

Briarcliff Manor UFSD

District Wide Safety Plan

2026-2027

Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

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SECTION I: GENERAL CONSIDERATIONS AND GUIDELINES

PURPOSE

Briarcliff Manor School District's - District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 by a team appointed by the Board for this purpose. The team consisted of representatives from the Board, the student body, parents, teachers, administrators, school safety personnel and other school personnel.

IDENTIFICATION OF TEAM

The School District has created a Schools Safety and Emergency Response Team, (SSERT), consisting of, but not limited to, representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

Position	Name
Superintendent	James Kaishian
Assistant Superintendent for Finance & Operations	John Brucato
Director of Facilities	Kenneth Baviello
Teamsters Staff Bargaining Unit Representative	Jeffery Garnsey
Parent/BPTA Representative	Alexis Alvich
BTA Bargaining Unit Representative	Jeanine Isabella
SRP Bargaining Representative	Jackie Moroney
Security Supervisor	Michael Toolan
Todd Elementary School	Jessica Michaelidis
Briarcliff Middle School	Amy Gladstone
Briarcliff High School	Diana Blank
School Board President	Michelle Woerner
Briarcliff Manor Police Department	Chief Dominick Bueti

The District Safety Team will meet at a minimum of four times per school year with the option to increase frequency based on need/request. Stakeholder can may reach out to the Assistant Superintendent for Finance & Operations via phone or email in submit any feedback or security related concerns that should be addressed with the committee.

CONCEPT OF OPERATIONS

The District-wide School Safety Plan is 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.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Safety & Emergency Response Team, (SSERT).

Upon the activation of the School Safety Emergency Response Team (SSERT), the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

PLAN REVIEW AND PUBLIC COMMENT

This plan will be reviewed annually during the year and will be maintained by the District-wide School Safety Emergency Response Team (SSERT) with technical assistance from appropriate agencies. The required annual review will be completed each year after its adoption by the Board of Education by September 1st. Prior to adoption, the district will hold a public hearing that allows for school personnel, student and public participation and will be available for public comment for 30 days.

Within 30 days of adoption, the district will post the district-wide safety plan on the [district website](#). The URL will be submitted via Basic Educational Data System (BEDS) to the State Department in October.

The Plan will be entered into the Safe Schools application on the State Education Department Business Portal and posted to the District website no later than October 1st of each year.

Comment Period: July 6, 2026 – August 4, 2026

Public Hearing Date: August 4, 2026

Adoption: August 4, 2026

SECTION II: RISK PREVENTION AND INTERVENTION

Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility or the occurrence or reduce the impact of an emergency if it does occur.

Below is a list of programs that district has in place for prevention

PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

Program Name	Todd Elementary	Middle School	High School
Coalition of Human Dignity			X
Character Education/Caring Community	X	X	X
Conflict Resolution Training		X	X
Course Challenge			X
Coalition for Human Dignity			X
Gay Straight Alliance			X
Don't Say You Can't Play	X		
EPIC: Growing Up Together	X	X	X
Facing History and Ourselves		X	
Leadership			X
Multicultural Club			X
Peer Leadership			X
Peer Mediation		X	X
SADD			X
Social Decision Making/Social Skills	X	X	
STAR			X
Student Assistant Program		X	
Therapeutic Crisis Intervention		X	X
World of Difference		X	X
Briarcliff Community Taskforce	X	X	X

TRAINING, DRILLS, AND EXERCISES

All District personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the District's multi hazard response on an annual basis. The orientation will focus on the District policies, and procedures for evacuation, emergency communication and the incident command system. (Substitute teachers and teacher's aides will receive a fact sheet on the District's policies and procedures upon initial assignment. All staff will be trained by September 15th of each school year.

- Eight evacuation drills and four lock-down drills, eight of the required drills will be completed by December 31st
- Four of the drills will be through a secondary means of egress or a fire escape
- The drill will be conducted at different times during the day

- Pupils will be instructed as to what procedure to follow in the event a fire occurs during lunch or assembly
- The District will conduct one go home early drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures.
- All personnel who regularly answer telephones will receive updated training on protocols for data gathering in the event of a bomb threat made over the telephone
- In addition to the required fire drills and the early dismissal drill, each building will conduct two additional drills during the course of the year to prepare students and staff for responding to other emergencies. Each drill will be assessed carefully, and modifications will be made to existing procedures based on the feedback.

