

# DISTRICT-WIDE COMPREHENSIVE SCHOOL SAFETY PLAN

# 2023-2024 SCHOOL YEAR

# MILLER PLACE SCHOOL DISTRICT

# **BOARD OF EDUCATION**

Lisa Reitan, President

Bryan Makarius, Vice President

John Galligan, Trustee

Andrea Spaniolas, Trustee

Johanna Testa, Trustee

Intro	duction	5
Sectio	on I: General Considerations and Planning Guidelines	6
Dis	cussion	6
<b>A.</b>	Purpose	
<b>B</b> .	Identification of District-Wide School Safety Team	
<b>C</b> .	Concept of Operations	
	Emergency Planning Rationale	
	Planning Considerations	
	Transportation	
	Plans of Action	
	School Cancellation Plan	
	Go-Home Plan	
	Sheltering Plans	
	Evacuation Plan	
	Identification of School Teams	10
	Building-Level School Safety Team	10
	Building-Level School Emergency Response Team	
	Building-Level School Post-Incident Response Team	
	Building-Level School Volunteer Search Team	11
	Emergency Response Plan Overview	12
D.	Plan Review and Public Comment	13
Sectio	on II: Risk Reduction/Prevention and Intervention	13
А.	Prevention/Intervention Strategies	13
	Student Safety Programs and Initiatives	
	Implementation of School Security Measures	13
	- Visitors	13
	Building	14
	Staffing	14
	Building Safety Personnel Training	14
	Annual Multi-Hazard Training for Staff and Students	14
	District and Contracted Security Personnel	
	Coordination with Emergency Officials	
В.	Identification of Sites of Potential Emergencies	
C.	Identification of Types of Potential Emergencies	
D.	Incident Management System (IMS) / Incident Commander (IC)	
	IMS Components	
	Modular Organization	
	Integrated Communication	
	Unified Command	
	Consolidated Action Planning	
-	Designated Incident Facilities	
Е.	Activation of the IMS	
	Initial Command	19

	Command Responsibility	. 20
Sectio	on III: Response Guidelines and Responsibilities	. 20
A.	When reporting an Emergency (911)	. 20
B.	Assignment of Responsibilities	
C.	School Building Command Post	
	School Building Emergency Response Kit	. 21
	Public Information Officer	. 22
	Access to Floor Plans	. 22
	Notification and Activation (Communication Systems)	
	Hazard and Chemical Hygiene Plan Guidelines	
D.	Situational Responses	
	Lockdown	
	Lockout	
	Short-Term Shelter in Place	
	Evacuation & Sheltering Procedures	
	Sheltering	
	Evacuation	
	Off-Site Evacuation Procedures	
	Off-Site Evacuation Procedures - Dismissal (students going home via buses)	
	Off-Site Evacuation Procedures - Dismissal (students going back to school via	
	bus or on foot)	
Б	Emergency Evacuation of Disabled Persons	
Е. F.	Emergency Drills Coordination and Use of School District Resources	
г. G.	Protocols for State Disaster Emergencies Involving Public Health	
Sectio	on IV: Recovery	. 28
A.	Recovery Short and Long Term	. 28
Sectio	on V: Appendices	. 29
	Appendix 1- School Buildings and Staff	. 30
	Appendix 2- Operations Staff Information	
	Appendix 3 - Coordination with Local, County, State and Federal Resources	
	Appendix 4 - Key Vendor List	. 39
	Appendix 5 - Sample Telephoned Bomb Threat Worksheet	. 40
	Appendix 6 - Building-Level Emergency Response Safety Plan	
	Appendix 7 - Chemical Hygiene Plan	
	Appendix 8 - Listing of District Resources	. 43
	Appendix 9 - Character Education Programs	
	Appendix 10 - Emergency Remote Instruction Plan	. 45
	Appendix 11 - Hazard Response Guide	_46

# Introduction

The New York Sate Education Department has mandated that School Districts develop a District-Wide School Safety Plan in accordance with Project SAVE (Safe Schools Against Violence in Education). The majority of District-Wide School Safety Plans were developed, submitted and reviewed prior to September 11, 2001. The events of that day have changed some of the thinking about safety plans. In particular, there is a heightened sensitivity around the issues of confidentiality of information contained in plans, as well as the level of detail provided.

The complete contents of the District-Wide and Building-Level Plans are confidential and are only shared with Emergency Responders and appropriate school district personnel. This is essential so that the information contained herein does not aid someone wishing to do harm to individuals and/or property but assists the Emergency Responder(s) in providing the District with the appropriate level of response.

The District-Wide Plan, while incorporating all Building-Level Safety Plans and the Chemical Hygiene Plan, is meant to show what procedures, programs and curricula the District has implemented to prevent or minimize the effects of serious violent incidents and emergencies. It also facilitates the coordination of the District with local, county, state and federal agencies in the event an incident or emergency does occur.

It is important to recognize that these plans will always be subject to change – they should not be viewed as a one-time exercise to fulfill a requirement. The experiences of September 11 have generated many changes, and it is likely that the required annual review of these plans will contribute to their ongoing development and refinement.

# **Section I: General Considerations and Planning Guidelines**

## Discussion

Section I is used to provide information about key considerations and planning guidelines that were used in developing the District-Wide plan. This includes the purpose of the plan; an identification of the District-Wide School Safety Team; an identification of the overall concepts of operation included in the plan; a description of the plan; review and public comment period; and the character education process that will be used in the district. The district plan includes specific information such as the names and positions/affiliations of individuals on the planning team and how this plan supports the development and coordination of the Building-Level Emergency Response Plans.

## A. Purpose

The Miller Place School District-Wide Comprehensive School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. In collaboration with the Miller Place School District Board of Education, the Superintendent, and the Health and Safety committee acting as the District-Wide School Safety Team the development and maintenance of the District-Wide Comprehensive School Safety Plan was devised.

## B. Identification of District-Wide School Safety Team

The Miller Place School District has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

Superintendent Assistant Superintendent School Business Official **Director of Facilities School Principals** Director of Athletics **Board of Education Members** Suffolk County Police Department Miller Place Fire Department Representative of the Teachers' Association Representative of the Operations Union Representative of the Nurse's Union Representative of the Clerical Union Representative of the Administrator's Association Representative of the Parent Teachers Organization (P.T.O.) **Community Member** 

## **C.** Concept of Operations

The District-Wide Comprehensive School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide Comprehensive School Safety Plan guided the development and implementation of individual Building-Level Emergency Response Plans.

The methodology used to develop the District-Wide plan, included the involvement of the community and the district employees as noted in Section B through regularly scheduled planning meetings as well as special developmental, building, and departmental meetings using previous data and safety plans to determine the key elements of the current plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building-Level School Safety Team, to identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population as well as utilizing one or more communications processes which are in place to notify the district.

The Building-Level School Safety Team is selected by the Principal and includes at a minimum, representatives of teacher, administrator, and parent organizations, safety and other school personnel, community members, local law enforcement officials, local ambulance and other emergency response agencies, and any other representative deemed appropriate.

Upon the activation of the Building-Level School Safety Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified by the Incident Commander or his/her designee.

#### **Emergency Planning Rationale**

The New York State Education Department Commissioner of Education Regulation Section 155.17 requires that each Building-Level School Safety Team develop an Emergency Response Plan and update it by **July 1** of each school year so it can be incorporated into the District-Wide Comprehensive Safety Plan. This will ensure the safety and health of students and staff and ensure integration and coordination with similar emergency planning at the Municipal, County and State levels. Each School Principal will designate a Building-Level School Safety Team to oversee the development, implementation, updating, and testing of the Emergency Plan. The School Principal will coordinate with both internal staff and representatives from external agencies to meet required elements of the law. The initial response to all emergencies at the School Building-Level will be by the School Safety Team. Once the School Principal activates the School Safety Team, the Superintendent of Schools will be notified and, if necessary, local emergency officials will be notified. Protocols will be established to obtain assistance from County and State agencies if necessary.

The intent of the Plan is to develop consistent responses to emergency situations experienced by the school district and to integrate the district's emergency response with other emergency responses. The school building's planning process is critical to a workable emergency response and has been developed to include the following:

- ☑ Building-Level School Safety Team
- ☑ Building-Level Emergency Response Team
- ☑ Building-Level Post-Incident Response Team
- ☑ Building-Level Volunteer Search Team
- ☑ Incident Management System (IMS) / Incident Commander (IC)
- ☑ School Cancellation, Early Dismissal, Evacuation and Sheltering Plans and any emergency response drills deemed necessary by the Board of Education
- Emergency Notification to Parents
- ☑ Staff Telephone #'s (internal)
- ☑ School Building Floor Plans & District Resources
- ☑ School Building Command Post (and Alternates)
- ☑ Emergency Procedures and Training for Students and Staff
- ☑ Annual Emergency Response Plan Review
- ☑ Needs of Handicapped Students and Staff
- ☑ Coordination with Local, County, State and Federal Agencies
- ☑ Pre-Emergency Planning and Hazard Response Guide
- ☑ Hazard Analysis
- $\blacksquare$  Communication Systems
- ☑ Public Information Officer and Alternate
- $\square$  Transportation
- ☑ Emergency Response Kit

#### **Planning Considerations**

In an emergency, time is a critical factor in the decision-making process. Decision-makers need to know if the Plans have current and accurate information (names, telephone numbers, student information, building resources, etc.). Basic components include:

- Integration of police, fire, emergency medical services, hospitals, gas and electric utilities and transportation.
- Delineation of the roles and responsibilities of personnel at the emergency sites (Chain-of-Command).
- ▶ Notification of who should be contacted in an emergency and in what order.
- Each Building Principal reports the building's student population to the Superintendent. This information is then reported to the Board of Education on a monthly basis by the Superintendent.

## Transportation

The transportation of students in each school, as well as those who walk home, must be taken into consideration. During a **Go-Home** or an **Off-Site Evacuation** the District's Transportation Director or designee will contact *First Student*, the District's contracted bus company, in order to expedite the removal of students from school property so they are no longer in the area of danger during an emergency. Notification and/or arrangements for BOCES students and students on field trips must also be made since these students may be off-site during an emergency.

## **Plans of Action**

To account for the variable character of disaster emergencies and the extent of advance warning, there are different plans of action to protect the health and safety of students and staff. The plans are as follows:

## School Cancellation Plan

The School Cancellation Plan meets the need to keep students and staff in their homes based on any condition that may exist which would prevent the safe opening of school. The Superintendent of Schools will make this determination. Some of the factors used to make this decision could be severe weather (such as snow or hurricane), loss of heat or water, or damage to a particular building or buildings due to a catastrophic event that would cause students to be placed in an unsafe environment.

