receiving information about an abduction/kidnapping must immediately notify the school building administrator
 - Contact police at 911
 - Provide as much information as possible to law enforcement
 - Schools should be in **lock down** mode during incidents that pose an immediate threat of violence in or around the schools

- Schools should be in **secure lock out** when students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school
- **hold/hold-in place** refers to the restriction of movement of students and staff within the building while dealing with short term emergencies

Identification of appropriate responses to emergencies

Each school building has developed an emergency response plan that provides responses to emergencies that impact the school. The following emergency procedures are outlined:

- Abduction/Kidnapping
- Bomb Threat
- Bus Accident
- Criminal Offenses (Suspected/Potential)
- Death of Student or Staff
- Evacuate/evacuation
- Fire/Explosion in the Building
- HAZMAT-Hazardous Materials
- Intruder/Dangerous Person
 - Medical Emergencies (injuries and illness)
 - Severe Weather-Shelter in Place
 - Suicide
 - Violent Behavior-Student
 - Violent Behavior-Large Group Altercation
 - Terrorism

Hostage Taking

The Building-Level Emergency Response Plan for Missing/Abducted/Kidnapped Student procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911
- The principal or designee will issue the appropriate alert if necessary and isolate the area
- The principal or designee will notify the Superintendent of Schools. No response to the media will be given at this time
- The principal or designee will turn over authority to the police upon their arrival and assist as requested

The use of school safety or security officers and/or school resource officers

Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private

security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

Security devices or procedures

School building safety and security equipment that is available:

- All district schools have alarm systems
- Surveillance cameras are used in school buildings
- All school buildings have safety equipment to assist in the event of an emergency or evacuate/evacuation, i.e., hand-held stop signs, reflective vests, flashlights, weather radio, “grab-and-go kits”, bull horns

Additionally, all schools maintain evacuate/evacuation plans for students/staff with mobility issues.

- All schools have at least one AED with locations posted at entrances to buildings. Nurses, Security, Physical Education Teachers, Coaches and other staff are trained in CPR/AED
- Staff members wear identification badges so they can be easily identified
- Entrance to the Central Administrative Office is secured by a trained security guard and monitored using an electronic visitor management system, which issues temporary passes to visitors
- A security guard is assigned to each building while school is in session
- Each school building uses an electronic visitor management system for the signing in of visitors in order to control access to buildings

The following proactive security measures have been implemented:

- All schools have monitored entrances, door swipes, cameras, panic buttons, and visitor-management/motion devices during off hours
- Visitors are required to carry identification and to sign in and out of the school
- Hall monitors are used to cover areas frequently used by staff and students; duties may change, but this is up to the discretion of the administrators in the building
- Schools educate students and staff about the importance of school safety

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 CR155.17(c)(1)(xiv)

All schools conduct the required drills as follows:

- 8 fire drills per year
- Minimum of 4 lock down drills per year
- Evacuate/evacuation drill once a year
- Shelter-in-place drill
- Early dismissal drill
- Annual earthquake drill

Each school will maintain records of School Safety Team meetings and building drills and report information to the District Office and to the Chief Emergency Officer.

All schools will develop and implement reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students.

The Brentwood UFSD recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include, but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management, and the local BOCES Health & Safety Office. The district, at least once every school year, shall conduct one test of its emergency response procedures under each of its building-level emergency response plans, including shelter/shelter-in place, lockdown, or early dismissal. Eight (8) evacuate/evacuation and four (4) lockdown drills will be completed in each school building every school year. Beginning in 2024-2025 and every year thereafter, the BUFSD will have an annual earthquake drill. Debriefings will occur after every drill or actual event.

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.

All schools have programs to promote a positive school climate and positive youth development. The following are examples of the programs offered to students to prevent violent behaviors:

- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered – Stronger Connections Grant (MT-SCG)
- The G.R.E.A.T Program
- The Friendship Club
- Police Athletic League
- Restorative Practices

- Athletes Helping Athletes
- STRONG Youth
- My Brother's Keeper
- Girls, INC.

A description of the duties of hall monitors and any other school safety personnel

School monitors guide children safely across streets and intersections; oversee students passing between classes and locker rooms and on school premises immediately before and after school; issue supplies and equipment for locker rooms and swimming pools; aid children in lower grades with wearing apparel; help maintain order in classrooms; may have charge of rest periods; may assist teachers with play supervision and with lunch periods. See Appendix I for descriptions of the duties of other school safety personnel.