IMPLEMENTATION OF SCHOOL SECURITY

- Each building, as a part of developing the Building-Level Emergency Response Plan, examines specific security needs for their building
- Each building develops and enforces restrictions about students loitering in parking lots, hallways, bathrooms, and other areas. Restrictions are included in the student handbook/Code of Conduct.
- All Facilities staff as well as key office staff in each building have a communication system allowing for communication among key staff in an emergency.
- All employees are required to wear photo ID badges.
- All visitors are required to sign in/out and to wear identification badges to indicate their “visiting” status.
- School Safety/Emergency Teams meet routinely to review and discuss issues related to school safety and security.
- The hiring and screening of all staff is in accordance with District policies and in conformance with SAVE legislation.
- School buildings have staff specifically trained to monitor their building and grounds
- Each building has a single point of entry. All other doors are locked, and they are checked periodically throughout the day
- Some areas within the District are monitored by security cameras.

- School personnel are encouraged to greet strangers and direct them to sign in if they have not and report any visitors who have not signed in to the security personnel on duty.

VITAL EDUCATIONAL AGENCY INFORMATION

Each individual educational program within the Briarcliff Manor UFSD collects and maintains information such as student enrollment, student personal data, and staff numbers for their program and staff assignments. The Human Resources Department maintains information about the business and home telephone numbers of all employees.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Each year, the District staff attends workshops and training that address issues related to threat assessment strategies, characteristics in children that predict violent behavior, and the appropriate actions to be taken.

There will be policies and procedures for

- Acts of violence by students, teachers, other school personnel and visitors, including consideration of zero-tolerance policies for school violence
- Implied or direct threats of violence by students, teachers, other school personnel and visitors
- Bomb threats, hostage takings, intrusions, and kidnappings

DISTRICT-WIDE BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT (BTAM) TEAM

The District has established a district-wide Behavioral Threat Assessment and Management (BTAM) Team as part of its prevention and intervention strategy under this plan, consistent with Education Law §2801-a and Commissioner's Regulation 8 NYCRR §155.17. The team uses a multidisciplinary, non-disciplinary process to identify, assess, and manage individuals whose behavior may indicate a risk of harm to self or others, with the goal of connecting them to support and intervention before a situation escalates. A referral to the team is a support mechanism and does not, by itself, constitute disciplinary action.

Team Membership. The district-wide BTAM Team includes the Superintendent of Schools; the building principals of Todd Elementary School, the Middle School, and the High School; the Assistant Superintendent for Finance and Operations; the District Safety Supervisor; the Director of Guidance; and a District social worker. The team is multidisciplinary by design, combining administrative, security, counseling, and clinical perspectives. Additional personnel with specific knowledge of an individual or

situation — such as a case manager, teacher, school psychologist, or nurse — may be convened as needed for a particular case.

Coordination with Building-Level Teams. Each school building maintains a building-level team led by the building principal and including the building's social worker and head of security. The building-level team serves as the first point of identification, reporting, and response for behavioral concerns within that building. Building teams manage lower-level concerns locally and escalate to the district-wide BTAM Team any case involving an elevated or credible risk, crossing building lines, or requiring district-level resources or coordination. Shared procedures and common terminology across all buildings ensure a consistent approach.

Referral Procedures. Any staff member, student, parent, or community member may report a behavioral concern to a building administrator or through the District's established reporting channels. Building-level staff conduct an initial review and refer the matter to the district-wide BTAM Team when the level of concern warrants district involvement. Any report involving an imminent threat to safety is addressed immediately through emergency response and law enforcement notification and is not delayed by the referral process.

Assessment Process. Upon receiving a referral, the team follows a structured, evidence-based process: gathering relevant information from multiple sources (inquiry and fact-finding); assessing the behavior against known risk and protective factors at the individual, situational, and social/environmental levels; and determining the level of concern. Based on that assessment, the team develops an individualized management and support plan, which may include mental health support, counseling, connection to community services, academic or environmental adjustments, and coordination with families. Law enforcement involvement is reserved for cases involving a credible threat of harm and is used as a last resort rather than a default response.