#### **Go-Home Plan**

The Go-Home Plan meets the need to return students to their homes and family as rapidly as possible. All Miller Place Schools are required to have current plans that include names and telephone numbers of family and designated surrogates. Special student's needs will also be identified and planned for appropriately. Although it can not be guaranteed, the Districts goal is that elementary school students would not be returned to unoccupied, unsupervised homes.

#### **Sheltering Plans**

> Shelter Plan

The Shelter Plan, or stay where you are, is a decision to be made when the situation is safer inside than outside. For example, during conditions when the roads are closed for outside travel, or when there are extremely hazardous conditions, sheltering is called for. Generally, sheltering is for a short time-but conditions could warrant extended sheltering. Sheltering Plans generally include provisions for at least 24 hours. School buildings are surveyed to identify the safest area(s) for occupants.

## Sheltering Plans (cont'd.)

Lockdown

A Lockdown is a special kind of sheltering plan that would require individuals to remain within the safety of their immediate area to protect them from immanent danger. An intruder may be one reason to invoke this type of response.

> Lockout

A Lockout allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

## **Evacuation Plan**

An Evacuation to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that students be transported and housed temporarily in some other building. District-Wide and Building-Level Plans include provisions for transportation and use of alternate sites.

# **Identification of School Teams**

## **Building-Level School Safety Team**

The Building-Level School Safety Team will be selected by the Principal and include, at a minimum, representatives of teacher, administrator, and parent organizations, safety and other school personnel, community members, emergency response agencies, and any other representatives deemed appropriate.

#### **Building-Level School Emergency Response Team**

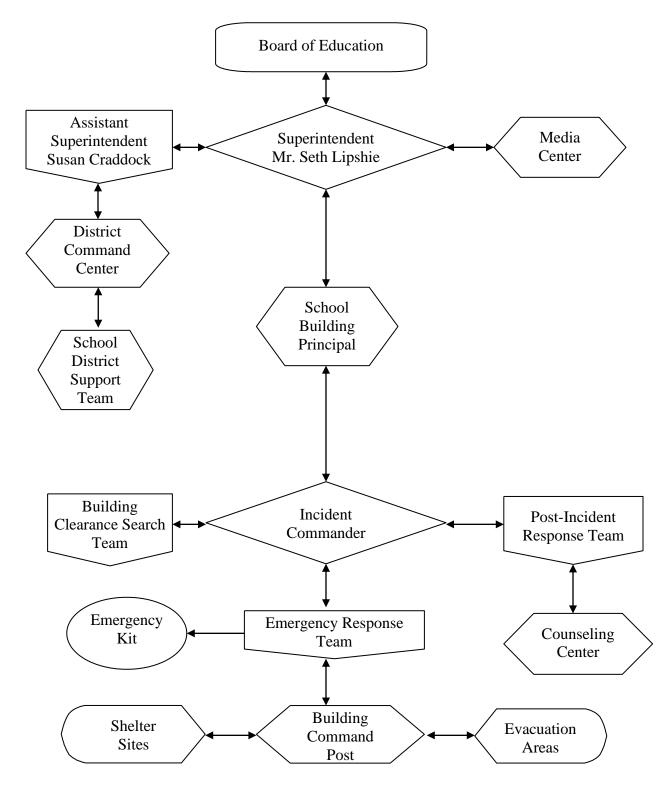
The Building-Level School Emergency Response Team will be selected by the Principal with guidance from the Building-Level School Safety Team. The Emergency Response Team may be a Sub-Team of the Building-Level School Safety Team. This Team will generally be a small group of less than five individuals who have critical functions in the building. The Team will include the Building Principal, Assistant Principal, School Nurse, and Head Custodian at a minimum, and others as deemed necessary.

#### **Building-Level School Post-Incident Response Team**

The Building-Level Post-Incident Response Team will provide post-incident psychological and medical aftercare if necessary. If the Building-Level Response Team does not have sufficient resources to handle the aftercare necessary, other Building-Level Post Incident Response Teams resources would be utilized. In addition, some incidents may expand beyond the capability of the school district and require the assistance of county and state services including the Suffolk County Division of Community Mental Hygiene Services to access these services.

## **Building-Level School Volunteer Search Team**

Although not specifically required by the SAVE legislation, each school building will have an established Volunteer Search Team. This Team will assist local emergency responders in their efforts to successfully search a building in instances such as a bomb threat. The involvement of building personnel is important since they will be more familiar with the building and be more likely to spot something unusual or out of place. Volunteers will never be asked to touch or handle questionable items.



# **Emergency Response Plan Overview**

## **D. Plan Review and Public Comment**

Pursuant to the Commissioner's Regulation, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The District-Wide plan may be adopted by the Miller Place School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-Wide Comprehensive School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year by the appropriate District personnel. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at Miller Place School District Office, located at 7 Memorial Drive, Miller Place, NY 11764.

# Section II: Risk Reduction/Prevention and Intervention

## A. Prevention/Intervention Strategies

## **Student Safety Programs and Initiatives**

The school district undertakes many programs to improve communication among students and between students and staff. The district works with many community groups including North Shore Youth Council (NSYC), Booster Clubs, Police Department, and Fire Department to name a few. Some of the strategies that are utilized include peer mediation, character education, conflict resolution, bullying curricula, and drug awareness seminars for students and parents. Each school develops their own character curriculums that are outlined in **Section V**. The school also has an anonymous Safe School Helpline that any person can call to report anything that could affect the school, students, and staff.

#### **Implementation of School Security Measures**

The school district recognizes the need to provide a safe environment for students, staff, and visitors to the schools. The school district has many security measures that it utilizes to provide a safe and secure environment as possible. Some of the security prevention measures that the district follows are:

#### Visitors

- Signs posted for proper entrance to building, playground usage, loitering, skateboarding, etc.
- Visitor badge / sign-in procedure at all main lobbies
- Visitor Management Background Check (sex offender only)
- Security guards monitoring suspicious behavior or loitering, and wanding

# Building

- Maintain a secure building
- Security Vestibules at main entrances to school
- Video surveillance system
- Radio communication system
- Key card access system
- Door and hall monitors
- ➤ Use of K-9 searches
- Fingerprint clearance of all new hires
- *Routine perimeter by security patrols*
- Armed Security Guards during the school day and at determined events with large gatherings

# Staffing

- Each teacher/staff member who occupies a room or area should scan the room or area upon first entering
- > Teacher/staff member should lock and close the door when leaving any room vacant
- > Principal/Administrator should be notified immediately if anything looks suspicious

# **Building Safety Personnel Training**

Training for Emergency Teams and Safety Officers may include de-escalation techniques. The Board of Education or their designee will determine the specific type and schedule for such training. School Guards shall be required to meet the requirements of the New York State Security Guard Act. These requirements include pre-assignment training, in-service training and annual refresher training. Guards may be required to show proof of completion of this training.

# Annual Multi-Hazard Training for Staff and Students

The District-Wide Comprehensive School Safety Plan requires annual multi-hazard training for students and District personnel. The training may include:

- Blood borne pathogens
- ➤ Lockdowns
- ➤ Lockouts
- ➤ Fire drills
- Evacuation
- ➢ Right-to-Know
- Diversity Training
- Sexual Harassment
- Suicide Prevention
- > Additional building-based training based on site discretion and needs

The intent of this training is to make building personnel aware of the specific response procedures in their buildings. All school building personnel will be familiarized with the basic concepts of the Incident Management System. This type of training can be most successfully accomplished by members of the Building-Level School Safety Team who would be most familiar with the procedures they have established. The Team will utilize a train-the-trainer approach to train individual classroom teachers to relate this information to

their class. Staff training may be incorporated into regular staff meetings. The *Hazard Response Guide* should be a major training tool used for this effort. Each school's plan includes their response and identified staff members based on the District-Wide Hazard Response Guide outlined in **Section V**.

#### **District and Contracted Security Personnel**

School District Security personnel may be needed to break up fights or to assist in dispersing students. At no time are District Security involved or required to be involved in the disciplining of students. This is strictly the role of building administration.

Contracted Security Personnel are to never break up fights or get involved in student discipline as stated in their Post Orders under the Forward Section: "...the overall mission is to assist with access control and to not engage in any physical altercations. We are not there to break up student fights or intervene in matters that involve student discipline. These matters will be handled by the Administrative team at each of the schools."

#### **Coordination with Emergency Officials**

The Building-Level School Safety Team includes members of local emergency response services who will be instrumental in assisting the Team in annual review of the Plan and may include conducting drills and exercises to test the Plan. These tests may include tabletop exercises which will be coordinated with local and county emergency responders and preparedness officials. The School Building Emergency Response Team will be critical in the coordination of these exercises. Please see **Section V** for a listing of local, county, state, and federal agencies that can be utilized in an emergency.

## **B.** Identification of Sites of Potential Emergencies

The District-Wide Comprehensive School Safety Plan requires each Building-Level School Safety Team to identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population. The District-Wide Team has identified the following sites of potential emergencies:

Sites of Potential Emergencies:	All school buildings
	All playgrounds and athletic fields
	All transportation & field trips
Major Highways and Intersections:	Route 25A and Miller Place Road
	North Country Road and Lower Rocky Point Road
	All School Entrances
Outdoor Hazardous Waste or Chemical Storage	Underground Oil Tanks
Facilities:	Generator Oil Tanks (Aboveground- AMPS/HS/Administration Building)
	Underground Chemical Waste Tank (HS)
	Gibneys (gasoline)
	Grounds Shed (gasoline)
	Propane Tank (portable concession stand)
	Welding Tank (maintenance area)
Indoor Chemical Storage including Laboratories:	Science Prep Rooms
Indoor onomen Storage meruaning Laborations.	Science Laboratories
	Auditorium Storage Closets (Paint)
	Custodial Offices / Closets
Industrial Art Areas:	Paints / Thinners / Adhesives
	Kilns (HS)
Areas Subject to Environmental Flooding:	Creek / Pond along North Campus
Areas Subject to Indoor Flooding:	Boiler Rooms
	Bathrooms
	Kitchens

#### C. Identification of Types of Potential Emergencies

The District-Wide Comprehensive School Safety Plan requires each Building-Level School Safety Team to identify potential types of emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population. The **Hazard Response Guide** is located in **Section V** of the Plan. The District-Wide Team has identified the following types of potential emergencies:

Airplane Crash Allergic Reaction **Bomb** Threat **Building Structural Failure** Civil Disturbance Earthquake Electrical Failure Explosion (Fuel, chemical or other) Fire Fire Alarm System Activation *Flood (Natural/Building Related) Hazardous Material Spill (Offsite/Onsite)* Heating System Failure Hostage Situation Intruder Radiologic Incident *Suicide (Threat, Attempt)* Weather Related (Thunderstorm, Tornado, Hurricane/Tropical Storm, Winter) Transportation Related

## D. Incident Management System (IMS) / Incident Commander (IC)

The IMS consists of procedures for controlling personnel, facilities, equipment, and communication. The IMS will be implemented at the beginning of an incident and will end when management and operations are no longer required. This system is structured to expand with the needs of an escalating incident and fulfill the command-and-control requirements of each incident. The District IMS is designed to respond to any type of incident and will improve student and staff safety by providing better accountability of personnel and use of available resources.