A description of the training required of all personnel acting in a school security capacity

The Brentwood Union Free School District has implemented strategies for prevention of violent incidents and for identifying and reducing risks, as well as responding to emergencies including weather or loss of utilities or services. Strategies include:

- Training of school-based staff during Superintendent's Conference Days, faculty meetings, and other professional development opportunities
- All security staff annually participate in a minimum of eight hours of approved professional training in topics such as:
 - Non-Violent Crisis Intervention Prevention Training
 - Bullying Prevention
 - Emergency Response Training
 - CPR/AED
- In addition to the mandated training, the security department also offers training in the following areas:
 - Gang Awareness and Prevention
 - Trauma Wounds Training
 - Crisis Management

A description of the hiring and screening process for all personnel acting in a school security capacity

- School safety personnel are assigned to ensure the safety of the students, staff and building property
- All security staff must hold a NYS Security Guard license. State law requires training, fingerprinting, and background checks for all licensed Security Guards
- School safety officers are licensed by NYS and are required to maintain this license to continue employment with the district. They are trained in patrol, crisis prevention, active shooter prevention, etc.

- All security personnel are hired through the civil service process with job descriptions and acceptable training and experience outlined in the employment postings. Job descriptions are included in Appendix 1.

Protocols for responding to a state disaster emergency involving a communicable disease; districts must adopt a continuation of operations plan in the event the governor declares state disaster emergency involving a communicable disease: Due April 1, 2021 (text revised March 2021)

As a school district, we are committed to ensuring the physical safety, health and welfare of all students and staff. In order to address the challenges brought on by the pandemic, the district's Safety Committee established some guidelines for preventing the spread of any communicable disease in our school buildings and offices.

Health and Safety Protocols

The district will maintain health and safety protocols and policies to support the individual needs of students and staff.

- Strategies will follow current New York State guidance and may change as a result of updates

Training

- At the beginning of the school year nurses will be trained on how to recognize the symptoms of any communicable disease

Physical Distancing Recommendations, Subject to Specific Disease Dynamics

- Table and/or desk spacing will be maintained as much as possible
- Students will have assigned seating
- At the secondary level, desks will be cleaned after each class
- Staggered arrival/dismissal time may be instituted
- Signage will continue to be displayed to remind students and staff to maintain as much physical distancing as possible
- Signage will continue to be posted at entrances and hallways. One-way traffic patterns will be identified in some hallways and on stairs to maintain physical distancing
- All visitors will need to call their child's school to schedule an appointment to meet with the building principal and/or teacher
- Students will eat in their classroom, cafeterias or a designated indoor or outdoor space that allows for physical distancing
- Schools will be cleaned and sanitized according to adopted procedures
- Contact tracing will be conducted by the BUFSD contact tracing team with the NYS Health Department, when necessary

Handwashing/Cough Etiquette and Cleaning and Maintaining Facilities Suggestions

- The district will continue to work with the local health department to provide vaccinations to educators, staff and students, if eligible
- Teachers will promote frequent hand washing in their classrooms

- Washing of hands will continue to be required before or after each meal, return of recess and use of restroom
- Hand sanitizer will be placed in specific areas for students and staff to use
- Classrooms, cafeterias, door handles, light switches and railings will be cleaned and sanitized by custodial staff throughout the day

Contact Tracing, Isolation and Quarantine Suggestions

The district will implement a contact tracing system to identify persons who may have been exposed to emergency-level communicable disease. The district's team of contact tracers will be required to participate in training related to infectious contact and timeline for public health intervention through contact tracing.

- Teachers will maintain accurate seating charts for the purpose of contact tracing, if necessary
- The school may take the temperature of students and staff when there is a reason to believe the individual is ill. Daily temperature screening is not required
- Schools will continue to isolate students and staff if they test positive
- Building principals will identify the location(s) and procedures for isolation
- Determination on the length of quarantine and isolation time will be determined by Department of Health's guidelines
- Contact tracers consult with the District's Chief Emergency Officer and the Suffolk County Department of Health as needed
- The district's medical director maintains records on all individuals who have been trained on these protocols

If a Staff/Student become Sick at Work/School:

- The staff member or student would be sent to the health office or contact the nurse practitioner on call if the nurse is not in the building
- The staff member or student would be assessed by the health practitioner
- The staff member or student would be required to isolate and be sent home to follow-up with their health care provider
- The staff member or student will return to school pursuant to CDC and DOH guidelines

Visitor Procedures

Visitors will be restricted from entering school buildings during operating hours. If a parent/guardian must pick up their child, the parent/guardian will be instructed to call the main office when they are outside, and a staff member will bring the student to the parent/guardian's vehicle where they will have to present proper identification in order to receive the student.

