

***CENTRAL ISLIP UNION FREE
SCHOOL DISTRICT***

***District-Wide
School Safety Plan***

2023-2024

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Central Islip UFSD School District District-Wide School Safety Plan

Policy Statement

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Teams** appointed by the **Building Principals**. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The local BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The District-Wide School Safety Team reviewed and approved the District-Wide School Safety Plan. The District-Wide School Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. By September 1st of each school year, the District-Wide and Building-Level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the District-Wide School Safety Plan is posted on the school district website by October 1st of each school year and will be reviewed annually by the District-Wide School Safety Team by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-level Emergency Response Team and filed with both State and Local Police by October 1st of each school year.

The Central Islip Union Free School District refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. 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 Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for response to communicable disease.
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- ✓ Responses to an implied or direct threat of violence.
- ✓ Responses to acts of violence including threats made by students against themselves including suicide.
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- ✓ Designation of the Chain-of-Command (Incident Command).
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.
- ✓ School building security.
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- ✓ Annual school safety training for staff and students.
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ✓ Strategies for improving communication and reporting of potentially violent incidents.
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- ✓ Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping.

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
 - 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.
- **Details on this Plan are included in Appendix B (Communicable Disease - Pandemic Plan).**

School District Chief Emergency Officer

The **Superintendent of Schools is the Chief Emergency Officer** and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2020-21 school year.

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Student Representative (Optional)

Name	Title/Office	Phone
Luis Alcantara	Board of Education	631-348-5000
Dr. Sharon Dungee	Superintendent	631-348-5000 x1001
Matthew Matera	Assistant Superintendent for Administration	631-348-5000 x1006
Sharon Morgan	School Business Administrator	63-348-5000 x1023
Jessica lafrate	Assistant Superintendent of Curriculum and Instruction	631-348-5000 x1002
Carol DelValle	Director for Special Education	631-348-5000 x1040
Michael Romano	C.I.T.A. President	631-348-5079 x2482
Trish Lectora	Director of Athletics	631-348-5017 x1058
Thomas Weiner	Director of School Safety	631-348-5000 x1013
Matthew Providente	Director of Facilities III	631-348-5000 x1010
Phil Voigt	Director of Music Education & Instructional Technology	631-348-5000 x1066
Paul Carozzo	School Nutrition Director	631-348-5000 x1037
PO Tiffany Torres	SCPD School Resource Officer	631-852-8300
Dr. Nathaniel Marner	Principal - Cordello Avenue Elementary	631-348-5000 x5210

Dave Seckeler	CSEA President	631-348-5000 x5121
Joseph Correira	Commissioner of Board-CIFD	631-433-5528
Michael Zaleski	CIFD- Chief of Department	631-234-9145
Alex Martinez	Department of School Safety	631-813-0958
Angelica Umana-Lopez	Suffolk Transportation Supervisor	631-951-8785
Britnae McFadzean-Tillett	PTA Representative	631-848-8351

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1st** of each school year.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is **appointed by the School Building Principal**. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

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

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the Central Islip Union Free School District include:

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.
3. **Extended day** and other school safety programs.
4. **Youth-run** programs.
5. **Mentors** for students concerned with bullying/violence..
6. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
7. **Safety Stations** have been established throughout all school buildings.
8. The **Fire Department** conducts annual training in all school buildings.
9. Parent University program.
10. The **Safety Patrol** program.
11. We have implemented **PBIS** (Positive Behavior Intervention System).

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The Central Islip Union Free School District 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 Suffolk County Police and Central Islip Fire Departments, C.I.H.V.A.C. Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school 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 sheltering, lockdown, or early dismissal. **Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year.** De-briefings will occur after every drill or actual event.

Emergency Drills (2023-24 School Year)

Education Law 807

- 12 Drills
 - 4 Lockdowns, 8 Evacuations
 - September (2023)
 - October (2023)
 - November (2023)
 - December (2023)
 - January (2024)
 - February (2024)
 - March (2024)
 - April (2024)
 - May (2024)
 - June (2024)
 - July (2024)
 - August (2024)
- 8 Drills Before
December 31st
- 4 Drills Remainder
of School Year
- 2 Drills During
Summer

Implementation of School Security

The Central Islip Union Free School District has identified staff members who will be responsible for the effective administration of safety/security regulations and shall provide the necessary time and resources to those employees. The Central Islip Union Free School District shall establish and implement an ongoing mechanism to provide schools with the availability of school safety/security personnel for appropriate security in the hallways, entrances, exits, and parking lots. Building administrators and the Director of School Safety will review the security needs of their facilities and make recommendations to implement the required changes. School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. These individuals are not to be confused with school security guards that we employ who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All our Security Guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Our Security Department is a New York State licensed agency and all our **security guards** are also individually licensed.

Central Islip Union Free School District provides appropriate staff, security devices and training available to all sites to ensure the safety and security of students, staff, and visitors. Security devices include, but are not limited to, cameras (internal/external), pendant alarms, (classrooms/offices), two-way radios, phones (regular/cell phones), and intercom systems. Central Islip Union Free School District shall promote an ongoing assessment of safety and security concerns of students, staff and visitors to maintain a safe learning environment.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- The School District has had a security assessment of all school buildings in conjunction with our Building-Level Emergency Response Team.
- Installation of Security Vestibules at all Main Entrances.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize the ScholarChip pass badge system. Upon entry into the building the visitor must show photo identification; then receives a badge and is escorted to the main office. At the main office the person is accompanied to their destination. Anyone in the building without a badge would be immediately questioned by building staff and the Security Director would be informed.
- Video surveillance – closed-circuit TV security, fire alarm systems, appropriate locking systems.
- NYS certified security guards.
- A designated School District Security Director.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

School Building Hall Monitor

Hall monitors work in an atmosphere that is closely related to the educational process with constant contact with the student population. They provide a sense of smooth transition and security while students, staff, and visitors move about the halls in the Central Islip Union Free School District school buildings.

Teacher Aides or Teacher Assistants, and the number of hall monitors and their working hours are determined by building site as well as population needs. Central Islip Union Free School District follows all state mandates regarding the hiring and screening of school building hall monitors. The duties may include:

- Greet visitors and distribute passes
- Direct hall traffic (check all passes)
- Patrol hallway
- Patrol lavatories
- Door security
- Alert building administrator or his/her designee about altercations/situations
- Interaction/intervention as required
- Report vandalism and unsecured areas to building administrator or his/her designee
- Other duties specific to security purposes as determined by the building administrator

Required training and required knowledge shall include:

- Site-specific training including review of all manuals (e.g. Central Islip Union Free School District policies, School Safety Plan, Staff Handbook, etc)
- Right-to-know training
- Hazard Communication Training
- Link to Suffolk County Department of Civil Service job description
<https://apps2.suffolkcountyny.gov/civilservice/specs/3181spe.html>

Safety/Security Officer

Safety/security officers regularly encounter a wide variety of safety and security related problems as they patrol Central Islip Union Free School District buildings and grounds to prevent the endangerment of students, staff, and visitors who lawfully enter Central Islip Union Free School District property. Safety/security officers are hired and managed by Central Islip Union Free School District, and the number of safety/security officers and their working hours are determined by building site/population needs. Central Islip Union Free School District follows all state mandates in the hiring and screening of safety/security officers.