Documentation Requirements. The team maintains a confidential written record for each referral, documenting the reported concern, information gathered, the assessment and level of concern, the management and support plan, and monitoring actions and outcomes. Records are maintained securely, with access limited to team members and personnel with a legitimate educational interest, consistent with the Family Educational Rights and Privacy Act (FERPA), New York Education Law §2-d and 8 NYCRR Part 121, and the District's records-retention obligations.

Annual Staff Training. Consistent with 8 NYCRR §155.17, all staff receive annual training on the purpose and procedures of the BTAM Team, including how to recognize concerning behaviors, how and to whom to report them, and the distinction between a supportive threat assessment referral and a disciplinary referral. This training is incorporated into the District's annual school safety training, and new employees receive it as part of onboarding.

Post-Assessment Monitoring. For each active case, the team designates responsibility for ongoing monitoring and case management, reviews the individual's status and the effectiveness of the support plan at defined intervals, and reassesses as circumstances change. A case is formally closed only when the team determines the level of concern has been sufficiently reduced, and may be reopened if new information arises.

External Coordination. The District coordinates with local police departments and with Putnam/Northern Westchester BOCES (PNW BOCES) for training, technical assistance, and access to mental health and support resources that support both the assessment process and the connection of individuals to appropriate services.

HAZARD IDENTIFICATION

Faculty and staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields, and/or office areas to identify, evaluate, and if needed control any potential hazards associated with their work area. All concerns should be forwarded to a member of the faculty's safety committee for further reviews. If necessary, the building principal shall be contacted directly.

The District will continue to work with outside agencies such as NYSIR to evaluate potential hazards associated in transporting an educating our students. The building level response plans have lists of specific hazards for each building.

Briarcliff Manor UFSD has developed multi-hazard response plans for the various types of emergency situations. The protocols are maintained in each Building Level Emergency Response Plans.

SECTION III: RESPONSE-NOTIFICATION AND ACTIVATION

In the event of an emergency or pending emergency, staff members should immediately inform the building principal or their designee who will:

- Immediately notify the local law enforcement officials if the situation warrants (using 911).
- Notify the District Superintendent.
- Determine if the Program Safety/Emergency Response Team requires activation.
- Staff are to call 911 if deemed necessary.

The District Superintendent will determine what other educational facilities within the District must be notified and whether any emergency action needs to be taken at those facilities. The internal phone system as well as the emergency cell phone system will be utilized

Emergency situations, school closings, or delays will be communicated via; **Connect-ED** and the following radio and television stations:

EMERGENCY REPORT PROTOCOL

Specific procedures have been developed for handling telephone reports of an emergency or crisis event.

ARRANGEMENTS FOR OBTAINING ASSISTANCE FROM LOCAL GOVERNMENT AND OTHER AGENCIES

Briarcliff Manor UFSD maintains ongoing communication with local municipal officials, governmental agencies and emergency service organizations. When appropriate, the District will contact the following governmental agencies, emergency service organizations, and other agencies to seek assistance in an emergency:

ALL EMERGENCIES: FIRE, POLICE & AMBULANCE

DIAL 911

Agency	Phone Number
Briarcliff Police Department	914-494-2130
New York State Police	914-769-2600
Westchester County Sheriff's Department	914-864-7700
Fire Department/EMS	914-941-4440

PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

In an emergency that requires the activation of the District Safety/Emergency Response Team, the coordination of District resources will be through the District Safety Team with the District Superintendent as Incident Commander. If the Team is not activated, the coordination of resources will be managed through the office of the District Superintendent. The Director of Facilities will oversee the allocation of custodial and maintenance staff as well as vehicular needs. Other District staff may be called as needed.

District resources, which may be available for use during an emergency, which could include the identification of resources, such as facilities, buses and trucks can be found in building level plans.

District contracts with Briarcliff bus for two 66-passenger school buses, two 20-passenger vans, two 19-passenger vans, and owns five service trucks, and other heavy machinery.