- All visitors will need to call their child's school to schedule an appointment to meet with the building principal and/or teacher

Criteria for Schools or district Closure

Byron Mc Cray and/or Sue Averso in consultation with the local health department will assist Mr. Wanda Ortiz-Rivera, Interim Superintendent of Schools, to determine if a particular school or the district needs to be closed. Some factors that will be used to decide are:

- The number of cases associated with the school
- The number of current cases in Suffolk County
- Updates on the CDC guidelines

List of Essential Positions and Justifications

| Position | Justification |
|--|--|
| Superintendent | Must maintain command of district including disseminating information, communicating with stakeholders and providing direction to district staff. |
| Assistant Superintendents | Responsible for implementing directives of superintendent. |
| Director of Special Services | Responsible for ensuring that all students with Individualized Educational Plans receive their mandated services. |
| Director of Operations | Responsible for communicating with transportation, supporting food services and supervising purchasing of essential supplies. |
| Director of School Safety | Responsible for monitoring facilities and building usage. |
| Coordinator of Informational Technology | Responsible for maintaining the district’s infrastructure, devices, and digital subscriptions. |
| Human Resources and Payroll Manager | Responsible for all personnel and payroll functions. |
| Food Services Manager | Responsible for providing food services to students. |
| Coordinator of Attendance and Registration | Responsible for registering new students, monitoring student attendance in remote environments and updating student information. |
| Principals | Responsible for supervising teaching and learning, providing guidance to the school community, developing instructional plans for staff, communicating with families and coordinating the distribution of materials. |
| Assistant Principals | Responsible for assisting the principals in executing all school-related tasks. |
| Department Heads | Responsible for supervising and supporting teachers under their supervision. |
| Curriculum Coordinators and Assistant Coordinators | Responsible for organizing curriculum and units of study for on-line learning. |
| Head and Chief Custodians | Responsible for securing district facilities. |
| Front Office Clericals | Responsible for communicating with families and assisting supervisors. |
| Medical Director | Responsible for communicating with the Department of Health (DOH) and monitoring compliance with all the DOH guidelines. |
| Compliance & Chief Information Officer | Communicate critical information effectively to the public and prepare information for distribution. |

Protocols for Telecommuting

All district non-essential employees including teachers, teacher assistants, monitors and selected clericals and contractors may be expected to work remotely. In order to facilitate staff working remotely, the district shall:

- Maintain the Microsoft Teams network and One Drive so that all staff members can access files needed for work
- Provide all clericals with the access to the relevant software for their computers
- Arrange for office calls to be rerouted to the Microsoft Teams application
- Maintain the IT help desk to assist staff with technology issues
- Host virtual staff meetings through Microsoft Teams, the district's official platform
- Maintain attendance for all virtual staff

Personal Protective Equipment for Essential Employees

The district will develop a list of the number and location of all essential employees and order PPE supplies for each staff member. The district will order at least two sets of face masks and gloves for each essential employee. These materials will be stored in one of the district's warehouses. In the event of a long-term closure, these materials will be distributed to essential employees by the Buildings and Grounds staff.

Protocol for Employees or Contractors Exposed to a Communicable Disease

The district will implement a contact tracing system that will identify persons who may have been exposed to a confirmed case of a communicable disease. In the event of a communicable disease emergency, the district's Chief Emergency Officer will consult with the Suffolk County Department of Health. If an employee or contractor is exposed to a communicable disease, that staff member will be directed to inform the district's Medical Director and Director of School Safety who will then consult with the Suffolk Department of Health. The Suffolk County Department of Health will determine whether the district shall conduct contact tracing and whether or not staff or students should be quarantined.

Protocols for Documenting Hours and Work Locations

In the event the district goes to fully remote instruction the district will implement the following procedures for documenting precise hours and work locations for essential employees and contractors in order to aid in contact tracing.

- Certificated essential workers will maintain a log of their hours at their work location in the main office.
- Non-certificated essential workers will use the time clock to indicate their hours and sign-in at each new work location.

The designation of the superintendent or designee as the district chief emergency officer whose duties shall include, but not be limited to:

- *coordination of the communication between school staff, law enforcement, and other first responders;*

- *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;*
- *ensure staff understanding of the district-wide school safety plan;*
- *ensure the completion and yearly update of building-level emergency response plans for each school building;*
- *assist in the selection of security related technology and development of procedures for the use of such technology;*
- *coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;*
- *ensure the conduct of required evacuate/evacuation and lock-down drills in all district buildings as required by Education Law section 807; and*
- *ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)*

Name: *Byron McCray*

Email: bmccray@bufsd.org

Phone number: *631-434-2500*

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.

Dates of training: *9/4/2024 – 9/30/24*

Description of training (topics, format): Training programs for school staff, students, and parents on various safety protocols, including emergency response, evacuate/evacuation drills, active shooter preparedness, awareness of potential hazards, cyber threats, bullying, substance abuse, and mental health crisis response.