The duties may include:

- Provide protection for students, staff and visitors
- Enforce Central Islip Union Free School District policies (i.e., smoking, weapons)
- Patrol parking lots, outside entrances and doorways, outside walkways and secured areas.
- Control flow of campus traffic, particularly at bus arrival/dismissal
- Oversee parking
- Conduct periodic checks of doors, windows and parking areas to prevent trespassing and vandalism
- Interaction/intervention with students, buses, etc. as required
- Direct hall traffic (check all passes)
- Greet visitors and distribute passes
- Provide information and directions as may be required
- Patrol hallways
- Patrol lavatories
- Intervene in the event of disturbances and contact appropriate officials

- Respond to emergencies such as bomb threats and building evacuations
- Assist in calming disturbances and crowd control
- Assist law enforcement officers in the performance of their duties
- Work with police and rescue personnel with medical emergency situations
- Bring any fire hazards and building safety problems to the attention of the building administrator
- Alert building administrator about altercations/problems
- Report vandalism and unsecured areas to building administrator
- Perform other duties specific to security purposes as determined by site

Required training and required knowledge shall include:

- New York State Security Guard license certification
- CPI Non-Violent Crisis Intervention training
- Site-specific training (minimum half-day initial training/ongoing/annual refresher), including review of all manuals (e.g., Central Islip Union Free School District Policies, School Safety Plan, Staff Handbook, etc.)
- Right-to-know training
- AED/CPR Training
- Bloodborne Pathogens Training
- Hazard Communications Training
- Link to Suffolk County Department of Civil Service job description
<https://apps2.suffolkcountyny.gov/civilservice/specs/7080spe.html>

Vital Educational Agency Information

The Central Islip Union Free School District maintains the following listings regarding Vital Educational Agencies located within the Central Islip Union Free School District Supervisory District.

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

One recognized private school resides in the Central Islip Union Free School District Supervisory District: Our Lady of Providence 82 Carleton Ave. Central Islip, NY 11722 Tel: (631) 234-6234

Early Detection of Potentially Violent Behavior (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.

- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- Information on how to report incidents of violence including threats and verbal abuse.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.
- DASA: Dignity for All Students Act
- School violence prevention and intervention training including initial CPI non-violent crisis intervention techniques and refresher courses
- Violence prevention training on regular conference days
- Right-to-know training (as required by law)
- Bloodborne pathogen training (as required by law)
- Additional building-based training based on site discretion and needs
- Knowledge of Central Islip Union Free School District Board Policies related to safety and security
- Knowledge of the District Level & Building Level Emergency Response Plans and specific roles related to plan
- Videos related to security and crisis situations
- Training in the use of security devices as needed
- COVID-19 Pandemic Training

Other methods for informing parents and students include:

- Gang awareness programs with parental involvement.
- Classroom and/or assembly orientations on security and safety issues at least twice a year.
- School social worker outreach.
- School counselor involvement.
- Anger Management programs.
- Mailings twice a year to parents on violence prevention and early recognition.
- Conflict resolution programs.
- School Safety programs through Police and Fire Departments.
- Use of School Resource Officer (SRO)

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Areas of current concern include, but are not limited to:

- Long Island Railroad facilities
- Highways & related thoroughfares

- Airports
- Hazardous waste sites
- Laboratory facilities
- Areas prone to natural disasters

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR). With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Suffolk County Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.

- Consider changes in controls, policy and procedures.

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team or Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The Central Islip School District Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The Central Islip School District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was made available and posted on our website.

Emergency Response Protocols Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

School	Phone	Fax	E-Mail
Central Islip Senior High School	631-348-5079	631-342-0161	eharuthunaian@centralislip.k12.ny.us
Ralph G. Reed Middle School	631-348-5066	631-348-5159	acoggiano@centralislip.k12.ny.us
Anthony Alfano Elementary School	631-348-5139	631-348-5184	cvazquez@centralislip.k12.ny.us
Cordello Avenue Elementary School	631-348-4189	631-348-7712	nmarner@centralislip.k12.ny.us
Andrew T. Morrow Elementary School	631-348-5037	631-348-5163	ncoker@centralislip.k12.ny.us
Charles A. Mulligan Elementary School	631-348-5041	631-348-5164	tlynam@centralislip.k12.ny.us
Marguerite Mulvey Elementary School	631-348-5059	631-348-1532	bmacmonigle@centralislip.k12.ny.us
Francis J. O'Neill Elementary School	631-348-5060	631-248-5162	klocascio@centralislip.k12.ny.us

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. Building administrators shall develop policies and procedures for contacting parents or guardians in the event of violent incidents and crisis situations. All procedures shall be in accordance with Central Islip Union Free School District School District's Code of Conduct and New York State Law, and all anti-violence policies and procedures shall be presented to staff and students annually in a clear and concise format. When a student is involved in any violent situation, a parent or guardian shall be contacted.

In general, in the event of a violent incident or an early dismissal, parent/guardian notification will be conducted by means of emergency contacts established in each school building. However, in some cases it may be necessary to use other means, such as local media. Prior arrangements will be established with the appropriate media.

The Central Islip School District recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The ***FBI Bomb Threat Call Checklist*** will be available at phone reception areas.

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 school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent (Activate Threat Assessment Team).
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Coordination of the Building Level Emergency Response Plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of Incident Command System
- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Central Islip Senior High School	Eric Haruthunian	Michael Blum	Dr. Tanesha Hunter
Reed Middle School	Anthony Coggiano	Donald Bahr	Maria Lorandini
Alfano Elementary School	Carmen Vazquez	Jasmin Dengeles	Edgar Escobar
Cordello Elementary School	Dr. Nathaniel Marner	Yenifer Mercado	Ivette Barbosa
Morrow Elementary School	Dr. Neema Coker	Christine Joesten	Dr. Dena Miller
Mulligan Elementary School	Tim Lynam	Nicole Lefferts	Leida Morales
Mulvey Elementary School	Brett MacMonigle	Rebecca Garcia	Eileen Petre
O'Neill Elementary School	Kristine LoCascio	Andrew Canle	Judy Pietro

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the Central Islip Union Free School District may need to obtain assistance from local government agencies. During an emergency, the Central Islip Union Free School District will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, fire department, local police, private industry groups, and religious organizations, among others. These contacts will be clearly delineated in the Building Level Emergency Plans. The current Emergency Management Directory will be utilized and is included in Appendix D.