It is intended that, if possible, the responsibility of the IC is to implement the necessary functions within this system based on the demands of the incident. As the needs of the incident increase, the IC will further expand the system as necessary. It is clear that in response to any given incident only the IC can be in command and will be responsible for the following:

- > Assessing the situation and available resources
- > Determining an appropriate action plan
- Monitor the hazard response plan's effectiveness
- Adjust response as necessary to meet the needs of the situation

#### **IMS Components:**

#### Modular Organization

Generally, the IC oversees five main incident functions that may or may not be staffed, depending on the nature of the incident, as follows:

- 1. Command
- 2. Operations
- 3. Planning
- 4. Logistics
- 5. Finance

#### Integrated Communication

A common communication plan must be utilized.

#### Unified Command

Due to the fact that many different agencies and personnel may respond to any given incident (police, fire, school, etc.) it is important that each entity act as one organization operating from one command post with each agency maintaining control over its own personnel. Under unified command, the senior command official from each agency will meet and work together at one location.

## Consolidated Action Planning

Depending on the nature of the incident, the IC will establish a plan of action based on known risks and expected hazards (SOP - standard operating procedures) and decide whether a variation from the SOP is necessary due to specific conditions that may exist. The plan should address:

- 1. What do we need to know?
- 2. What do we need to do?
- 3. What are the strategies, tactics and support activities needed during the entire incident?

#### Designated Incident Facilities

It is important to pre-determine areas that will serve a specific purpose. The following need to be considered:

- Command Post Since all incident operations will be directed from the command post it is important that it has expansion capability to support added personnel (other agencies) due possible to incident escalation. If due to the nature of the incident, the command post becomes unavailable, an alternate site should be established.
- Staging Area This is an area where additional resources (staff and equipment) are held awaiting assignment.
- Rest Area This is an area that affords protection from the weather where staff members are sent to rest, eat and replenish themselves. While not necessary, it may be advisable to locate this area in close proximity to the staging area.

#### E. Activation of the IMS

Any emergency response presents a complicated and rapidly changing situation. The IMS will be initiated when any team is actively engaged in incident operations.

The size of the command structure will reflect the type and complexity of the incident. As complexity increases, positions within the IMS are assigned to manage primary support equipment and personnel. Positions described within the school building IMS organizational charts are not necessarily people but indicate component functions that may have to be performed at the incident.

#### **Initial Command**

The first staff member arriving at an incident is designated as the initial IC. The initial IC will remain in command until command is formally passed to the next arriving senior school or district staff member. Please note that the IC will transfer command to emergency service personnel upon their arrival.

# **Command Responsibility**

The responsibilities of the IC are as follows:

- Assume an effective command position
- Size up the incident and issue an initial report to all administrators
- > Establish objectives; select strategy and implement planned response
- > Assign individuals/teams as required to fulfill strategy
- Review and evaluate the plan of action and revise the plan as needed
- Request and assign additional resources as necessary
- Ferminate command

## Key considerations when sizing up an incident:

- 1. What is the problem?
- 2. Where is the problem?
- 3. Who or what is in danger?
- 4. What can I do to better protect individuals and property?

# **Objectives for responding to the incident:**

- 1. Evacuation
- 2. Rescue of staff and students
- 3. Sheltering on/off site of students and staff
- 4. Relocation off site for students and staff
- 5. Accountability of students and staff
- 6. Parental notifications
- 7. Media support
- 8. Returning the facility to operations

# Section III: Response Guidelines and Responsibilities

# A. When reporting an Emergency (911):

- 1. Identify yourself.
- 2. Give the school location.
- 3. Identify the nature of the situation.
- 4. Give the phone number where the emergency is.

# **B.** Assignment of Responsibilities

All buildings will utilize the **IMS** as described in **Section II** as its routine means of response to emergencies. It is recognized that most emergencies will not require the full utilization of the IMS but will allow us to unfold and expand the response as each individual incident dictates. Generally, the School Building Principal will serve as the Incident Commander. IMS dictates that the first person to become aware of an emergency could become the Incident Commander at that moment and remain as such until command is relinquished to the next higher building official.

In most instances, command will be transferred to emergency response personnel upon their arrival. The District's IC transferring command to emergency response personnel will readily assume a support role for the emergency personnel.

#### C. School Building Command Post

Depending on the nature of a response action, either an interior or exterior command post may be selected. At any given point in time, only one command post can be operational.

#### School Building Emergency Response Kit

Each school building will have an Emergency Response Kit (speed bag) at each command post which will remain in the possession of the School Building Principal or IC upon evacuation of the building or relocation to an alternate command post. The Speed Bag should contain:

Equipment	Information
Two-Way Radios	School Safety Plan Binders
Megaphones/Whistle	Floor Plans including shutoffs
First Aid Kit	Area Street Maps
Plastic Gloves	District Phone Directory
School Incident Commander Vest	Student Contact Cards
Caution/Barricade Tape	Student Roster
Flashlights and Batteries	Student Bus Attendance/Routes
Duct Tape	Attendance Lists (Daily Basis)
Plastic Garbage Bags	Emergency Medications
Name Tags	Student Medical Cards
Pens/Paper/Clipboard	Staff Roster
Assorted tools	Staff Contact Cards
Waterproof Duffel Bag	MSDS Manual
AM/FM Portable Radio	Asbestos Management Plan
Master Keys	Yearbook
musici neys	

#### **Public Information Officer**

The Superintendent of Schools, Board of Education President, or their designee as the School District Public Information Officer will be the only official spokespersons with the media during an emergency. Parents and guardians will be notified through the news media of any situation that requires a school to be evacuated. The Public Information Officer will handle emergency notification of the media on behalf of the school district. The Public Information Officer is designated to provide assistance in compiling information on the emergency for release to the media and public. The Public Information Officer will respond to inquiries from parents and guardians during an emergency. If necessary, a media center will be established to inform the media of the nature of the emergency and to give scheduled daily updates. The media center will be established as deemed necessary to keep the media informed but not interfere with the emergency response due to the nature of its location.

During situations in which outside assistance is received from emergency service agencies, information regarding the situation will be coordinated with those agencies before being released to the media and public. Information regarding the activities of other agencies in response to the emergency will only be released with their special authorization.

Only the ranking officer of the agency in charge of the response will grant Media access to the emergency scene. School officials will abide by the wishes of the outside agency officials determined to be in control.

F	Public Information Officer
(PIO)	Mr. Seth Lipshie
(j <sup>a</sup>	Public Information Officer
(PIO) Alternate	Lisa Reitan

#### Access to Floor Plans

Easy access to school building floor plans, evacuation routes, school grounds, road maps, and the immediate surrounding areas is required. The ability of emergency services to obtain this information quickly and efficiently will have a major impact on the success of any response effort. Recognizing this, we have established a special section of this Plan to contain these documents, which is located in the appendix of each respective school's plan. We will continually update this information and look for improved ways to provide it.

## Notification and Activation (Communication Systems)

During an emergency, internal and external communication systems are vital to an effective emergency response. As one or more systems become unavailable due to emergency conditions, the next most effective form of communication will be utilized. The school district's communication system will utilize the following types of communication as deemed most suitable at that time:

VoIP Telephone System	Two-way radios
Alarm Systems	FAX Machines/E-mail/Internet
Public Address System	Connect-Ed System
News Media (TV, Radio, etc.)	Audible signals and flashlights/flares
Administrative District Cell Phones	

The first person aware of an incident should report it directly to the School Building Principal. In the event that this person cannot notify the Principal due to possibly responding to the emergency, he or she will designate a responsible person to notify the Principal. The School Building Principal or designee will notify all building occupants of appropriate protective action to take.

## Hazard and Chemical Hygiene Plan Guidelines

The Building-Level Emergency Response Plan contains hazard specific responses for many different situations. The **Hazard Response Guide** is located in **Section V** of the Plan. The Guide is meant for use in training staff on currently acceptable response procedures. Response procedures will be updated by the School Building-Level Safety Team on a regular basis. The **Chemical Hygiene Plan** is also located in **Section V** of the Plan.

#### **D.** Situational Responses

Depending upon the situation the District may initiate one of the following responses:

# Lockdown

This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in, and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger.

#### Lockout

This is a procedure, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building (most commonly used when incident is occurring outside school building, on or off school property).

#### **Short-Term Shelter in Place**

This is a procedure whereby the entire school population is moved to a single (or multiple) location(s) in the school (depending on building population). Most commonly used during bomb threats and weather emergencies.

#### **Evacuation & Sheltering Procedures** Sheltering

School shelter areas will generally be large assembly areas such as gymnasiums and cafeterias. However, the School Building Principal (IC) may designate other areas based upon emergency conditions that exist. For example, cafeterias and gymnasiums may need to be avoided during tornados and severe storms that may make them structurally vulnerable or during an exterior bomb threat where the potential detonation is in close proximity to the shelter site.

The School Building Principal (IC), in coordination with the Superintendent of Schools, and the Director of Facilities, will authorize the use of the school building as a shelter for the public or students from other schools. Responsibility for maintaining records when students are sheltered in another school will be assigned to the School Building Principal (IC) of both the evacuated and host school.

# 

# Evacuation

The School Building Principal (IC), in consultation with other appropriate personnel, will issue an order to evacuate. As in normal school activities, teachers and staff will maintain responsibility for the welfare of students during an evacuation. Parents and guardians will be notified through appropriate means. Responsibility for securing an evacuated building will begin with the School Building Head Custodian. The School Building Principal (IC) will ensure the security of school records, special equipment, etc., that may be left behind.before an evacuated building is re-inhabited, the Superintendent of Schools in consultation with other appropriate school district staff and public officials (Fire Marshal, Health Department, Police Department, Local Emergency Management Office, etc.), will ensure that no conditions exist that would prevent safe school operations.