Identification of Potentially Dangerous/Hazardous Sites

- District personnel has identified and located areas of potential emergencies in and around each building. These sites have been mapped or outlined for each building. Potentially hazardous areas around the district are as follows:
 - The Brentwood Union Free School District sits within the confines of the Long Island Expressway, the Sagtikos Parkway, Motor Parkway and the Southern State Parkway. In the event of an emergency, these routes would be main thoroughfares and would be subject to traffic congestion
 - The Long Island Railroad runs through the center of the district. In the event of a disaster, the northern section of the district could be shut off from the southern section
 - Brentwood is within the flight path of aircraft heading to and coming from MacArthur Airport and Republic Airport
 - The Third Precinct of the Suffolk County Police Department is located within the boundaries of the Brentwood School District
 - There are a variety of factories and industries located within the school district boundaries. PSEG, National Grid and Synergy have facilities within the district. Additionally, high voltage power lines run through sections of the district
- Fire inspections are done annually by the Brentwood Fire Department and/or qualified inspector with district staff
- Potentially dangerous sites are checked regularly by district staff
- In the case of Central Administration, the following are identified as potential issues that would impair normal operations:
 - Power failure/loss of utilities

The district-wide safety plan must be available for public comment at least 30 days prior to its adoption.

Public comment period start date: June 20, 2024

Public comment period end date: July 20, 2024

Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

Date of school board adoption:

Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

URL for District-wide Safety Plan: <https://www.bufsd.org/departments/security-school-safety/safety-information>

Alyssa's Law

On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022, which amends Education Law 2801-a to require schools to consider silent panic alarm systems when reviewing and amending district and school safety plans.

Byron McCray, the district's Director of School Safety, proposed the installation of the alarms to district leadership after their successful implementation in his previous district of employment. This proposal was approved, and these alarms were installed in the classrooms of each school building within the Brentwood Union Free School District in 2022.

Details about the actual function of these alarms are incorporated in the appropriate portions of the district's confidential building-level emergency response plans.

Appendix I: Job Responsibilities

POSITION: Director of School Safety – (non-certificated) Civil Service

Position RESPONSIBILITIES:

Under the direct supervision of the Assistant Superintendent for Finance and District Operations, is responsible for the supervising of the Security Department; maintains all appropriate records in accordance with state law and district policy.

- (a) Assists in developing and implementing NYSCSS District-Wide School Safety Plan
- (b) Enforces all legal regulations regarding fire safety, security, disaster preparedness, and crisis handling
- (c) Trains, assigns and supervises all school security personnel
- (d) Detects and investigates incidences of suspicious or violent behavior and reports same to parents/guardians and/or authorities as required
- (e) Detects and investigates unsafe practices and conditions, including identification of hazardous/toxic materials, and reports same as required
- (f) Conducts evacuate/evacuations in the event of terrorism-related threats, such as biological, radiological, or chemical attacks
- (g) Plans and directs all school district safety training, including safety seminars for students and parents/guardians
- (h) Plans responses to national color-coded alert system
- (i) Conducts studies, drills and tests of effectiveness of building safety plans
- (j) Inspects and monitors district security and safety systems
- (k) Acts as liaison with local police department and other authorities
- (l) Collects and prepares evidence for case disciplinary proceedings and criminal court.
- (m) Maintains records of safety and security incidents and prepares related data and reports

QUALIFICATIONS:

- (a) Graduation from a New York State or regionally accredited college or university with a bachelor's degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of supervisory or managerial experience in security and safety operations in a school setting or:

Graduation from a New York State or regionally accredited college or university with a bachelor's degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of experience as a police officer which included assignments or in-service training relating to violence in schools, juvenile justice or other areas directly related to issues affecting school districts.

NOTE: Additional experience as defined in (a) or (b) above may be substituted for education on a year-for-year basis to a maximum of four (4) years. Candidates must have graduated from senior high school or possess a high school equivalency diploma.

DISTINGUISHING FEATURES OF THE CLASS

An employee in this class patrols the buildings and grounds in a school district to enforce school rules and ensure the safety of students, staff and visitors; and to prevent damage to school facilities. The incumbent is expected to establish a rapport with students in order to provide an atmosphere that is safe and conducive to the proper functioning of the school; and to assist students or refer them to proper staff members for assistance with any problems. Employees may be expected to provide classroom instruction directed at increasing awareness, personal safety and an understanding of applicable laws. Work requires the exercise of independent judgment and is performed under the general supervision of the building principal. Does related work as required.

TYPICAL WORK ACTIVITIES

Patrols all areas of school buildings and grounds including halls, stairwells, rest rooms, courtyards, entrances and parking lots to prevent trespassing, loitering, and class cutting, and to protect persons and property, maintain order, and assure compliance with all rules and regulations;

Assists students with problems and refers them to proper staff members;

May conduct classroom presentations to provide information and answer questions regarding personal safety, crime and violence prevention techniques and applicable laws including drug laws, traffic laws, etc.;

Questions unauthorized persons on or around school premises, advises as to school rules, and either directs visitors to the principal's office, or asks them to leave;

Restrains persons engaged in disorderly conduct;

Reports, to the building principal, any problems, incidents, and conditions affecting the security of the school buildings and grounds so that the building principal can contact the police if necessary;

Assists police in calming disturbances if necessary;

Assists when emergencies occur within the school building;

Watches for illegal drug use and accompanies school administrators on locker searches for drugs, weapons, or explosive devices.