In the event that the Suffolk County Executive implements Article 2B of the Executive Law, (a Declaration of a State of Emergency) the District Superintendent or designee will obtain advice and assistance, as necessary, from the Suffolk County Executive's office 631-853-4000 and the Suffolk County Emergency Management Office 631-852-4900.

District Resources Use and Coordination

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 Chain-Of-Command.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

School Cancellation (Conditions warrant making a decision not to open schools). The Superintendent shall make the decision to close schools/offices for the health, welfare, and safety of students, staff, and visitors. Notice will be given to parents and students through the use of radio and television stations and other appropriate procedures. Each building shall establish and implement notification chain for staff. As a general statement, staff is expected to report for service, as usual, unless specifically relieved via the notification chain.

Early Dismissal (Conditions warrant returning students to their homes). This plan shall be used when it is necessary to return students to their homes as rapidly as possible:

- Students shall remain in their classrooms until called for bus loading. Classroom instruction should be continued whenever possible
- When appropriate, contact shall be made with parent/legal guardian or emergency drop off address to certify that an adult will be at home to receive the child
- Teachers and administrators shall assist in bus loading. Before any bus is permitted to leave, a check shall be done to see that all students designated to ride the bus are aboard
- Staff shall remain in the building until dismissed by an administrator. Upon leaving, all doors are to be closed and lights extinguished. Administrators, assisted by Custodial Staff shall be responsible for the final building check before leaving and locking doors
- In some instances, this procedure may result in delays before students reach their homes. Therefore, it might become necessary to implement *Sheltering*.

Evacuation (Conditions in the building are unsafe warranting relocation). This plan shall be used as a guideline when conditions within a building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks:

- Upon notification to evacuate, students, staff, and visitors are to immediately leave their building according to the fire exit plan posted near each door, or as directed
- Students, staff, and visitors are to proceed to the right of the corridor in single file with minimum talking
- Students and staff are to remain together in designated areas outside the building. Staff members are responsible for supervision of students and taking attendance, in order to be certain that all students have left the building
- If evacuation is to be extended, follow **Sheltering** (*see below*)
- Each building will determine the location of their Incident Command Center

Evacuation of Disabled Students, Staff, and Visitors. Each Building Level Emergency Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled. Each building administrator shall work with local emergency responders to ensure their understanding of the protocols included in their Emergency Response Plan.

Evacuation Areas. Evacuation areas must be identified in the Building Level Emergency Response Plan, and staff should know the location of the evacuation areas where students will be taken during emergencies. Students and parents should only be notified of evacuation areas as needed, due to security considerations and confidentiality. Students shall remain in designated evacuation areas until dismissed or parental/guardian pickup.

Weather Conditions and Evacuation. The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Emergency Response Plan should address procedures for prolonged outdoor exposure; therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

Re-Occupancy of a School Building. After a building has been cleared by law enforcement or fire department personnel, the building administrator or his/her designee shall be responsible for making the decision to reenter the school building. Based upon information received, one of three decisions shall be considered by the building administrator: (1) reoccupy the building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

Sheltering (Conditions warrant movement to a safe place in the building). This plan shall be used in crisis situations when it has been determined that being inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter:

Take cover

- In the event of imminent danger due to natural or man-made disasters, students, staff, and visitors should be notified to “Take Cover”
- Students, staff, and visitors will move to the main corridor outside the classroom. Classroom doors are to be closed
- If conditions deteriorate, follow “In Building Shelter” procedures as outlined below

In-Building Shelter (Safe Areas)

Each building shall determine Designated Safe Areas to be used for shelter when conditions allow the safe movement of students, staff, and visitors through the building

Off-Campus Shelter Sites

This plan shall be used when it becomes necessary to move students, staff, and visitors off campus completely and immediately

- Upon notification to evacuate, students, staff, and visitors shall immediately leave their building according to the fire drill exit plan posted near each door, or as directed
- Staff shall lead their students to a location determined by the building administrator
- Buildings should make prior arrangements with area hotels, motels, firehouses, churches, theaters, halls, etc. to serve as Designated Off-Campus Shelter Sites in the event indoor shelter is required. Additional housing is available through the American Red Cross Program

Shelter-In-Place (weather related). The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Emergency Response Plan should address procedures for prolonged outdoor exposure; therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

Shelter-In-Place (Generic/Non-specific Bomb Threat). A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Hold-In-Place (Conditions warrant isolation of a specific area of the building – usually short-term). If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Lockdown (The most serious situation for a school – a threat is in the building). Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Lockout (A threat exists outside the school building or in the vicinity). Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something™* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams, and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others can assist the school community in coping with the aftermath of a violent incident.

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Suffolk County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance

Central Islip UFSD School District
District-wide School Safety Team Meeting Attendance and Minutes
DATE: _____

Required Attendance

Name	Representatives	Absent/Present
Dr. Sharon Dungee	Superintendent of Schools	
Matthew Matera	Asst. Superintendent for Admin.	
Jessica Iafrate	Asst. Superintendent for Cur. & Inst.	
Sharon Morgan	School Business Administrator	
Carol DelValle	Director for Special Education	
Michael Romano	C.I.T.A. President	
Dr. Nathaniel Marner	Principal, Cordello Elementary	
Trish Lectora	Director of Athletics	
Phil Voigt	Director of Music Education & Instructional Technology	
Paul Carlozzo	School Nutrition Director	
Thomas Weiner	Director of School Safety	
Matthew Providente	Director of Facilities	
Dave Seckeler	CSEA President	
P.O. Tiffany Torres	SCPD School Resource Officer	
Joseph Correira	Commissioner of Board- CIFD	
Alex Martinez	Department of School Safety	
Michael Zaleski	CIFD – Chief of Department	
Angelica Umana-Lopez	Suffolk Transportation Supervisor	
Britnae McFadzean-Tillett	PTA Representative	
	Other	

Additional Attendance

Organization or School	Name	Title

Agenda

1. District-wide Safety Plan Review
- 2.
- 3.

APPENDIX B

Communicable Disease - Pandemic Plan

Communicable Disease - Pandemic Plan

The Central Islip District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Suffolk County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Suffolk County Department of Health Services, 3500 Sunrise Highway, Suite 124, P.O. Box 9006, Great River, New York 11739-9006, (631) 854-0333.
 - Public Health Consultation and Immediate Reporting: 631-852-4820.
 - *Coronavirus Hotline: 888-364-3065*
 - *Weekend/After-hours Consultation and Reporting: 631-852-4820.*
- The Suffolk County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **COVID Coordinator** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide Emergency Response Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide Emergency Response Plan. The school district Medical Director and nurses will be vital members of the Emergency Response Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Director of Facilities, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide Emergency Response Team will review and assess any obstacles to implementation of the Plan. The **CDC School District Pandemic Influenza Planning Checklist** will be reviewed annually for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security (these are examples). **Actual information can be found in Appendix C, Essential Employee Worksheets, page 47.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the Central Islip School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 47.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the Anthony Alfano Administration Building with the alternate at the Central Islip Senior High School and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
 - **Dr. Sharon Dungee** **Incident Commander** **631-348-5000 x1004**
 - **Barbara LaMonica** **Public Information Officer** **631-348-5000**
 - **Thomas Weiner** **Safety Officer** **631-348-5207**
 - **Jessica lafrate** **Planning Officer** **631-348-5000 x1005**
 - **Matthew Matera** **Logistics Officer** **631-348-5000 x1006**
 - **Matthew Providente** **Operations Officer** **631-348-5207**
 - **Sharon Morgan** **Finance & Admin Officer** **631-348-5000 x1021**
 - **P.O. Tiffany Torres** **Liaison Officer** **631-854-8300**