# **Off-Site Evacuation Procedures**

This procedure will be in accordance with school buildings plans.

#### **Off-Site Evacuation Procedures - Dismissal (students going home via buses)**

This procedure will be in accordance with school buildings plans.

# **Off-Site Evacuation Procedures - Dismissal (students going back to school via bus or on foot)**

This procedure will be in accordance with school buildings plans.

#### **Emergency Evacuation of Disabled Persons**

This procedure will be in accordance with school buildings plans.

## E. Emergency Drills

At least once every school year, each school building will conduct a test of its Emergency Plan in cooperation with Local Emergency Management Officials when possible. Transportation and communication procedures will be included in the test. Parents or guardians will be notified in writing at least one week prior to such a drill.

## F. Coordination and Use of School District Resources

The Incident Commander or his/her designee may request the usage of any school district assets and manpower available. This includes the use of uniformed security, custodial, maintenance and grounds personnel as well as vehicles and equipment from the Operations Department as needed. Please see **Section V** for the listings of staff and equipment available.

## G. Protocols for a State Disaster Emergencies Involving Public Health

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared State disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law Section 27-c and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-c, the following section was added to 2801-a of the Education Law that required additions to the District Plan.

Education Law - 2801-a(m) - protocols for responding to a declared public health emergency involving a communicable disease that are substantially consistent with the provisions of 27-c of the labor law.

# Protocols

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of essential employees.

Essential Position or Title	Description
Superintendent of Schools	The Superintendent of Schools is the Board
	of Education's executive officer and
	District's educational leader
Director of Human Resources	Provides a range of human resources
	services to the employees of the Miller
	Place School District
Assistant Superintendent	Responsible for the K-12 instructional
	program. Additionally, the Department
	coordinates the staff development program
	that provides continuous education and
	instructional support to the District's
	professional staff
School Business Official	Responsible for all procurement
	management in the District, manages the
	District's food service program, and
	responsible for student bus transportation
Executive Director for Educational Services	Responsible for Special Education
	placements and acts as homeless liaison
Administrator for Pupil Personnel Services	Assists Executive Director for Educational
	Services
Director of Facilities	Responsible for the cleaning and
	maintenance of all District grounds and
Director of Technology	buildings. Responsible for building security
Director of Technology	Responsible for instructional technology, network security, hardware procurement and
	distribution. The IT Department is also
	responsible for administering network and
	data security including directory, group
	policy, firewalls, virus protection and email
	security. Maintains all District software
	programs. Install and maintain proper
	hardware and software to keep the District
	network functioning properly
Administrator for Physical Education,	Oversees Physical Education & Health
Health, Athletics, and Intramurals	curriculum and instruction practices.
	Schedules and supervises athletic practices

	and games as well as arranging transportation for athletics
Administrator for Instruction and Data Reporting	Responsible for student data reporting and student registration and withdrawal
Public Information Officer	Acts as liaison between the District and the news media, providing in-depth and breaking news about the Miller Place School District
District Clerk	Records the proceedings of all meetings of the District. Receives, keeps and preserves any and all records, books and papers of the District
Head Custodians	Maintains essential building systems and equipment
Maintenance Personnel	Repairs all district systems and equipment
Security Personnel	Responsible for building security

- 2. The District will follow its business continuity plan to enable all non-essential employees and contractors to continue to provide necessary services to the District.
- 3. If needed, to reduce overcrowding at our worksites, the District may impose any or all of the following:
  - •Class schedules may be staggered to a daily cohort system.
  - In-person days may be staggered by cohorts.
  - Parents may be encouraged to walk or drive their children to school.
  - Staff may be required to arrive on campus prior to students in a staggered work shift or staggered assigned day of work.
  - Employees may be permitted to work remotely.
  - Students may be permitted to receive instruction remotely.
  - Contractors may not be permitted on campus during school hours.
  - Visitors may not be permitted on campus during school hours.
- 4. Personal protective equipment (PPE) will be procured and stored:

• The Director of Facilities, in coordination with the District's Health Professionals, the School Business Official, the Purchasing Agent, and the Administrator for Athletics Physical Education, Health and Intramurals will maintain an inventory of PPE in accordance with NYS OGS guidelines, and continually restock same as needed.

• Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.

- PPE equipment will be readily available, if needed.
- 5. In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per guidance from Local, State, and/or Federal guidelines as well as utilize the District's Reopening Plan.

- 6. All essential employees and contractors will have their hours and work locations documented; this includes off-site visits. Monitoring and documentation will be accomplished by:
  - All entrances will be locked and monitored by Security
  - All employees and contractors are required to complete a daily health assessment prior to entering all district locations
  - Payroll/Envision (Timepiece) along with the attendance management system (Aesop) will further document an employee's presence on campus
    Contractors will sign in at the Security Vestibules and their presence
  - registered in the visitor logbook and/or visitor management system
  - Non-essential visitors will not be allowed on site
- 7. If emergency housing is needed, the District may coordinate appropriate accommodations for essential employees.
- 8. If there is a declared public health emergency that involves the Miller Place School District, all staff, essential and non-essential, will be contacted, and they will be guided by the protocols and any other requirements determined by the department of health such as contact tracing or testing, social distancing, hand hygiene and disinfecting, or mask wearing.

# Section IV: Recovery

# A. Recovery Short and Long Term

The aftermath of a severe act of violence or other emergency can have a major effect on the well being of students, school staff, and the entire school community. Generally, the School Building Post-Incident Response Team will enlist the services of pre-identified School Building medical and mental health personnel. If district resources are inadequate or need to be supplemented, other medical and mental health resources may be utilized. Please see **Section V, Appendix 3** for a listing of local, state, and federal agencies that may assist.

# **Section V: Appendices**

- Appendix 1: School Buildings and Staff
- Appendix 2: Operations Staff Information
- Appendix 3: Coordination with Local, County, State and Federal Resources
- Appendix 4: Key Vendor List
- *Appendix 5:* Sample Telephoned Bomb Threat Worksheet
- *Appendix 6:* Building-Level Emergency Response Safety Plans
- *Appendix 7:* Chemical Hygiene Plan
- Appendix 8: Listing of District Resources
- Appendix 9: Character Education Program
- Appendix 10: Emergency Remote Instruction Plan
- Appendix 11: Hazard Response Guide

#### Appendix 1- School Buildings and Staff

#### <u>CENTRAL ADMINISTRATION OFFICE</u> 7 Memorial Drive, Miller Place, NY 11764 Main Phone – (631)474-2700 Main Fax – (631)331-8832

#### Superintendent of Schools, Mr. Seth Lipshie – x722

Coreen Moschella – Secretary to the Superintendent – x722 Patricia Morbillo, District Clerk – x764

#### Assistant Superintendent, Ms. Susan Craddock – x728

Elizabeth Cascione – Office Assistant – x728

#### Director of Human Resources, Mr. Christopher Herrschaft – x723

Nadine Steffens, Personnel / Attendance –x723 Bonnie Sannito, Personnel – x754

#### School Business Official, Mrs. Colleen Card – x761

Tracy Camarda, Employee Benefits -x724Carrie Sandt, Purchasing -x729Deanne McDonnell, Payroll -x734Madison LePage, Accounting -x731Anne DuBois, Accounts Payable -x739Regina Tambasco, Transportation -x730

#### Director of Facilities III, Mr. Dennis Warsaw – x354 / (631)474-2731 Lisa Smith, Senior Office Assistant - x369

# School Lunch Manager, Ms. Colleen Card – x761

Cathy Schretzmayer, Food Service Coordinator - x753

#### Executive Director for Educational Services, Ms. Sandra Wojnowski - x799

Jeremy Koch, Administrator for Pupil Personnel Svc. x732 Kelly Dobias, Special Education Office – x733 Emily Fischer, Special Education Office – x758 Jennifer Smith, Special Education Office – x737 Staci Martinez, Special Education Office – x747 Shanna Doyle, Special Education Office – x757

#### Administrator for Athletics, Mr. Ron Petrie - x333 / (631)474-2723 Stacey Hammond, Athletic Director Secretary - x307

#### Administrator for Instruction and Data Reporting, Mr. Kurt Roth – x728 Elizabeth Cascione, Registration – x728

#### **Director of Technology, Ms. Barbara Weir – x764** Patricia Morbillo, Technology/Records Retention – x764

#### Appendix 1- School Buildings and Staff (Contd.)

#### MILLER PLACE HIGH SCHOOL 15 Memorial Drive, Miller Place, NY 11764 Main Phone – (631)474-2723 Main Fax – (631)474-1734

#### Principal, Kevin Slavin - x302

Maria Monaco, Principal's Secretary - x301 Barbara Cordiale, Account Clerk Typist - x364 Christine Oliva, Attendance - x308

Assistant Principal, Diana Tufaro - x304 Assistant Principal, Debra White - x315 Jessica Bird, Assistant Principal's Secretary - x303

Assistant Principal/ Director of Guidance, Sean White - x379 Christine Ingenito, Senior Office Assistant - x341

#### General Guidance Office - 474-2728

Kathleen Mott, Guidance Secretary - x313 Maria Tyler, Guidance Secretary - x314 Meghan Gallo, Guidance Counselor - x309 Jane Hayden, Guidance Counselor - 310 John Scherer, Guidance Counselor - x312 Josephine Fiumano, Guidance Counselor - x311

#### Curriculum Specialist for Humanities and LOTE, Christine Mangiamele– x324 Curriculum Specialist for Math and Science, Nick Corleto – x374

Psychologist, Desiree Shanks - x350 Psychologist, Jamie Mistretta – x313, 314 Social Workers Office -Gina Kearn, Behavior Counselor - x384

Nurse's Office, Kimberly Gelibter, R.N. - x317 Claudia Duffy, Office Assistant - x343

Library, Catherine Lynch - x376

Computer Lab Assistant, Dawn Korb, - x323

Kitchen - x321

Security Vestibule, Thad Shaffer – x305 Custodial Office, David Gonzalez, Head Custodian - x335 Travus Gustafson, Night Head Custodian - x335

Facilities Trailer - 474-2731

#### Appendix 1- School Buildings and Staff (Contd.)

#### <u>NORTH COUNTRY ROAD SCHOOL</u> 191 North Country Road, Miller Place, NY 11764 Main Phone – (631)474-2710 Main Fax – (631)474-5178

#### Principal, Matt Clark – x438

Jillian McNally, Principal's Secretary – x437 Elizabeth Carbonette, Clerk/Typist – x436

#### Assistant Principal, TBD- x447

Kristin Laudicina, Secretary to the Assistant Principal – x446

#### **Dean**, Matthew Nicoletti – x435

Danielle Quiroz, Psychologist – x452 Jeanine Pederson, Behavioral Counselor – x422 Marissa Prager, Behavioral Counselor – x421 Kelly Carter, Attendance - x450

#### Guidance

Tara Melucci, Guidance – x453 John McMorris, Guidance – x451 Marissa Raptis, Guidance – x434

#### Nurse's Office, Erin Southworth, R.N.- x461

Kelly O'Reilly, Office Assistant – x442

Psychologist, Danielle Quiroz – x452

Physical Education Office – x445

Library, Veronica Farrell - x444 / (631)474-5526

Computer Lab Assistant, Annette Oliveria – x427 / (631)474-5526

Kitchen – x439 Music Suite – x460 Faculty Room – x443

Security Vestibule, Christine Lovell – x484 Custodial Office, Jessalyn Barrett, Head Custodian – x441 TBD, Night Senior Custodian – x441

Appendix 1- School Buildings and Staff (Contd.)