FULL PERFORMANCE KNOWLEDGES SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Good knowledge of laws, rules and regulations applicable to a school district and necessary for promoting and maintaining proper conduct, and ensuring the safety of students, staff and visitors; good knowledge of crisis intervention and conflict resolution techniques; good knowledge of crime and violence prevention techniques; ability to provide related educational information to students through classroom presentations; ability to identify illegal drugs and detect signs of use; ability to diffuse potentially dangerous situations; ability to follow directions; ability to develop a rapport with students; ability to explain rules and regulations in a way that will be understood and obeyed; tact; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS

OPEN COMPETITIVE

Either:

(a) Graduation from a college with federally authorized accreditation or registration by NY State with a Bachelor's Degree in Criminal Justice or a related field, and one (1) year of experience as a police officer, which includes or is supplemented by one (1) year of experience involving substantial contact with youth in recreation, education or community settings, or;

(b) Graduation from a standard senior high school or possession of a high school equivalency

Appendix II:

Human Trafficking Youth Prevention Education Program Human Trafficking School Safety Protocol (For potential victims of human trafficking)

This protocol is intended to ensure the safety of students, educators, and other staff reporting human trafficking and other forms of violence; ensure that educators and other staff comply with state mandatory reporting laws; and ensure that students are connected with service providers and/or programs that will reduce further exposure to violence and victimization. If a student is determined to be a potential victim of human trafficking, as defined below, or at risk of violence, immediately notify appropriate school personnel that has received in-depth training under the HTYPE program and on this protocol such as the Human Trafficking Prevention Counselor (See Appendix B for contact information), School Counselor, School Social Worker, or School Psychologist. For the purposes of this protocol, these personnel are considered the appropriate, trained Brentwood Union Free School District staff to meet with potential victims of human trafficking and complete the steps listed below.

The Trafficking Victims Protection Act defines “severe forms of trafficking in persons” (22 U.S.C. § 7102) as sex trafficking and labor trafficking.

Sex Trafficking: The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act which is induced by force, fraud, or coercion. Any child under the age of 18 who has been subjected to a commercial sex act is a victim of trafficking regardless of force, fraud, or coercion.

Labor Trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

The Brentwood Union Free School District (BUFSD) definition for potential victim of human trafficking is provided below.

Potential Victim of Human Trafficking: Any individual who is reported as being a victim of a severe form of trafficking in persons as defined in the Trafficking Victims Protection Act or is suspected of being a victim of human trafficking. Students may be determined to be potential victims of human trafficking through student self-disclosures, reports from educators and other staff, reports from peers, etc.

ALL STAFF PROCEDURES if a student is a potential victim of human trafficking:

- ❑ **Step 1:** Notify appropriate/trained BUFSD staff (as defined on Page 1) to meet with the student.
 - ❑ The student whereabouts are unknown; a report has been filed with appropriate agency.
- ❑ **Step 2:** If appropriate, walk the student to that staff person's office.

All staff should address student self-disclosures or peer disclosures in a culturally and linguistically responsive, trauma-informed, person-centered manner that prioritizes the student's well-being. For example:

- Facilitating the ability for the student to use their primary language when disclosing;
- Reminding the student that they are not in trouble;
- Offering the student choice in which trained BUFSD staff to meet with and when they meet;
- Explaining to the student applicable mandated reporting requirements; and
- Validating the student's and/or peer's willingness to disclose this information.

BUFSD staff, including building administrators, teachers, registered nurses, doctors, psychologists or psychiatrists, and all other employees who come in contact with students and have reasonable cause to suspect child abuse shall immediately notify the building principal/administrator. Under New York Social Services Law Section 413, school employees are required to report suspected abuse to Child Protective Services (CPS). A school employee who possesses a reasonable suspicion that abuse has occurred and who reports the suspected abuse to the principal must ensure that CPS is also notified. **Only one report from the school is required. If a report has been made by BUFSD staff prior to the youth meeting with the Human Trafficking Prevention Counselor, School Counselor, School Social Worker, or School Psychologist (per Step 1), please communicate that with the appropriate trained staff that will be meeting with that youth.** Please refer to the BUFSD Child Abuse and Maltreatment Policy in the district website. Direct link: <https://www.bufsd.org/board-of-education/boe-policies/policy-details/~board/boe-policies/post/5460-child-abuse-outside-the-educational-setting>

HUMAN TRAFFICKING PREVENTION COUNSELOR, SCHOOL SOCIAL WORKER, OR SCHOOL PSYCHOLOGIST PROCEDURES:

- ❑ **Step 1:** Appropriate/trained BUFSD staff (as defined on Page 1) to meet with the student.
 - ❑ The student whereabouts are unknown; a report has been filed with appropriate agency.
- ❑ **Step 2:** If it has not already been completed, trained BUFSD staff is to fill out the "Brentwood Union Free School District Human Trafficking Indicator Tool (see Appendix A)". This Tool can be completed utilizing information provided directly by the student or from other sources such as school personnel, peers, and/or parents/guardians.
 - ❑ No indicators were identified during the completion of the BUFSD Human Trafficking Indicator Tool. (Do not proceed to additional steps. Refer to the BUFSD child abuse reporting policy if other forms of child abuse or maltreatment are suspected.)