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

- The school district has designated a COVID-19 safety coordinator for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The District COVID Administrator shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator</i>	<i>Contact #</i>
<i>District COVID Administrator</i>	<i>Thomas Weiner</i>	<i>631-348-5207 x1013</i>
<i>Central Islip Senior High School</i>	<i>Nurse Nicole Figalora</i>	<i>631-348-5079 x2011</i>
<i>Ralph G. Reed Middle School</i>	<i>Nurse Denese Booker</i>	<i>631-348-5066 x3011</i>
<i>Anthony Alfano Elementary School</i>	<i>Nurse Jennifer Dudley</i>	<i>631-348-5139 x5411</i>
<i>Cordello Avenue Elementary School</i>	<i>Nurse Kelli Pasha</i>	<i>631-348-4189 x5211</i>
<i>Andrew T. Morrow Elementary School</i>	<i>Nurse Emilia Theodate</i>	<i>631-348-5037 x5011</i>
<i>Charles A. Mulligan Elementary School</i>	<i>Nurse Roxanne Davis</i>	<i>631-348-5041 x4011</i>
<i>Marguerite Mulvey Elementary School</i>	<i>Nurse Lisa Leslie</i>	<i>631-348-5059 x5311</i>
<i>Francis J. O’Neill Elementary School</i>	<i>Nurse Jannet Ortiz</i>	<i>631-348-5060 x5111</i>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO), Ms. Barbara LaMonica, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district **(Superintendent, Assistant Superintendent for Administration, Assistant Superintendent for Curriculum & Instruction, Assistant Superintendent for Special Education, Interim School Business Administrator, Director of Music Education & Instructional Technology)**. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by cell phones, e-mail, District automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we have trained individuals with similar job titles. We have also established the ability to maintain these essential functions off-site from remote locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided online via GCN Training in “Hazard Communications”. *At no time will products not approved by the school district be utilized.*
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPad)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods on an annual basis.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Facilities and Security Departments are working with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies Matrix					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students Matrix			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

**Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

Response:

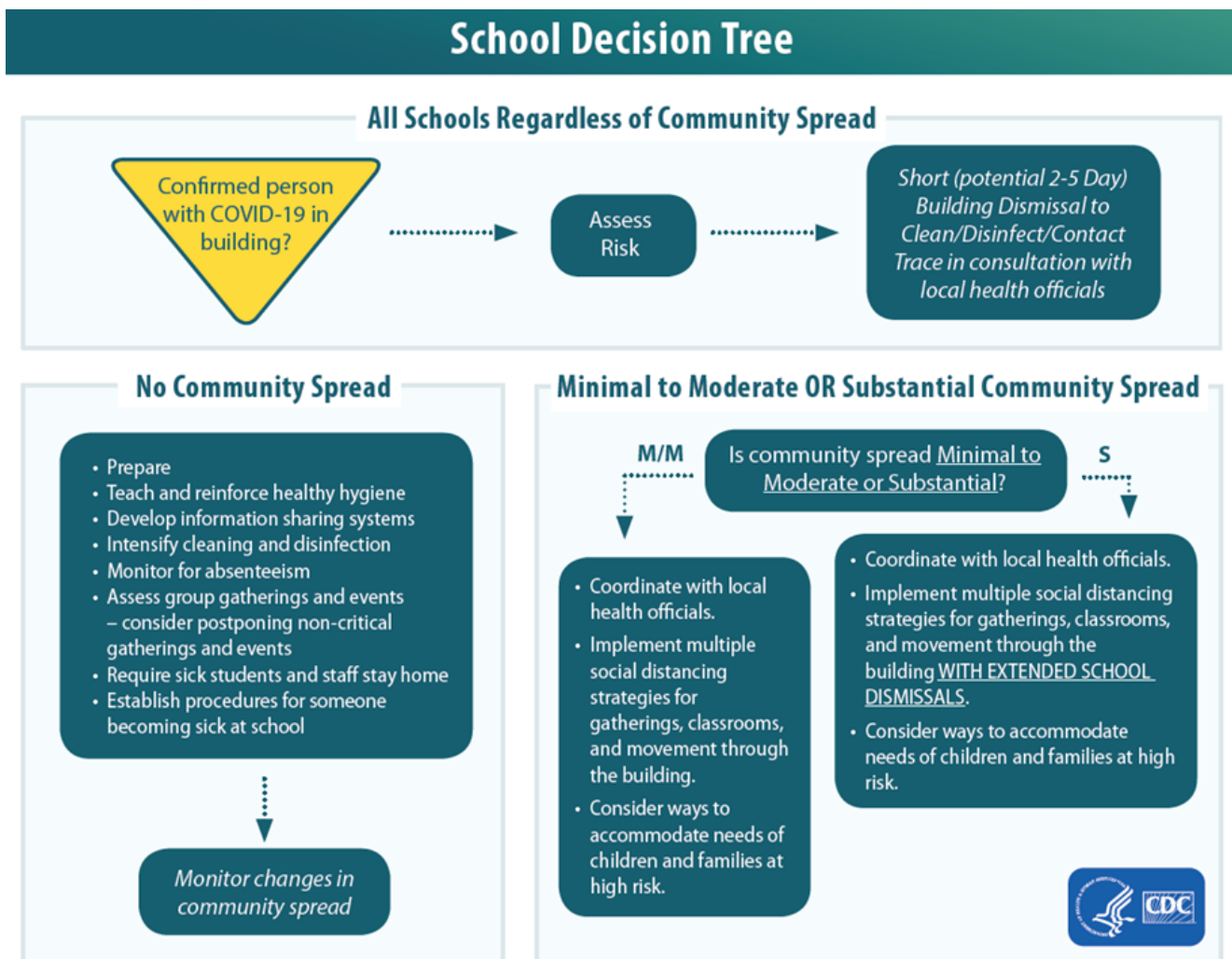
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Suffolk County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The Technology Director will re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Technology Director will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The School Business Administrator will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The School Business Administrator will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facilities Director will meet with staff and monitor ability to maintain essential function. The Facilities Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facilities Director will work closely with the School Business Administrator or designee to implement different phases of the Plan as necessary.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Central Islip.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least five days since the individual first had symptoms;
- New CDC guidance has reduced the recommended time for isolation and quarantine periods to five days. For details see CDC’s page on [Quarantine and Isolation](#); and
- It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Ending Isolation and Precautions for People with COVID-19](#).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 5 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the Frontline Education System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related

problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The COVID Coordinator will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to tweiner@centralislip.k12.ny.us.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **“NYS Contact Tracing” (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