#### LADDIE A. DECKER SOUND BEACH SCHOOL 197 North Country Road, Miller Place, NY 11764 Main Phone – (631)474-2719 Main Fax – (631)474-2497

#### Principal, Joseph Zito – x524

Diann Calamia, Clerk/Typist, Principal's Office – x521 Kim Caravello, Clerk/Typist, Principal's Office – x531

#### Assistant Principal, Nicole Farley – x535

Nurse's Office, Noreen Killeen, R.N. – x527 Margaret Guido, Office Assistant – x526

Psychologist, Shannon McNulty – x536

Psychologist, Jamie Mistretta – x536

Library, Jenna Ely – x525

Computer Lab Assistant, Jill Block – x537

**Teacher's Room – x529** 

Kitchen – x532

Security Vestibule, Jane Lauria – x528

#### Custodial Office, Peter Decker, Head Custodian – x530 Don Collins, Night Senior Custodian – x530

#### Appendix 1- School Buildings and Staff (Contd.)

#### ANDREW MULLER PRIMARY SCHOOL 65 Lower Rocky Point Road, Miller Place, NY 11764 Main Phone – (631)474-2715 Main Fax – (631)474-4738

Principal, Laura Gewurz – x623 Irem Kadioglu, Secretary, Principal's Office – x622 Josephine Randone, Principal's Office – x621

Assistant Principal, Tricia Cucinello– x603 Teachers Room – x632 Office Work Room – x624 Conference Room – x636

Nurse's Office, Ryan Nelsen, R.N. – x626 (direct 631-474-2717) Kathleen Houck, Office Assistant – x627

Behavior Counselor Samantha Garrett-x634

Behavior Counselor Rebecca Rohman-x630

Psychologist Dr. Cara Biondo, - x638

Psychologist Kelly McGuinness, - x629

Library, TBD – x628

**Computer Lab Assistant – x602** 

Book Room – x634

Kitchen – x631

Security Vestibule, Taylor McCarthy – x635

**Custodial Office, Nicole Ventura, Head Custodian – x633** Karen Girzadas, Night Senior Custodian – x633

Custodial	Shift
MPHS	
David Gonzalez, H.C.	Days
Christopher McCarthy	Days
Christopher Nielsen	Days (Overlaps)
Travus Gustafson, H.C.	Nights
James Floerke	Nights
Kenneth Franks.	Nights
Gary Lohr	Nights
Jesse Montgomery	Nights
TBD	Nights/wraparound weekend days
NCRMS	
Jessalyn Barrett, H.C.	Days
Charles Stewart	Days
Robert Bray	Days (Overlaps)
Glen Cote, S.C.	Nights
Luis Lorenzo	Nights
Glen Roberts	Nights
Anthony Trimboli	Nights
LADSBS	
Peter Decker, H.C.	Days
Eric Swanson	Days (Overlaps)
Donald Collins, S.C.	Nights
William Costello	Nights
Todd Troutman	Nights
AMPS	
Nicole Ventura, H.C.	Days
Daniel Cuoco	Days (Overlaps)
Karen Girzadas, S.C.	Nights
Joseph Esposito	Nights
Joseph Paoli	Nights

Appendix 2- Operations Staff Information

Cory BreinesDaysWayne CaseyDaysNickolas MorikisDaysMichael SchultzDaysGroundsKristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysSecurityWill Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS - Days - Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground GuardMessengerPlayground Guard	
Nickolas MorikisDaysMichael SchultzDaysGroundsExistopher TerryKristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysSecurityExistopher CerryWill Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS - Days - Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Michael SchultzDaysGroundsDaysKristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysSecurityWill Finamore (PT)Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT - 10 month)HS - Days - Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
GroundsKristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysSecurityWill Finamore (PT)Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS - Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Kristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysJames BennettWrap-around DaysSecurityWill Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Kristopher TerryDaysSteve WincklerDaysJames BennettWrap-around DaysSecurityWill Finamore (PT)Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Steve WincklerDaysJames BennettWrap-around DaysSecurityWill Finamore (PT)Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
James BennettWrap-around DaysSecurityWill Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT - 10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
SecurityWill Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT - 10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Will Finamore (PT)HS-Mornings/Nights- SplitJonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT - 10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Jonathan LoRe (FT - 12 month)North Campus-DaysBill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Bill Sorensen (FT -10 month)HS – Days – Parking LotThad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Thad Shaffer (FT - 10 month)HS - VestibuleChristine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Christine Lovell (FT - 10 month)NCR - VestibuleJane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Jane Lauria (FT - 10 month)LADSBS VestibuleTaylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Taylor McCarthy (FT - 10 month)AMPS VestibuleTamika Copeland (PT - 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Tamika Copeland (PT – 10 month)Lunch Relief/TrafficShainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Shainamonique BiggersRoving District Wide GuardFrank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Frank Lamia (PT)NC/HS SplitTBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
TBDNC-Overnight WeekendsRob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Rob Alexander (PT)NC-Evenings and SaturdaysBrian McCabePlayground GuardTBDPlayground Guard	
Brian McCabePlayground GuardTBDPlayground Guard	
TBD Playground Guard	
Messenger	
Jonathan LoRe As Part of Security Shift	

Appendix 2 - Operations Staff Information (Cont'd)

#### Appendix 3 - Coordination with Local, County, State and Federal Resources

The District may obtain advice and assistance from local government officials including Suffolk County or New York State officials responsible for implementation of Article 2-B of the Executive Law.

Eastern Suffolk BOCES R	Resources	
Agency/Department	Office	Phone
School Safety Team	ESBOCES, Kristen Nannini	631-693-3028

#### n Suffall DOCES D $\mathbf{r}$ ator

Agency/Department	Office	Phone	
Fire, Rescue & Emergency	Commissioner's Office	631-852-4855	
Services	Nights, Weekends, Holidays	631-852-4815	
Department of Health Services	Information & Referrals - Days	631-853-3000	
	Nights, Weekends, Holidays	631-852-4820 (after 5:00 p.m.)	
Poison Control Helpline	Emergency Number - 24 hour	1-800-222-1222	
Division of Environmental	Administration	631-852-5800	
Quality	Nights, Weekends, Holidays	631-852-4820 (after 5:00 p.m.)	
Division of Public Health	Administration	631-853-3055	
	Public Health Hotline	631-787-2200	
	Nights, Weekends, Holidays	631-852-4820 (after 5:00 p.m.)	
Police Department	Local Precinct #6	631-854-8600	
School Resource Officer		631-275-9558	
Department of Public Works	Administration	631-852-4010	
	Highway Maintenance-Days	631-852-4070	
	Nights, Weekends, Holidays	631-852-4256 (after 3:00 p.m.)	
General Information-County	Hauppauge Center	631-853-5593	
Division of Community Mental	Administration (For emergency	631-853-8500	
Hygiene Services	mental health resources)		
Suffolk County Water Authority	Customer Service	631-698-9500	
	After Hours Emergency	631-665-0663	

#### Suffalls Country D

#### State Resources

Agency/Department	Office	Phone
DEC - Department of	Regional Director	631-444-0345
Environmental Conservation	Spills (Chemical or Oil)	631-444-0320
	24-hour Emergency Spill Hotline	1-800-457-7362
DOH - Department of Health	Environmental Health Information	1-800-458-1158
DOL - Department of Labor	PESH-Public Employee Safety and	
	Health-Regional Office	516-228-3970
OEM - Office of Emergency	Regional Office	631-952-6322
Management	State Coordination Center 24-hour	518-292-2200

#### Appendix 3 - Coordination with Local, State and Federal Resources (cont'd)

### Federal Resources

Agency/Department	Office	Phone
FEMA - Federal Emergency	Emergency Number - 24 hour	1-800-621-3362
Management Agency	Regional Office	212-225-7209
	Public Affairs Office	212-225-7216
OSHA - Occupational Safety and	Emergency Number - 24 hour	1-800-321-6742
Health	Regional Office	212-337-2378
DOE - Department of Energy	Radiological Assistance Hotline	212-264-1023

#### Other Resources

Agency/Department	Office	Phone
American Red Cross	Suffolk County	631-924-6700
	Emergency Number - 24 hour	631-924-6911
Miller Place Fire Department	Emergency Number	911 or
_	Non-emergency	631-473-2202

Service Provided	Company	Phone No.
Asbestos	J.C. Broderick Associates	631-831-0560
Boiler	Commercial Instrumentation	631-243-4300
Bomb / Drug Searches	Maximum K9 Detection	631-940-1511
Burglar Alarm	Protective Management	631-750-0685
Chemical / Hazardous Waste	American HazMat	631-404-2862
Removal	Radiac Research Corp	718-963-2233
Electrical work	Relle Electric	631-580-6111
Elevator	Island Elevator	631-491-3392
Fencing	LandTek	631-691-2381
-	RFC Fence	631-924-3011
Fire alarm detectors	J&K Alarm	631-744-8945
Fire alarms panels/clocks	Johnson Control dba SimplexGrinnell	631-404-1000
Fire Marshall	KLH	516-790-7661
Garbage removal	Winter Bros. Carting	631-244-7272
Glass	Sterling Glass	631-744-4358
HVAC	Flex Air, Inc.	631-412-5693
	Commercial Instrumentation Services	631-243-4300
Insurance	AIG Insurance (Daniel Mahoney)	888-855-4782
PA system	Tri-State Sound	631-589-0500
Pneumatics	Cardinal Controls	631-244-7200
Portable toilets	Sani-Lav	631-981-7433
Radios	Motorola	631-244-9834
Roof repairs	Statewide Roofing	631-277-1610
Spill / Cat III Clean-up Mitigation	Renu Contracting & Restoration	631-782-1020
Telephone	Signature Communications	631-617-8118
Telephone POTS	Verizon	516-330-4118
•		<u>516-357-2234</u>
VoIP	Lightpath	516-803-5600
Tool / Equipment Rental	Pride Equipment	631-224-5101
	Middle Island Equipment Rental	631-345-2532
Utilities	PSEG	800-490-0075
		<u>631-755-6900</u>
	National Grid	800-322-3223

### Appendix 4 - Key Vendor List

Appendix 5 - FBI Bomb Threat Checklist

Please see insert

CONFIDENTIAL

#### Appendix 6 - Building-Level Emergency Response Plans

Miller Place High School

NCR Middle School

LADSBS Elementary School

AMPS Elementary School

Please see inserts

## **CONFIDENTIAL**

#### Appendix 7 - Chemical Hygiene Plan

The District has a Chemical Hygiene Plan that would be enacted in an emergency. The Plan is located in the appropriate areas.