- Indicators were identified during the completion of the BUFSD Human Trafficking Indicator Tool. (Proceed to Step 3)
- Step 3:** If there are concerns for the student’s immediate mental health or physical health, communicate this with the parents/guardian (if appropriate) to assure that the student is taken to be evaluated or examined by appropriate medical or mental health professional as soon as possible.
 - There are **no** concerns for the student’s **immediate** mental or physical health.
 - There are immediate health concerns, but parent contact is not appropriate at this time due to suspicions or confirmation that the student has been abused or maltreated by their parent/guardian/caregiver. (Proceed immediately to Step 5.)
- Step 4:** If appropriate and in consultation with the student, contact the parent/guardian/caretaker and address any concerns identified through the “Brentwood Union Free School District Human Trafficking Indicator Tool.” If applicable and appropriate, discuss options for reporting any potential crimes and acts of violence that have occurred to the Suffolk County Police Department. Empower the student’s and caregivers to report this information and offer them support in the reporting process.
 - Diligent efforts have been made to contact the parent/guardian; however, they could not be reached.
 - Parent contact is not appropriate at this time (if the reason for this is not listed under step 5, please explain the reason): _____

 _____.
- Step 5:** If there are suspicions or confirmation that a student under the age of 18 has been abused or maltreated by their parent/guardian/caregiver or the parent is the alleged trafficker, the building principal/administrator is to be notified and a phone call must be placed to the New York State Central Register on Child Abuse and Maltreatment (1-800-635-1522). Refer to the BUFSD child abuse reporting policy (<https://www.bufsd.org/board-of-education/boe-policies/policy-details/~board/boe-policies/post/5460-child-abuse-outside-the-educational-setting>). Consider including information collected through the “Brentwood Union Free School District Human Trafficking Indicator Tool” when reporting possible abuse or maltreatment.
 - There are no current concerns that student is being abused or maltreated by their parent/guardian/caretaker.
 - The student is over the age of 18 and there are suspicions or concerns that the parent/guardian/caretaker is the trafficker. Contact Suffolk County Safe Harbour (631-439-0480) if appropriate and in consultation with the student.
- Step 6:** If appropriate and with consultation with the student, involve Suffolk County Police Department/School Resource Officer 631-854-8300, dial 911 if need be). If a crime has occurred, law enforcement is able to follow up on the report, regardless of who the alleged perpetrator is; therefore, they could address cases in which the alleged perpetrator is not a

parent/caregiver. In the event that CPS was contacted, coordinate with CPS agency before involving local law enforcement.

- Local law enforcement involvement is not required at this time.
- (From Step 4): The student and/or their parent/caregiver has reported the potential crime to the police.

Step 7: Trained BUFSD staff is to refer the student/family to community-based services. Please refer to the “BUFSD Community Based Services for Potential and Confirmed Victims/Survivors of Human Trafficking, or Other Forms of Violence.”

- The student qualifies for assistance for foreign national youth (see Appendix C) and a request has been submitted. (Note: Do not ask the youth about their status.)
- Step 8:** Trained BUFSD staff is to set up regular contact with the student for counseling as appropriate to the student’s current situation/needs (see “Appendix D” for Student Follow-Up Tracking Form). Trained BUFSD staff is to maintain communication, as needed, with out-of-school agencies (e.g., child welfare, service providers, etc.) that the student is engaged with to ensure school personnel have a continued understanding of their role in addressing any reintegration, safety, or case plans involving the student and to provide any updates on the student’s educational needs in relation to these plans.
 - Student cannot be contacted/student’s whereabouts are unknown at this time. Appropriate agency has been notified.
- Step 9:** Investigate potential impact on school campus, such as harassment, recruitment, or threats to school safety and notify appropriate agency if need be. Information collected is to be noted in the eSchool Guidance Journal.
- Step 10:** Information collected by Prevention Counselor or other trained BUFSD staff is to be documented in the “Guidance Journal” on the eSchool system (assure confidentiality). Please note confidentiality disclosure below. Completed physical copies of the HTSSP and/or the Human Trafficking Rapid Indicator Tool will be stored in a secure location in the Prevention Counselor’s office.

Confidentiality Disclosure: All reports, written materials, and documentation obtained or submitted regarding any student while following this protocol is to be kept confidential and may not be disclosed, except to law enforcement authorities involved and/or Child Protective Services agency conducting an investigation regarding said student. Any other parties must provide BUFSD with a HIPAA release form or a pertinent consent of release of information form signed by the parent and/or student.