PROTECTIVE ACTION OPTIONS

During certain emergency situations one of the following may be used:

- **Sheltering in Place** – used to shelter students and staff inside the building
- **Hold in Place** – used to limit movement of students and staff while dealing with short term emergencies
- **Evacuation/Relocation** – used to evacuate students and staff from building
- **Secure Lockout** – used to secure school buildings and grounds during the incidents that pose an imminent concern outside of the school
- **Lockdown** – used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school

DESCRIPTION OF SECURITY

- The district maintains a security force at each of the buildings. The security officers police the entrances as well as buildings and grounds.
- Security personnel will defer to and consult with school administration in the event of student misconduct that violates the school's code of conduct.
- Security officers participate in emergency response training.
- The Superintendent of Schools, Dr. James Kaishian is the Chief Emergency Officer of the district.

SCHOOL CANCELLATION

School cancellation will be used when information regarding a potential crisis is received with enough lead-time to alert all students and staff. This option is likely to be used when dealing with weather-related storms for which ample warning is normally provided. Other situations, such as an incident at the Indian Point nuclear power plant, may also dictate this action.

EARLY DISMISSAL

Early dismissal will be used when school is in session and there is time to return students and staff to their homes before the expected emergency occurs. This information will be communicated to parents via; **Connect-ED** and the following radio and television stations: **WHUD; WFAS; FIOS; NEWS CHANNEL 12**

SECTION IV: RECOVERY

As a part of the planning process, a post-incident plan provides a scaffold on which the needs of all individuals are addressed. The District Wide Safety/Emergency Response Team is charged with providing support to the Building Teams.

SECTION V: STATE DISASTER EMERGENCY – PUBLIC HEALTH

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

DEFINITIONS

Essential shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(d), NYS Labor Law Section 27-c (1)(d)).

Non-essential shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(e), NYS Labor Law Section 27-c (1)(e)).

Communicable disease shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

(S8617/A10832 section 1(f), NYS Labor Law Section 27-c (1)(f)).

Personal protective equipment shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons. (S8617/A10832 section 1(a), NYS Labor Law Section 27-c (1)(a)).

IDENTIFICATION OF ESSENTIAL POSITIONS

In the event of a state ordered reduction of in-person workforce, below is a list of essential positions and titles along with the justification for this assignment.

Position	Title
Information Technology	Director
	Technicians
Custodial and Maintenance	Director
	Assistant Director
	Building Custodians
Administration	Superintendent and Asst. Superintendent
Faculty and Staff	Teacher/Related Service Provider
Security	Guards
Food Service	Food Service Worker

SUDDEN CARDIAC ARREST PREPAREDNESS

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Briarcliff Manor UFSD has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan.

Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

CORE COMPONENTS:

- Cardiac Emergency Response Team (CERT): Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- CPR/AED Training Requirements: The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- AED Placement and Maintenance: AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- Communication Protocols: Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- Practice Drills: At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- Continuous Improvement: Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

TELECOMMUTING PROTOCOLS

Non-essential shall refer to that employee who is not required to be physically present at a work site to perform his or her job and may perform his or her job remotely. There may be some staff who will not be able to telecommute nor will they be able to work on campus. The need for these staff will be determined on a case-by-case basis and by job title.

The Information Technology Department has protocols in place to allow most employees to work remotely as determined by the Superintendent, Assistant Superintendent and departmental supervisors. Equipment will be issued on as needed basis after the appropriate administrator makes a formal request to the Director of Information Technology. Below is the listing of non-essential personal who have been identified as needing equipment.

Non –Essential Position Titles	Equipment assignment
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	Laptop
Building Administrators	X
Business Office Staff	X
District Administrators	X
District Office Staff	X
IT Staff	X
Nurses	X
Building Support Staff	X
Teachers	X
Teaching Assistants	X

Downloading and installing software and data.

At Briarcliff Manor UFSD, any equipment that is assigned to a staff member is preloaded with the appropriate software for that position. In addition, staff is encouraged to share documents using Microsoft Office 365. Some staff will be granted VPN access as needed, to allow for access to the departmental files and programs. The appropriate administrator identifies the need for VPN. The Director of Information Technology or their designee, and an Assistant Superintendent, will review this request, prior to the issuance of VPN access.

In the event of a pandemic, the district will use voicemail to email service that will allow employees to receive messages from their district phones. Cell phones will also be utilized.