## **Miller Place Union Free School District**



# CHEMICAL HYGIENE PLAN 2023-24

Revision Dates: 05/12/11; 09/28/16; 07/05/17; 07/02/18; 07/09/19; 06/17/20; 07/07/21, 07/06/22, 07/05/2023

#### **Board of Education**

Lisa Reitan, President Bryan Makarius, Vice President John Galligan, Trustee Andrea Spaniolas, Trustee Johanna Testa, Trustee

#### **District Administration**

Seth A. Lipshie, Superintendent Susan G. Craddock, Assistant Superintendent Director of Human Resources, Christopher Herrschaft Sandra A. Wojnowski, Executive Director for Educational Services Colleen Card, School Business Official

#### Chemical Hygiene Plan 2016-17 revised in consultation with:

Susan G. Hodun, Assistant Superintendent Dennis Warsaw, Director of Facilities Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2017-18 revised in consultation with:

Susan G. Hodun, Assistant Superintendent Dennis Warsaw, Director of Facilities Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2018-19 revised in consultation with:

Susan G. Hodun, Assistant Superintendent Dennis Warsaw, Director of Facilities Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2019-20 revised in consultation with:

Susan G. Craddock, Assistant Superintendent Dennis Warsaw, Director of Facilities Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2020-21 revised in consultation with:

Susan G. Craddock, Assistant Superintendent Dennis Warsaw, Director of Facilities Matthew Baruch, Curriculum Specialist Math & Science Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2021-22 revised in consultation with:

Susan G. Craddock, Assistant Superintendent Dennis Warsaw, Director of Facilities Matthew Baruch, Curriculum Specialist Math & Science Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### Chemical Hygiene Plan 2022-23 revised in consultation with:

Susan G. Craddock, Assistant Superintendent Dennis Warsaw, Director of Facilities Matthew Baruch, Curriculum Specialist Math & Science Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association Chemical Hygiene Plan 2023-24 revised in consultation with: Susan G. Craddock, Assistant Superintendent Dennis Warsaw, Director of Facilities Nick Corleto, Curriculum Specialist Math & Science Kevin Slavin, Miller Place High School Miller Place High School Science Department Matt Clark, North Country Road Middle School North Country Road Science Department Nancy Sanders, President, Miller Place Teachers' Association

#### **TABLE OF CONTENTS**

#### I. Chemical Hygiene Plan Certification and Annual Review and Updates A. Certification Signatures

#### II. Chemical Hygiene Responsibilities

- A. Superintendent of Schools
- B. Assistant Superintendent
- C. Director of Facilities
- D. Chemical Hygiene Officer (CHO)
- E. Principals
- F. Science Teacher
- G. Contact Information

#### **III.** Laboratory Facility

- A. General Design
- B. Maintenance
- C. Usage
- D. Ventilation

#### IV. Components of Chemical Hygiene Plan

- A. Employee Exposure
- B. Science Teacher Training and Information
- C. Chemical Procurement, Distribution, and Storage
- D. Housekeeping, Maintenance, and Inspections
- E. Medical Program
- F. Protective Apparel and Equipment
- G. Records
- H. Signs and Labels
- I. Safety Data Sheets (SDSs)
- J. Emergency Plan
- K. Waste Disposal Program
- L. Basic Rules and Procedures for Working with Chemicals

#### V. Annual Chemical Hygiene Plan Audit

#### VI. Resources

#### VII. Appendices

- A. Appendix A Miller Place UFSD Science Laboratory Safety Checklist
- B. Appendix B Miller Place High School Student Safety Contract
- C. Appendix C North Country Road Middle School Student Safety Contract
- D. Appendix D Emergency Contacts

#### I. Certification and Annual Review and Updates

By signing and dating here, the Chemical Hygiene Officer and Principal certify that this Chemical Hygiene Documentation is accurate and that it effectively provides for the chemical safety of employees and students in this laboratory.

Principal:		 
Cionatura		
Signature:		 
Date:		
Chemical Hygi	ene Officer:	
Signature:		 
Date:		

By signing and dating here, the Chemical Hygiene Officer certifies that the required annual review (and update if needed) of this Chemical Hygiene Documentation has been completed, and that this document continues to be accurate and to effectively provide for the chemical safety of employees and students in this laboratory.

Reviewed by:	 	
_	 -	
Reviewed by:	 	
Date:	 -	
Reviewed by:	 	
Date:		

The Miller Place UFSD Chemical Hygiene Plan represents the coordinated efforts of the Chemical Hygiene Officer, Building Administration, Director of Facilities, and Assistant Superintendent, to improve laboratory chemical safety in the Miller Place UFSD. This plan is most pertinent to the North Country Road Middle School (NCRMS), located at 191 North Country Road, Miller Place, NY 11764, and the Miller Place High School (MPHS), located at 15 Memorial Drive, Miller Place NY 11764, the sites of the secondary level science program.

#### II. Chemical Hygiene Responsibilities

Responsibility for chemical hygiene rests at all levels including the following:

- A. <u>Superintendent of Schools</u>, who has ultimate responsibility for chemical hygiene within each school and must, with other administrators, provide continued support for institutional chemical hygiene and the fiscal support thereof.
- B. <u>Assistant Superintendent</u>, who has ultimate responsibility over all building related safety and in-house training requirements, as well as to ensure that all safety equipment, is in proper working order.
- C. <u>Director of Facilities</u>:
  - 1. Work with administrators and other employees to develop and implement appropriate chemical hygiene plans and practices.
  - 2. Help develop precautions and adequate facilities.
  - 3. Procurement of and coordination with approved, certified contractors for chemical disposal after chemicals have been removed from inventory. Maintain records of such events.
  - 4. Inspect general ventilation system and hood air exchange rates. Maintain records of such events.
  - 5. Assist with inspections and maintain records.
  - 6. Report any deficiencies to the Assistant Superintendent, CHO (or designee as appointed by the Superintendent), and appropriate Principal.
- D. <u>Chemical Hygiene Officer</u>:
  - 1. Work with administrators, and other employees to develop, implement, and update appropriate chemical hygiene plans and practices.
  - 2. Help develop precautions for chemical use in laboratories.
  - 3. Assist in providing regular *Right-to-Know* training for science teachers.
  - 4. Assist with inspections and maintain records.
  - 5. Assist in monitoring the procurement of chemicals for laboratory use.
  - 6. Assist in monitoring the appropriate inventories of laboratory chemicals.
  - 7. Have accessible SDS for chemical substances used in the laboratory.
  - 8. Collection and documentation of laboratory chemicals for disposal by the Director of Facilities.
- E. <u>Curriculum Specialist for Math & Science</u>
  - 1. Assist administrators and other employees to develop, implement, and update appropriate chemical hygiene plans and practices.

- 1. Help develop precautions for chemical use in laboratories.
- 2. Assist in providing regular Right-to-Know training for science teachers.
- 3. Assist the administration with records maintenance.
- 4. Assist the administration in monitoring the inventories of laboratory chemicals.
- 5. Assist the administration in the maintenance of the SDS for chemical substances used in the laboratory.
- 6. Assist teachers with the collection and documentation of laboratory chemicals for disposal by the Director of Facilities.
- F. <u>Principals</u>:
  - 1. Are responsible for chemical hygiene in the building.
  - 2. Work with administrators and other employees to develop, implement, and update appropriate chemical hygiene plans and practices.
  - 3. Report any deficiencies to the CHO (or designee as appointed by the Superintendent) and Director of Facilities.
- G. <u>Science Teacher</u>:
  - 1. Read, understand, and follow the chemical hygiene plan.
  - 2. Assure that laboratory lessons are in accordance with the District's Chemical Hygiene Plan.
  - 3. Will not allow students in the laboratory preparation rooms/chemical storage areas and never leave students unsupervised in the laboratory.
  - 4. Will complete the Science Laboratory Checklist (Miller Place Science Laboratory Safety Checklist, Appendix A1 and A2) at monthly department meetings in collaboration with the building administration. Checklist will be maintained by the building administration.
  - 5. Determine the required levels of protective apparel and equipment as per the SDS.
  - 6. All chemicals in secondary containers are Globally Harmonized System (GHS) compliant as to the contents. Food stuffs used in the laboratory should be labeled "SCIENCE USE ONLY."
  - 7. Before daily work in the laboratory ends, chemicals are discarded or properly returned to storage and the work area is cleaned.
  - 8. All laboratory chemicals should be stored securely in locked laboratory preparation rooms and cabinets. Keys should be kept in teacher's personal possession during the school day.
  - 9. Materials for waste disposal, including empty chemical containers, should be moved to bottom shelves of the blue corrosive cabinet(s) in MPHS prep rooms or boxed in NCRMS yellow flammable cabinets.
  - 10. Report any deficiencies to the Principal, CHO (or designee as appointed by the Superintendent), and/or Director of Facilities.
  - 11. Will attend training as provided.
  - 12. Have students and parents sign safety contract and reinforce safety procedures during class (Appendix B and C).