Referrals Made and Agencies/Organizations Contacted

| | |
|--|---|
| <p>Law Enforcement For emergencies dial 911 Police Dept./Precinct: _____ Officer Name: _____ Phone: _____ Email: _____</p> | <p>Child Protective Services Mandated reporter: 1-800-635-1522 Public: 1-800-342-3720 Case Number: _____ Caseworker Name: _____ Phone: _____ Email: _____</p> |
| <p>Community Service Provider Organization Name: _____ Contact Person: _____ Phone: _____ Email: _____</p> | <p>Other Service Provider/Agency Organization Name: _____ Contact Person: _____ Phone: _____ Email: _____</p> |

Assure that referrals that are being made are suitable to the student's (and family's) needs, person centered, trauma informed, and linguistically and culturally appropriate and/or refer to the BUFSD Community Based Services for Victims/Survivors of Human Trafficking.

For immediate onsite mental health crisis intervention contact Suffolk County Crisis Response: **631-952-3333**
 Suffolk County Safe Harbor for victims and survivors of human trafficking: **631-439-0480**

Additional comments or information:

Name of person filling out this form: _____

Phone/Extension: _____



**Brentwood Union Free School District
Human Trafficking Rapid Indicator Tool**



To identify students who may be human trafficking victims or are at risk of being human trafficking victims

Name of staff: _____

Name of student: _____

Student ID Number: _____

The following is a list of “Red Flags” that indicate a child may be at risk of or experiencing human trafficking (sex and/or labor).

- **Do not directly ask the student or family the questions.**
- **The child may be at risk of or experiencing human trafficking if the answer is “Yes” to any of the indicators below.**

| | Yes |
|---|------------|
| Are there signs of sexual abuse, and/or servitude and reason to believe that the child, parent/guardian, or other person(s) facilitating the abuse, was given, or promised anything in return for the sexual abuse or servitude of the child? | |
| Is there reason to believe there are photographs, social media posts, or other recordings of instance(s) of sexual abuse of the child? | |
| Has the parent/guardian been a victim of human trafficking or is there concern that the parent/guardian has been a victim? | |
| Does the child have a history of multiple runaways or episodes of homelessness? | |
| Does the child have tattoos that show, imply, or suggest ownership and/or that he/she/they does not have an explanation for? (e.g., daddy’s girl, property of someone’s name, symbols, etc.) | |
| Does the child have, or has he/she/they had, a family member, relative, romantic partner who is controlling and/or whom the child appears to be afraid of or very attached to? | |
| Does the child have a history of multiple or chronic sexually transmitted infections, multiple pregnancies/abortions, or report multiple anonymous sexual partners? | |
| Does the child have money, a cell phone, hotel keys, or other items that he/she/they does not have the resources to obtain and cannot account for, or in the other extreme not being provide with basic needs? | |
| Has a gang affiliation been disclosed, reported, or suspected? | |
| Is someone else other than the child’s parent or guardian in control of his/her/their identification or passport? | |
| Is there reason to believe that the child’s employment is violating labor and/or child labor laws? | |
| Are there signs that the child is engaged in illegal activities or informal services for the benefit of a potential trafficker? | |
| Does the child appear compelled or manipulated in any way to provide labor or services (this can be also mask as “volunteer” work or services)? | |
| Do you have any other reason to believe the child may be a be at risk of or experiencing human trafficking? If so, explain below. | |

If “Yes” was answered to any of the above questions, follow the steps outlined in the HTSSP for suspected human trafficking. If the alleged trafficker is a parent/caregiver, a report of suspected abuse must be made to CPS.

Other: _____

Prevention Counselor's Role: To facilitate the implementation of the HTYPE Program and assist with meeting the following program objectives:

- Provide human trafficking prevention education to educators and other staff that equips them to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns in accordance with the HTSSP, and to respond to student disclosures in a culturally and linguistically responsive, trauma-informed, person-centered manner;
- Deliver human trafficking prevention education to students that addresses risk factors and is designed to build resilience to labor trafficking and sex trafficking by strengthening students' knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors;
- Train qualified individuals employed by the LEA (Local Educational Agency) to implement and replicate project activities throughout the school district or identified target area(s); and
- Develop and implement the HTSSP in consultation with local law enforcement that facilitates reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement); notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive, person-centered, trauma-informed, culturally responsive, and linguistically appropriate services.
- Provide specialized training to the following positions: School Counselor, School Social Worker, or School Psychologist. These trainings will include education on the use and completion of the HTSSP, how to use Human Trafficking Rapid Indicator tool, and making referrals to and working with local service providers.

Human Trafficking Prevention Counselor's Contact information:

Wendy Gudema

wendy.gudema@bufsd.org

631-434-2394

Foreign National Youth Requirements to Report and Request Assistance

- There are concerns of possible forced labor or commercial sex at any point in the minor's life.
- The minor is currently under the age of 18 and is currently located in the United States.
- The minor is a non-U.S. citizen and non-lawful permanent resident.