Central Islip School District will provide related service providers with cleaning supplies to ensure disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as a buckeye alcohol-based hand sanitizer containing 62% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, the Facilities Department will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between uses as much as possible. Examples of frequently touched areas in schools may include:

- Buttons on vending machines and elevators.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet bars.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- Central Islip School District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 47.**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Residence Inn Long Island Islip/Courthouse Complex (631-231-0025)
2. Courtyard by Marriott Long Island Islip/Courthouse Complex (631-582-2100)
3. Holiday Inn Express Hauppague (631-348-1400)
4. Radisson Hotel – Hauppague (631-231-1100)
5. Hilton Garden Inn – Ronkonkoma (631-738-7800)
6. Clarion Hotel - Ronkonkoma (631-585-9500)

7. LaQuinta Inn – MacArthur Airport (631-881-7700)
8. Jake’s 58 Hotel & Casino (631-232-3000)
9. Residence Inn by Marriott Hauppague (631-724-4188)
10. Hampton Inn Islandia (631-234-0400)

Suffolk County School Districts have also established school building shelter sites across the County in cooperation with the Suffolk County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 39)

Example of Sample Contract Tracing Form (page 42)

Essential Employee Worksheet (page 47)

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



CENTRAL ISLIP SCHOOL DISTRICT COVID-19 Preliminary On-Site Investigation

(E-Mail to Suffolk County Department of Health at <https://suffolkcountyny.force.com/public/servicetypes>)

School Building Click or tap here to enter text. Today's Date Click or tap to enter a date.

Individual Completing Form _____ Telephone # _____

Name of Person Testing Positive: Click or tap here to enter text. Position: _____

Last Date Individual was in the School Building: Click or tap here to enter text.

Date of Birth: Click or tap here to enter text. County of Residence: Click or tap here to enter text.

Telephone #: Click or tap here to enter text. Please highlight case was: **SYMPTOMATIC OR ASYMPTOMATIC**

Documentation of Lab Confirmed Positive: Yes No Date of Test: Click or tap to enter a date.

Laboratory Conducting Test: Click or tap here to enter text. Telephone # Click or tap here to enter text.

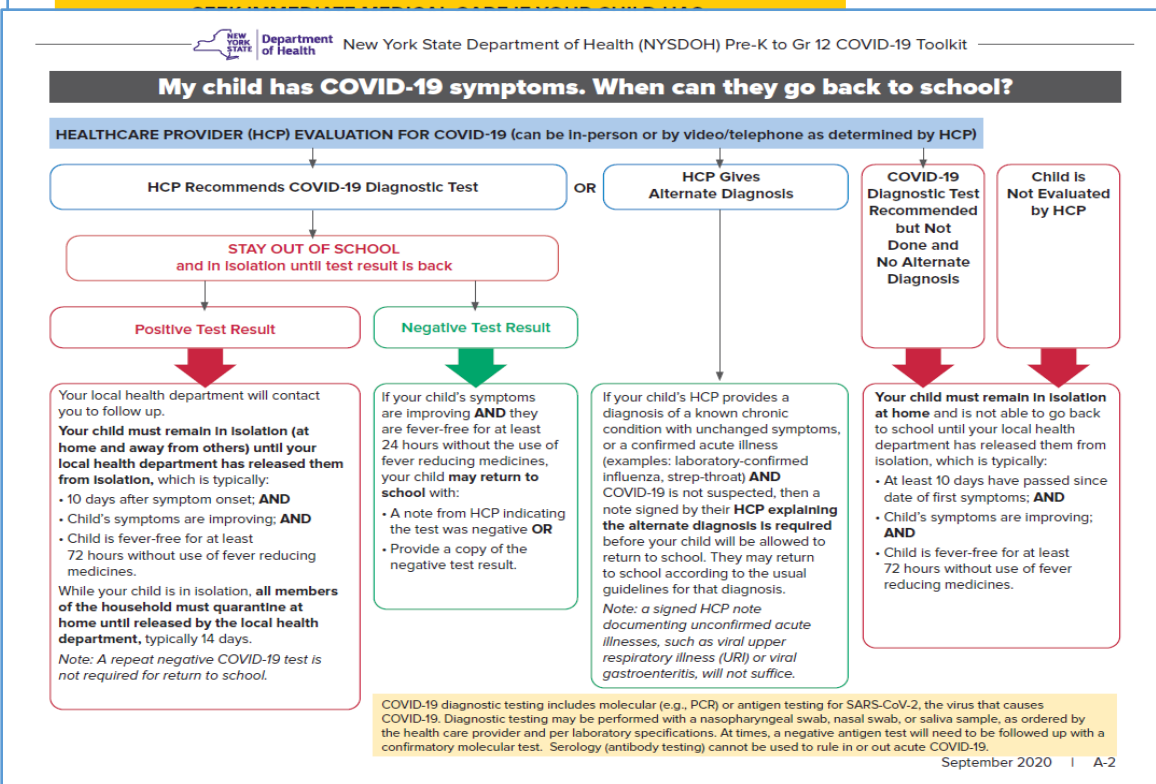
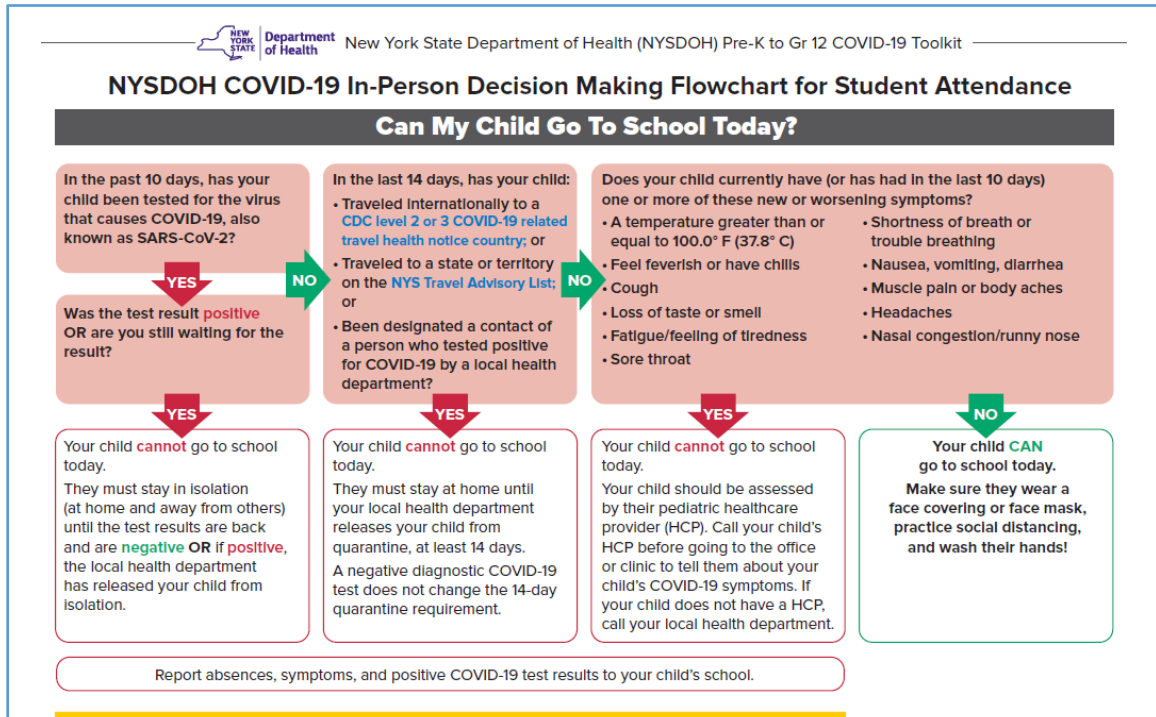
Names of Students in Close Contact (Less than 6 feet for more than 10 minutes)
 Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
 If no contacts, please write NO CONTACTS across the page)