#### H. <u>Contact Information</u>

Title	Name	Phone	
Emergency		911	
Poison Control		1-800-222-1221	
CHEMTREC*	https://www.chemtrec.com	1-800-424-9300	
Principal, MPHS	Kevin Slavin	631-474-2732 631-474-2723, x302	
MPHS School Nurse	Kimberlee Gelibter	631-474-2481	
Principal, NCRMS	Matthew Clark	631-474-2714 631-474-2710, x438	
NCRMS School Nurse	Erin Southworth	631-474-7258	
Curriculum Specialist Math & Science		631 474 2700 x374	
Chemical Hygiene Officer		631 474 2700 x374	
Director of Facilities	Mr. Dennis Warsaw	631-474-8527 (office) 631-316-4120 (cell)	
Assistant Superintendent	Susan Craddock	631-474-2700, x728 631-655-8895 (cell)	
Superintendent	Seth Lipshie	631-474-2700, x722	
*CHEMTREC serves as a round-the-clock resource for obtaining immediate critical response information for incidents involving hazardous materials and dangerous goods.			

#### III. The Laboratory Facility

- A. <u>General Design</u>: The laboratory facility should have:
  - 1. Adequate, well-ventilated prep rooms/storerooms and classrooms.
  - 2. Laboratory fume hoods and sinks in chemistry classrooms.
  - 3. Other safety equipment including eyewash stations and emergency showers in chemistry.
  - 4. Arrangements for waste disposal.
- B. <u>Maintenance</u>: Chemical hygiene related equipment (hoods, etc.) should undergo regular inspection and maintenance as scheduled by the Director of Facilities.
- C. <u>Usage</u>: The work conducted and its scale must be appropriate to the physical facilities available and especially to the quality of ventilation.
- D. <u>Ventilation</u>:
  - 1. <u>A general ventilation system</u> should provide a source of air for breathing (a recommended 4 changes/hour minimum) and for input to local ventilation devices.
    - a) The ventilation system should ensure that laboratory air is continually replaced preventing increase of air concentrations of toxic substances during the working day;
    - b) The ventilation system should not be relied on for protection from toxic substances released into the laboratory. Instead, other local ventilation devices such as hoods or exhaust fans should be used when working with these substances;
    - c) There should be direct airflow into the laboratory from non-laboratory areas and out to the exterior of the building.
  - 2. <u>Hoods</u>: A laboratory hood shall be used when working with chemicals that give off toxic fumes. If this is not possible, work with substances of unknown toxicity should be avoided or another type of local ventilation device should be provided.
  - 3. <u>Other Local Ventilation Devices</u>: Ventilation of storage cabinets, canopy hoods, snorkels, etc. should be provided as needed. It is recommended that each specific ventilation device should have a separate exhaust duct.
  - 4. <u>Modifications</u>: Any alteration of the ventilation system should be made only if thorough testing indicates that worker protection from airborne toxic substances should continue to be adequate.
  - 5. <u>Performance</u>: Normally a rate of 4-12 room air changes/hour is adequate general ventilation if local exhaust systems such as hoods are used as the primary method of fume control.
  - 6. <u>Quality</u>: General airflow should not be turbulent and should be relatively uniform throughout the laboratory with no high velocity or static areas. Airflow into and within hoods should not be excessively turbulent. The hood face velocity should be adequate (typically 60-100 linear feet per minute).

7. <u>Evaluation</u>: Quality and quantity of ventilation should be evaluated on installation and then regularly monitored by an approved, certified contractor. Results should be provided and stored by the CHO & Director of Facilities.

#### IV. Components of the Chemical Hygiene Plan

A. Employee Exposure

Any chemical substance used during laboratory classes should not exceed the permissible exposure limits (PEL's) specified in the SDS.

B. Science Teacher Training and Information

The Miller Place UFSD should provide all employees involved with laboratory work with training and information to ensure they are apprised of the hazards of chemicals. The employees shall be trained on the applicable details of the Chemical Hygiene. This training can be held during the annual Right-to-Know session for the science teachers.

- 1. The information and training to be included in the training session can include:
  - a) Location and availability of Chemical Hygiene Plan and SDS in MPHS prep rooms and NCRMS prep rooms.
  - b) Physical and health hazards associated with chemicals used in work areas.
  - c) The measures employees/students can take to protect themselves.
- C. <u>Chemical Procurement, Distribution, and Storage</u>
  - 1. *Procurement*: Information on proper handling, storage and disposal should be known to those who will be involved with laboratory chemicals. Containers should be affixed with GHS identifying labels and SDS should be properly filed in building main offices, MPHS prep rooms, NCRMS prep rooms, CHO's (or designee as appointed by the Superintendent) office, MPHS and NCRMS Head Custodians' offices and Facilities Department office.
  - 2. *Prep rooms/Storerooms*: All laboratory chemicals should be stored in locked preparatory rooms or cabinets. The storage room should provide enough space for proper arrangement of chemicals by compatibility groups and should also provide proper ventilation and fire protection. Stored chemicals should be examined at least annually by department staff for replacement, deteriorations and container integrity.
  - 3. *Distribution*: When a chemical is hand carried, precautions should be taken to avoid any breakage or chemical exposure to the individual. Carts are recommended for use when student traffic is minimal.
  - 4. *Laboratory Storage*: Amounts should be as small as practical for use on bench tops and in hoods. Exposure to heat or direct sunlight should be avoided.
- D. Housekeeping, Maintenance, and Inspections
  - 1. *Cleaning*: Building custodians should clean floors regularly.
  - 2. *Inspections and Maintenance:* building administration will conduct housekeeping and chemical hygiene inspections for the purposes of identifying

any potential hazards in the classroom laboratory or classroom laboratory prep rooms during monthly department meetings. Science teachers should regularly inspect eye wash stations, safety showers, and other safety equipment. Records of inspections should be maintained by the building administration (See Appendix A1 and A2).

- 3. Hazard Prevention:
  - a) Conduct periodic in-house safety and health inspections with an emphasis on identifying safety hazards.
  - b) Carry out regular fire or emergency drills and review the results.
  - c) Have actions planned in case of an emergency (e.g., equipment should be turned off, planned escape routes, designated meeting place outside the building and designated person to authorize the re-entry into the building).
  - d) Have the appropriate equipment and materials available for spill control.
  - e) Keep up-to-date emergency phone numbers posted next to the telephone.
  - f) Reduce risk by using diluted substances instead of concentrates.
  - g) If feasible, use smaller quantities of hazardous materials for laboratory demonstrations.
  - h) Use video streaming, virtual labs, or other methods rather than experiments involving extremely hazardous substances.
  - i) Substitute with a less hazardous substance.
  - j) Analyze accidents to prevent repeat performances.
  - k) Purchase chemicals in minimum quantities, wherever feasible.
  - 1) Do not use damaged glassware.
- E. Medical Program
  - 1. The district shall provide all who work with chemicals an opportunity to receive medical attention as needed.
  - 2. Emergency First Aid Procedures:
    - a) Eye Contact: Flush eyes with copious amounts of water for at least 15 minutes and seek medical attention.
    - b) Ingestion: Read the label for directions and immediately seek medical attention. Contact the 24-hour National Emergency Poison Control Center at 1-800-222-1222, or call 911.
    - c) Skin Contact: Flush the affected areas with copious amounts of water and remove any contaminated clothing. If symptoms persist after flushing, seek medical attention.
- F. Protective Apparel and Equipment

These should be included in the laboratory area:

- 1. Protective apparel compatible with the required degree of protection for substances being handled, to be made available by science teachers. This should include splash goggles, laboratory aprons, and gloves.
- 2. An easily accessible safety shower and/or eyewash.
- 3. A fire extinguisher/fire blanket in close proximity to the laboratory.
- 4. Fire alarm and telephone for emergency use should be available nearby.
- 5. Spill/cleanup materials should be available.

#### G. <u>Records</u>

The school district should establish and maintain the following records:

- 1. Accident records should be written and retained in the Personnel office. These should include injuries and property damage.
- 2. Science teacher training records should be kept in the building main office (administration) and/or CHO's (or designee as appointed by the Superintendent).
- 3. Air monitoring results and waste disposal records should be kept on file in the Facilities Department office.
- 4. Medical records should be retained by the school district, in accordance with the requirements of State and Federal regulations. Current student records should be kept in the nurse's office for each building.

#### H. Signs and Labels

Prominent signs and labels of the following types should be posted:

- 1. Employees are required to notify administration and/or nurse in case of emergency.
- 2. GHS compliant labels showing contents of all containers.
- 3. Location signs for safety showers, eyewash stations and fire extinguishers.
- 4. Any secondary container containing a chemical or mixture of chemicals must have a GHS compliant label indicating its contents. SDS can be used to access more detailed information regarding safe handling, etc.
- I. <u>Safety Data Sheets (SDS)</u>

The school district must maintain SDS on hazardous chemicals present in the District and should ensure that they are readily accessible. Copies of SDS should be properly filed in building main offices, MPHS prep rooms, NCRMS prep rooms, CHO (or designee as appointed by the Superintendent) office, MPHS and NCRMS Head Custodian offices and Facilities Department office.

#### J. Emergency Plan

- 1. It has been established and communicated to science teachers.
- 2. There is a fire alarm pull system to alert people in all parts of the facility if necessary.
- 3. All accidents or near accidents should be carefully analyzed.
- 4. Ventilation failure during laboratory class:
  - a) Chemical usage should stop. Containers should be closed;
  - b) The teacher (who is directly involved) calls for the orderly evacuation of the lab classroom and adjoining rooms. This includes notifying teachers in adjoining rooms and contacting building main office. The school building Main office should contact the Head Custodian, Director of Facilities, and CHO (or designee as appointed by the Superintendent);
  - c) The teacher should open windows to dilute contaminated air and leave doors leading into hallways closed;
  - d) Fume hoods should remain on until odor is no longer present;

- e) The teacher and students should wait outside the lab classroom until the District-Wide Comprehensive School Safety Plan is properly implemented.
- 5. Hazardous Materials Spill in Laboratory:
  - a) Spill procedures will include approved containment, clean-up and transportation methods. Spill kits should be available in science prep rooms.
  - b) The teacher (who is directly involved) should call for the orderly evacuation of the lab classroom and any adjoining rooms. This includes notifying teachers within adjoining rooms and contacting the building Main office. The building main office should contact the Head Custodian, Director of Facilities. The teacher should open windows to dilute contaminated air. The teacher should leave the doors leading into the hallways closed;
  - c) Fume hoods/general ventilation should remain on until odor is no longer present;
  - d) The teacher and students should wait outside the lab classroom until the District-Wide Comprehensive School Safety Plan is properly implemented.
- K. <u>Waste Disposal Program</u>
  - 1. Before work in the laboratory ends, chemicals for which a science teacher was responsible for, should be discarded or returned to storage.
  - 2. Materials for waste disposal, including empty chemical containers, should be moved to bottom shelves of blue corrosive cabinet in MPHS prep room(s) or boxed in NCRMS cabinets.
  - 3. The District should arrange regular disposal of used/expired chemicals through an approved, certified contractor. Copies of reports should be kept by Director of Facilities.