Steps to request Assistance

Step 1. Create an account in [Shepherd](#), OTIP's online case management system.

<https://shspfm.gss.acf.hhs.gov/eaasidentityserver/Identity/Account/Login/LoginSelection/>

Shepherd User Guide:

https://www.acf.hhs.gov/sites/default/files/documents/otip/Shepherd_RFA_User_Guide.pdf

Step 2. Submit a Request for Assistance to OTIP in Shepherd.

Step 3. Check your emails and log back into your account for updates and to submit additional information to OTIP.

Determination Types

- ***Eligibility Letter***
Request for Assistance indicates clear trafficking concerns or information gathered during period of Interim Assistance indicates clear trafficking concerns. Letter issued to the minor immediately or following the period of Interim Assistance that provides the minor the ability to apply for benefits and services to the same extent as a refugee. This letter does not expire.
- ***Interim Assistance Letter***
Request for Assistance indicates possible concerns of trafficking. Letter provides 90 to 120 days of benefits before a Denial or Eligibility Letter is issued.
- ***Denial of Assistance***
Request for Assistance did not indicate any possible concerns of trafficking. Internal denial response in Shepherd explaining why there was not enough information to provide Interim Assistance or Eligibility.
- ***Denial of Eligibility Letter***
Request for Assistance and additional information and consultation during Interim Assistance period do not indicate clear trafficking concerns. Letter issued to the minor after the period of Interim Assistance explaining that the minor is no longer eligible for assistance as a victim of trafficking.

Appendix III: Emergency Remote Instruction (ERI) Plan

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.

§155.17(c)(1)(xxi)(a)

The Brentwood Union Free School District Board of Education Policy #4527 details the issuance, maintenance, and replacement of electronic devices to ensure students will have the means to participate in synchronous instruction.

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

§155.17(c)(1)(xxi)(a)

The goal of the Brentwood Union Free School District is to ensure that all students receiving remote instruction will have access to internet connectivity. The district will continuously work to identify internet service providers to provide cost free internet connectivity under emergency conditions for students to support synchronous instruction.

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.

§155.17(c)(1)(xxi)(b)

All school staff of the Brentwood Union Free School District will follow their respective local contracts to support synchronous and asynchronous instruction on days of remote instruction under emergency conditions.

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

§155.17(c)(1)(xxi)(c)

The Brentwood Union Free School District will provide educational materials to 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.

§155.17(c)(1)(xxi)(d)

In the case of a district/school closure, the remote model will provide a consistent schedule of synchronous and asynchronous learning that supports the needs and abilities of individual students. We will document the programs and services offered and provided to students with disabilities as well as communications with parents as required by NYSED Commissioner's Part 200 and 201 Regulations. These Regulations are available at: <http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>. Documentation will include:

- Continue to follow district diagnostic assessment and progress monitoring plan and schedule as described in Teaching and Learning
- Utilization of Cleartrack (IEP software program) progress notes and monitoring tools
- Continue to follow goal progress monitoring (schedule and frequency) as per individual students' IEPs
- Maintain monitoring of goals regardless of in person, hybrid, or remote learning models.
- We will address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/children's learning or the technology they are using.
- Regular communication with families via phone, Office 365 Team, letters, email
- Maintain schedule of team meetings, review meetings, annual reviews and reevaluation meetings, etc. as per identified in individual students' IEPs via Office 365 Teams
- Conduct requested reviews, initial CSEs following state guidelines via Office 365 Teams
- Collaboration and communication with Brentwood Special Education SEPTA representatives and meetings.
- The district will provide training on the primary technology tools being used to support learning.

In order to provide collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources we will:

- Communicate with outside agencies, BOCES, nonpublic, private/parochial schools regarding status of their reopening plans and impact on Brentwood School District students attending those schools or accessing services.

- Survey parentally placed students' families with IEPS if that student will continue to attend individual setting under reopening plans.

We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students by:

- Team meetings

- Maximizing staff to ensure student access to accommodations, modifications, aids, services, and technology

- Regular scheduled meetings of District Special Education Leadership Team which includes

- Administrative representation from each building

Special Education Team Leader from each building

Building Psychologist

Assistant principal overseeing K-12 mental health

Director of Student Services

- Regular scheduled meetings with

Special education teachers

Psychologists

Related Service Providers

Assistive Technology Team

- Consistent scheduled parent communication at CSE and building level

Communicate with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model (ex. access to leveled text remotely, hands on materials at home, hard copy of material when screen not appropriate)

- Students with identified accommodations and modifications to be provided according to their section 504 plan

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.

This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

The Brentwood Union Free School District intends to claim an estimated 6 hours for State Aid purposes for each day spent in remote instruction due to emergency conditions.