NAME	HOME DISTRICT	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Name of Staff in Close Contact (Less than 6 feet for more than 10 minutes)
 Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
 If no contacts please write NO CONTACTS across the page

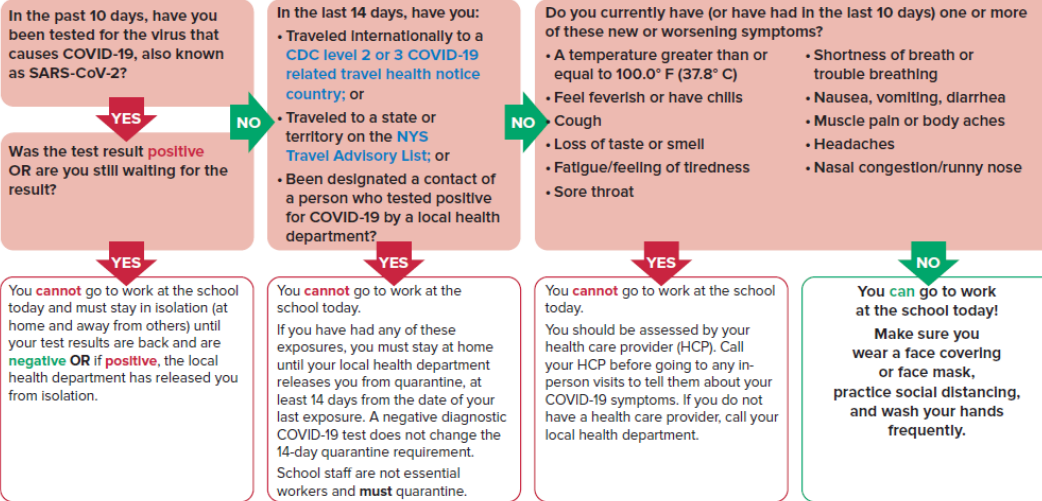
NAME/POSITION/ EMPLOYEE ID #	EMPLOYEE DISTRICTS (If Applicable)	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Flowcharts for COVID-19 Decision Making



NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?



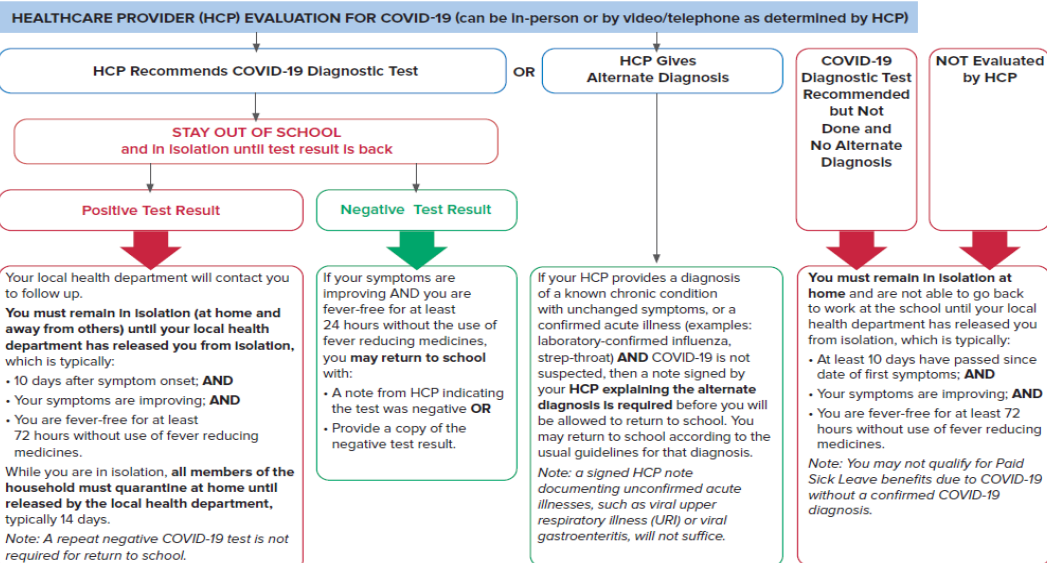
Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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I have COVID-19 symptoms. When can I go back to work at the school?