STAGGERING OF WORK SHIFTS

- Staff already has staggered work schedules, 6 am through to 9 am are the normal arrival times with corresponding departure times.
- If necessary, we will limit the number of staff reporting to a skeleton crew to maintain the integrity of operations and facilities.

PERSONAL PROTECTIVE EQUIPMENT

PLAN TO PROCURE PPE

PPE will be purchased using the BOCES bid process and qualified vendors. Facilities office staff in conjunction with the appropriate departments will work together to find reliable sources.

Duplicate orders will be placed if there is a potential issue with supply chains.

MINIMUM PPE REQUIRED

Minimum two pieces of each type of PPE for each essential employee (masks, gloves, face shields).

Position
Superintendent (1)
Assistant Superintendent for Finance & Operations (1)
Director of Facilities(1)
Assistant Director of Facilities (1)
Building Custodians (3)
Director of IT (+ 5 staff)
Faculty and Staff (203)
Security (9)

Additional Supplies:

- 2 boxes of each size of N95 respirators

PPE STORAGE

PPE type	Storage Location
Masks (reusable)	Facilities Office
Gloves	Facilities Office
Face shields	Nurse Offices/Facilities Office
Gowns	Nurse Offices/Facilities Office
N-95	Nurse Offices

PROTOCOL FOLLOWING EXPOSURE

In the event of a potential exposure to a communicable disease, an employee will be required to leave campus and quarantine as according to Westchester Department of Health guidelines. The employee will be required to disclose to the building nurse where they had been located while potentially carrying the communicable disease. Once identified, the potentially infected areas will be sanitized and disinfected by the facilities team. Once sanitization has concluded, the potentially infected areas will be deemed safe for use by the Director of Facilities. Building administration will begin contact tracing for any potential exposures while on District premises in accordance with Westchester Department of Health guidelines.

DOCUMENTATION

The Assistant Superintendent for Finance & Operations in conjunction with departmental supervisors will keep an online schedule for purposes of capturing employee hours and locations. Each supervisor will be responsible for maintaining the schedule for his or her department and ensure its accuracy. Visitors to campus are prohibited unless they are consulting essential business and are scheduled and approved in advance by the Superintendent or designee.

EMERGENCY HOUSING

Emergency housing for essential workers is not normally needed for school employees. If needed, the district will arrange for emergency housing for essential employees at the following on site areas:

- High School Gymnasium
- High School Cafeteria
- Middle School Gymnasium
- Middle School Cafeteria

SECTION VI: EMERGENCY REMOTE INSTRUCTION

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

INTRODUCTION

The Briarcliff Manor UFSD developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

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

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

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

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

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

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

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

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

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

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

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

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

District policy #4526 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

BRIARCLIFF MANOR UFSD EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: 4256: Computer Use in Instruction, 8330: Authorized Use of School-Owned Materials and Equipment, 5300: District Code of Conduct, 8635: Information and Data Privacy, Security, Breach and Notification
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a Macbook and/or iPads. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Microsoft Teams and OneNote as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:

	<u>Synchronous “Live” Instruction</u> - Using Microsoft Teams along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. <i>Teachers will make personal connections with all students during scheduled class times via Microsoft Teams These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i> <u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion Microsoft OneNote. These activities may include teacher/student synchronous interactions for a portion of the lesson. <u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Microsoft Teams ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.

	If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.
NON- INSTRUCTIONAL SERVICES • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency

conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

1. Grades K-5: 5 hours, 15 minutes X 3 days = 15 hours, 45 minutes
(8:00 am – 2:00 pm with a 45-minute lunch)

2. Grades 6-8: 5 hours, 49 minutes X 3 days = 17 hours, 27 minutes
(8:35 am- 3:00 pm with a 41-minute lunch)
3. Grades 9-12: 5 hours, 55 minutes X 3 days = 17 hours, 21 minutes
(8:35-3:00 with a 30-minute lunch)
4. For a district-wide estimated total of 50 hours, 33 minutes

REPORTING CLOSURES

IMMEDIATELY

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

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

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

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

ANNUALLY BY JUNE 30TH

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

END OF THE SCHOOL YEAR

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

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

BOARD OF EDUCATION APPROVAL

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