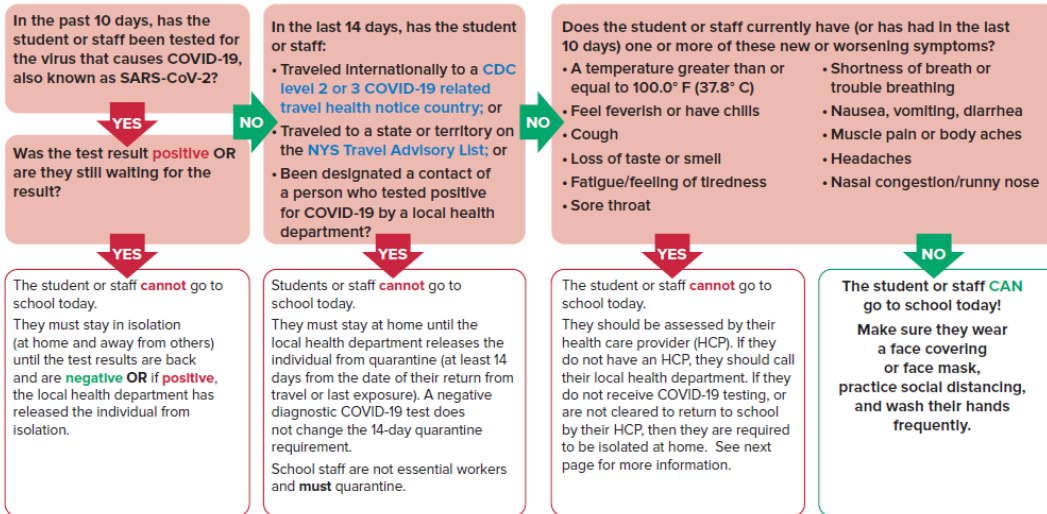


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff



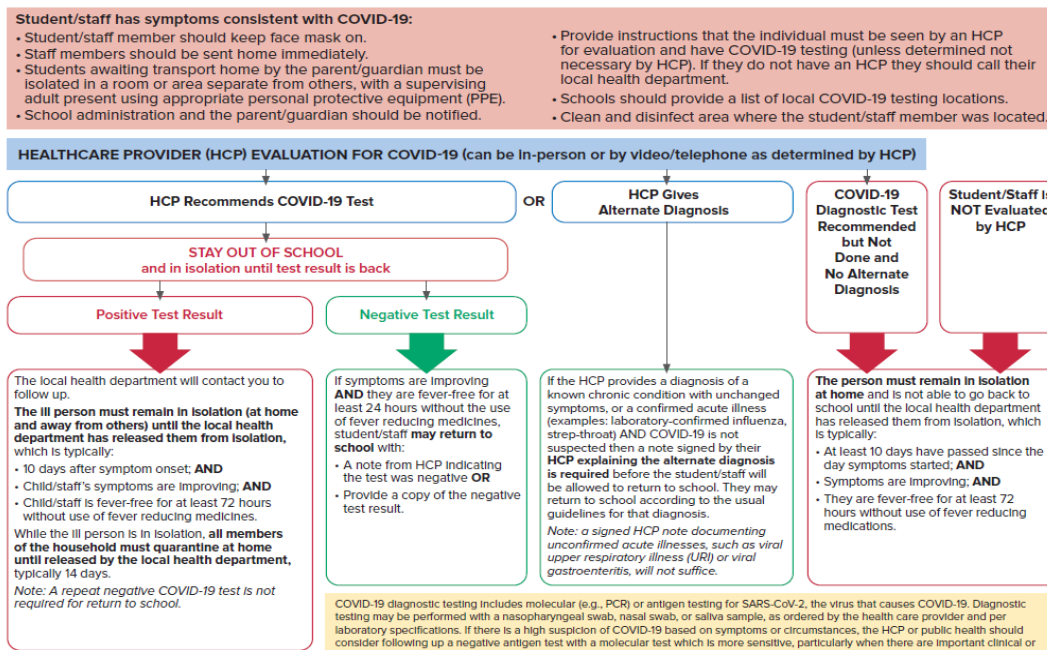
Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

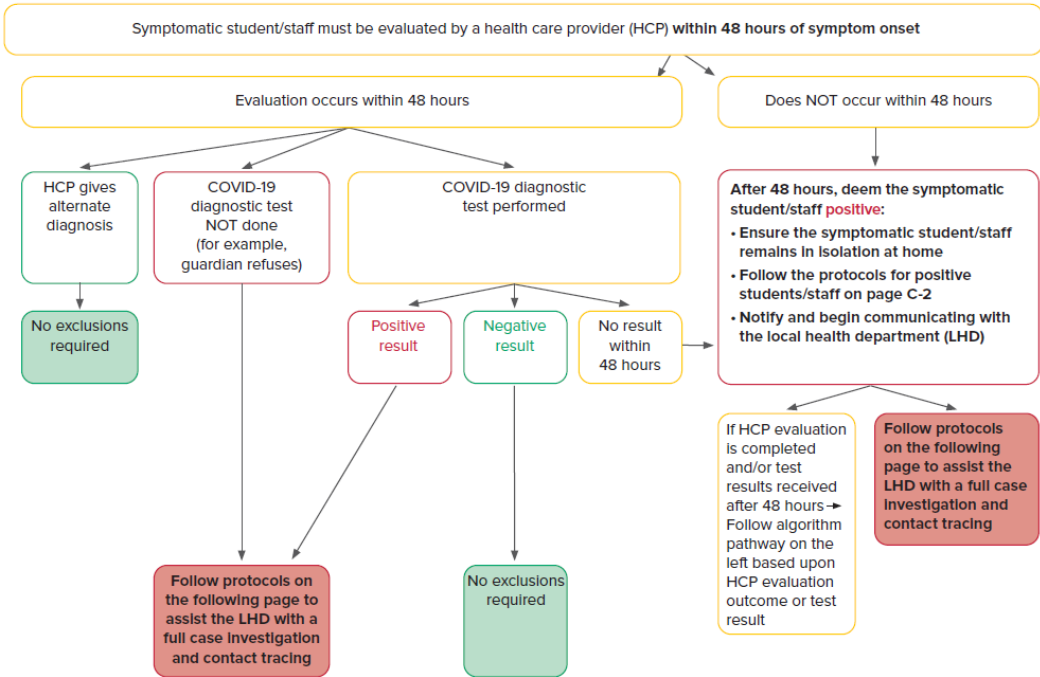
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COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

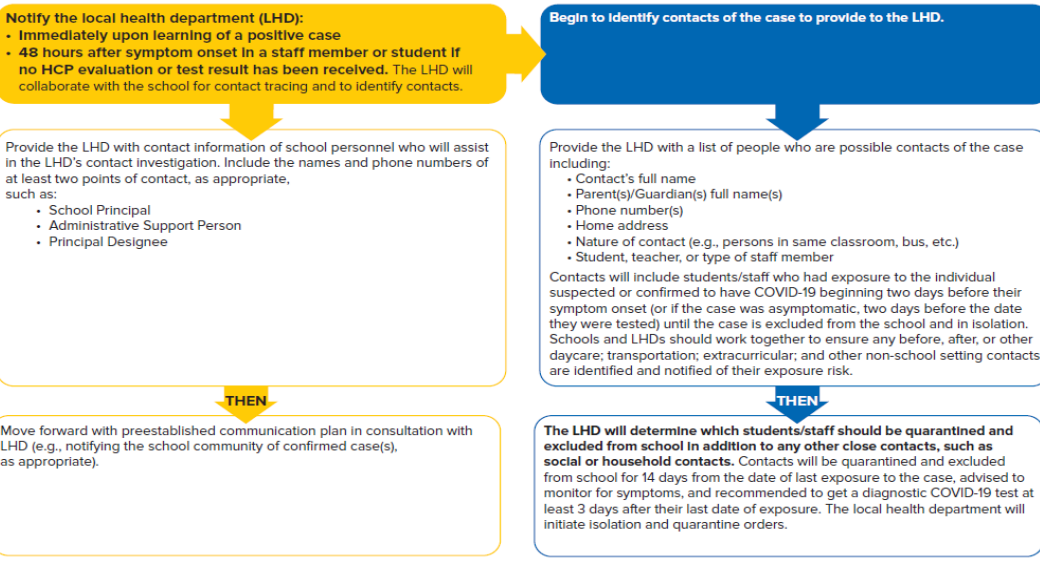


September 2020 | C-2

COVID-19 exclusion protocol for contacts of symptomatic students and staff



COVID-19 School and Local Health Department Coordination for Contact Tracing



When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school. The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Central Islip UFSD Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Administration	Superintendent & Asst. Superintendents	Required to ensure continuity of the response efforts.	Administrators work in non-shared spaces	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Building Administration & Clerical Support	Building Administrators & Clerical Support	Required to ensure continuity of the response efforts.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Faculty and Staff	Teacher/Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE),	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance.	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises.

		teachers/related service providers may be deemed essential on an as needed basis.	Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Information Technology	Director & Technicians	This group is needed to maintain the internet capability including remote learning and working from home.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Custodial and Maintenance	Facilities Director, Senior Custodians, Custodians, Maintenance Mechanics, Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Health Services	Director of Health Services and Nursing staff as deemed necessary	To assist with testing requirements, reporting, and contract tracing.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Security	Director of School Safety & Security Guards	To ensure the safety/security of the campuses.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be divided/rotated in a fair and equitable manner In order to meet the needs of the District	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further document an employee's presence on campus.
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students; Grab-N-Go Program.	Alternative schedule based on workplace capacity or the maximum allowable by State or Local guidance. Scheduling to be	<ul style="list-style-type: none"> ● All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises. ● Payroll, attendance, and/or time cards will further

			divided/rotated in a fair and equitable manner In order to meet the needs of the District	document an employee's presence on campus.
Contractors		Services provided on an As-Needed basis		<ul style="list-style-type: none"> Contractors will sign in with the security guards, and their presence registered in the visitor log book or visitor management system.

APPENDIX D

EMERGENCY MANAGEMENT DIRECTORY

Suffolk County

Agency/Department	Office	Phone
<i>Fire Rescue & Emergency Services</i>	<i>Commissioner's Office (Nights, Weekends, Holidays) Emergency Preparedness Office</i>	<i>852-4850 852-4815 852-4900</i>
<i>Health Services</i>	<i>Information & Referrals (Days) (Nights, Weekends & Holidays) Poison Control</i>	<i>853-3000 853-5555 1-800-222-1222</i>
<i>Environmental Health Services</i>	<i>Administration (Nights, Weekends & Holidays)</i>	<i>853-3081 853-5555</i>
<i>Public Health</i>	<i>Administration Environmental Protection</i>	<i>853-3055 853-3074</i>
<i>Police</i>	<i>3rd Precinct</i>	<i>854-8300</i>
<i>Public Works</i>	<i>General Information Main Office (Nights, Weekends & Holidays)</i>	<i>852-4000 852-4010 852-4256</i>
<i>General Information County</i>		<i>853-5593</i>
<i>Division of Mental Hygiene</i>	<i>Community Response Team</i>	<i>853-3109</i>

New York State

Agency/Department	Office	Phone
<i>Environmental Conservation</i>	<i>Regional Office Hazardous Waste Enforcement 24-Hour Emergency Spill Hotline</i>	<i>444-0320 1-800-457-7362</i>
<i>Health Department</i>	<i>Environmental Health Information</i>	<i>1-800-458-1158</i>
<i>Labor Department Emergency Management Office</i>	<i>Safety & Health Regional Office</i>	<i>516-485-4409 518-457-2222</i>

Federal

Agency/Department	Office	Phone
<i>Federal Emergency</i>	<i>Management Agency (24 hours) On Scene Coordination</i>	<i>202-898-6100 212-225-7209</i>
<i>Occupational Safety & Health</i>	<i>Emergency number</i>	<i>516-334-3344 1-800-321-6742</i>
<i>Energy Department</i>	<i>Emergency Radiological Assistance</i>	<i>282-2200</i>
<i>Public Affairs Office</i>		<i>212-225-7707</i>

APPENDIX E

EMERGENCY REMOTE INSTRUCTION PLANS (ERI PLANS)

An amendment to Commissioner’s Regulation 155.17 requires school districts to add Emergency Remote Instruction provisions to their annual District-Wide School Safety Plans. This plan will be reviewed and revised on an annual basis along with the District-Wide School Safety Plan.

Please Note: As we continue this journey in Distance Learning, the district plan may need to adjust as needed in order to make the best effort to deliver the highest quality of services in light of the circumstances.

1- Computer Access for Students

The Central Islip Union Free School District Board Policy #4526.6 details the issuance, maintenance, and replacement of electronic devices to ensure all students will have the means to participate in synchronous instruction.

2- Internet Connectivity for Students

The goal of the Central Islip Union Free School District is to ensure that all students receiving remote instruction will have access to internet connectivity. The Central Islip Union Free School 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- How instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

The Central Islip Union Free School District will provide educational materials to those students for whom remote instruction by digital technology is not available or appropriate. Building administrators will work with teachers, students, and parents to address exceptional individual needs.

4- How special education and related services will be provided to students with disabilities, as applicable, in accordance with their individualized education programs.

During Distance Learning, our special education & PPS staff (which includes special education teachers, speech and language pathologists, social workers, school psychologists, occupational therapists, physical therapists and board-certified behavior analysts) will provide special education services using a variety

of different strategies and online platforms based on an individual student's needs.

Distance Learning will include tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Google Classroom for student centers.

Special education & PPS staff will collaborate with families to determine what services are needed during Distance Learning. In addition, special education staff will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Plan (IEP). This document will provide families with general understanding of the variety of services the Special Education Department will be offering during this period.

Special Education Staff will:

- Provide special education and related services in the IEP through multiple modalities: online learning websites, synchronous instruction, online instructional materials, paper packets, instructional videos, etc.
- Individualize materials to meet the needs of each student based on their Individualized Education Program.
- Individualize access to online learning programs and tools.
- Collaborate with general education teachers, related service providers and administrators, as needed.
- Regularly collaborate with families through phone conferences and emails.
- As appropriate, provide virtual learning sessions with individual students, with parent permission.
- Provide regular/ongoing meeting times to families and students.
- Continually monitor student progress and adjust services as needed.
- Follow national and state guidance on the procedures and delivery of services for students with IEP's.

5- ESTIMATED INSTRUCTIONAL HOURS

All school staff of the Central Islip Union Free School District will follow their respective local contracts to support synchronous and asynchronous instruction on days of remote instruction under emergency conditions. Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. Kindergarten to Grade 6 will receive a minimum of 900 instructional hours annually, 5 hours daily. Grade 7 to Grade 12 will receive a minimum of 990 instructional hours annually, 5.4 hours daily.