#### L. Basic Rules and Procedures for Working with Chemicals

The Chemical Hygiene Plan requires *science teachers and students* (See Appendix B and C for student responsibilities) to know and follow its rules and procedures. Notify nurse/building main office in case of an emergency.

- 1. Accidents and spills: Eye contact: promptly flush eyes with water for a prolonged period and seek medical attention. Ingestion: Encourage the victim to drink large amounts of water. Skin contact: Promptly flush the affected area with water and remove any contaminated clothing. If symptoms persist after washing, seek medical attention. Clean up: Promptly clean up spills, using appropriate protective apparel and equipment and proper disposal.
- 2. *Avoidance of "routine" exposure*: Develop and encourage safe habits to avoid unnecessary exposure to chemicals by any route; do not smell or taste chemicals. Inspect gloves and test fume hoods before use.
- 3. Avoid underestimation of risk: Even for substances of no known significant hazard, exposure should be minimized; for work with substances that present special hazards, special precautions should be taken. One should assume that

any mixture will be more toxic than its most toxic component and that all substances of unknown toxicity are toxic.

- 4. *Choice of chemicals*: Use only those chemicals for which the quality of the available ventilation system is appropriate. Use the least hazardous materials and process available to teach the desired laboratory experience.
- 5. *Eating*: Eating in areas where laboratory chemicals are present is prohibited. Avoid storage, handling and consumption of food or beverage in storage areas, refrigerators, glassware or utensils that are also used for laboratory operations.
- 6. *Equipment and glassware*: Handle and store laboratory glassware with care to avoid damage; do not use damaged glassware. Use extra care with Dewar flasks and other evacuated glass apparatus; shield or wrap them with tape to contain chemicals and fragments should implosion occur. Use equipment only for its designated purpose.
- 7. *Exiting:* Wash areas of exposed skin well before leaving the laboratory.
- 8. *Horseplay:* Avoid practical jokes or other behavior that might confuse, startle, or distract another worker.
- 9. Do not hold or use a pipette by mouth.
- 10. *Personal apparel:* It is recommended that long hair and loose clothing be confined. Closed toe shoes are preferable.
- 11. *Personal housekeeping:* Keep the work area clean and uncluttered, with chemicals and equipment being properly labeled and stored; cleanup the work area on completion of an operation or at the end of each day.
- 12. *Personal protection:* It is recommended that all persons, including visitors, in areas where chemicals are stored or handled, should wear appropriate eye protection. Contact lenses may be worn in the laboratory provided specially marked, non-vented safety goggles are available to contact lens wearers.
  - a) Wear appropriate *gloves* when the potential for contact with toxic or corrosive materials exists; inspect the gloves before each use, wash them before removal, and replace them periodically.
  - b) Use any other *protective and emergency apparel* and equipment as appropriate.
- 13. *Students* should never be allowed in the chemical storage areas. Doors of chemical storage areas should be closed and locked.
- 14. *Transport of chemicals*: In order to minimize accidents during the transport of chemicals to lab classrooms, lab carts should be used. Teachers should plan on transporting chemicals when hallway traffic is minimal.
- 15. *Provide adequate ventilation:* The best way to prevent exposure to airborne substance is to prevent their escape into the work atmosphere by use of hoods and other ventilation devices.
  - a) *Use of hood*: Use the hood for operations that might result in release of toxic chemical vapors or dust. As a rule of thumb use a hood or local ventilation device when working with an appreciably volatile substance with a Threshold Limit Value (TLV) of less than 50 parts per million (ppm). Confirm adequate hood performance before use; keep hood closed at all times except when adjustments within the hood are being made; keep

materials stored in hoods to a minimum and do not allow them to block vents or air flow. Leave the hood "on" when it is not in active use if toxic substances are stored in it or if it is uncertain whether adequate general laboratory ventilation will be maintained when it is "off".

- 16. *Vigilance:* Be alert of unsafe conditions and ensure that they are corrected when detected.
- 17. *Working alone*: Avoid working alone in a building; do not work alone in a laboratory if the procedures being conducted are hazardous. Students are not to be in a laboratory unsupervised at any time.

#### V. Annual Chemical Hygiene Plan Audit

29CFR1910.1450 (e)(4)

\_\_\_\_\_ will conduct an audit of all

(*Name and/or position*)

phases of the Chemical Hygiene Plan each year. He/she will provide the Chemical

Hygiene Plan Audit results to \_\_\_\_\_

(Name(s) and/or position(s))

who is/are responsible for taking the appropriate corrective action as necessary.

#### VI. Resources

- A. 29 CFR 1910.1450- Occupational Exposure to Hazardous Chemicals in Laboratories.
- B. 29 CFR 1910.151- Medical Services and First Aid
- C. ANSI Standard Z358.1- Eye Safety Devices
- D. New York State Building Codes- Ventilation Systems for Toxic fumes.

#### **VIII.** Appendices

### Appendix A

Miller Place Union Science Laborate				
Building:	Date of Safety Inventory:			
Class/Prep Room:	Administra			
Note: Building administration will initial as appr	opriate and n	naintain month	hly records of	inventories.
		Yes	No	Not Applicable
Eyewash Station (expiration date if applicable):				
Access to station clear				
• Water flowing				
• Water in tank				
Fire extinguisher in:				
Classroom				
Prep Room				
Fire blanket in:				
Classroom				
Prep Room				
Gas shutoff(s) off in:				
Classroom				
Prep Room				
Spill control kit present		[	[	
First Aid kit present				
SDS inventory in prep room				
Clear prep room counters				
Prep rooms – slip, trip, fall hazard				
Chemicals/materials stored properly				1
Hood ventilation turns on				
Safety shower releases water				

#### Appendix B

#### Miller Place High School Student Safety Contract (09/01/2023)

#### PURPOSE

Science is a hands-on laboratory class. You will be doing many laboratory activities which require the use of equipment and hazardous chemicals. Safety in the science classroom is the main priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Two copies of the contract are provided. One copy must be signed by both you and a parent or guardian and returned to the teacher before you can participate in the laboratory. The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

#### GENERAL RULES

- 1. Conduct yourself in a responsible manner at all times in the laboratory.
- 2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
- 3. Never work alone. No student may work in the laboratory without an instructor present.
- 4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
- 5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
- 6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral.
- 7. Unauthorized experiments are prohibited.
- 8. Be prepared for your work in the laboratory. Read all procedures thoroughly before beginning the laboratory.
- 9. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.
- 10. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to the work area. Other materials (back- packs, purses.) should be stored in the classroom area.
- 11. Keep aisles clear. Push your chair under the desk when not in use.
- 12. Know the locations and operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and the exits are located.
- 13. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.
- 14. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.
- 15. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, laboratory safety lighters, filter paper, and all other insoluble materials are to be

disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical waste to the container.

- 16. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your instructor.
- 17. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
- 18. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
- 19. Students are never permitted in the science storage rooms or preparation areas.
- 20. Know what to do if there is a fire drill during a laboratory period; containers must be closed, gas valves turned off, fume hoods turned off, and any electrical equipment turned off.
- 21. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be treated with respect and disposed of properly.
- 22. When using knives and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments. Grasp sharp instruments only by the handles.
- 23. If you have a medical condition (e.g., allergies etc.), check with your physician prior to working in lab.

#### CLOTHING

- 24. Any time chemicals, heat, or glassware are used, students will wear laboratory goggles. There will be no exceptions to this rule!
- 25. Contacts may be worn in the laboratory provided specially marked, non-vented safety goggles are available to contact lens wearers.
- 26. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
- 27. Lab aprons are available for your use.

#### ACCIDENTS AND INJURIES

- 28. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately, no matter how trivial it may appear.
- 29. If you or your lab partner are hurt, immediately yell out "Help! Emergency!" to get the instructor's attention.
- 30. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the instructor immediately.
- 31. If mercury thermometers are broken, mercury must not be touched. Notify the instructor immediately.

#### HANDLING CHEMICALS

- 32. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for smelling chemical fumes will be demonstrated to you.
- 33. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
- 34. Never return unused chemicals to their original containers.
- 35. Never use mouth suction to fill a pipette. Use a rubber bulb or pipette pump.
- 36. When transferring reagents from one container to another, hold the containers away from your body.
- 37. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution and be careful of the heat produced, particularly with sulfuric acid.
- 38. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
- 39. Never remove chemicals or other materials from the laboratory area.
- 40. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

#### HANDLING GLASSWARE AND EQUIPMENT

- 41. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
- 42. Never handle broken glass with your bare hands. Call the instructor. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always lubricate glassware (tubing, thistle tubes, thermometers, etc.) before attempting to insert it in a topper. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper. If a piece of glassware becomes "frozen" in a stopper, take it to your instructor for removal.
- 43. Fill wash bottles only with distilled water and use only as intended, e.g., rinsing glassware and equipment, or adding water to a container.
- 44. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
- 45. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
- 46. Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections. Do not use damaged electrical equipment.
- 47. If you do not understand how to use a piece of equipment, ask the instructor for help.
- 48. Do not immerse hot glassware in cold water; it may shatter.

#### **HEATING SUBSTANCES**

- 49. Exercise extreme caution when using a gas burner. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.
- 50. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.

- 51. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
- 52. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.
- 53. Never look into a container that is being heated.
- 54. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad. Allow plenty of time for hot apparatus to cool before touching it.
- 55. When bending glass, allow time for the glass to cool before further handling. Hot and cold glasses have the same visual appearance. Determine if an object is hot by bringing the back of your hand close to it prior to grasping it.

#### ELECTRICITY AND ELECTRONIC EQUIPMENT

- 56. Do not touch a person in contact with a live electrical circuit. Call for help. Disconnect the power first or you may be seriously injured.
- 57. Do not move any injured person unless they are in further danger. Call for help.
- 58. Know the meaning of electrical terms.
- 59. Follow the directions for using all electrical equipment. Failure to do so can cause severe injury to you or may damage equipment.
- 60. Check all electrical equipment before using to see that there are no exposed or frayed wires. Do not use.
- 61. Never handle electrical equipment with wet hands. To do so decreases the body's resistance to current flow, thus increasing the risk of severe or fatal shock. Dry skin may have a resistance as high as 500,000 ohms, while wet skin may be as low as 100ohms.
- 62. Students must not work around electrical equipment without their shoes on.
- 63. Extension cords pose potential problems; refrain from using them if possible.
- 64. Even when disconnected, some electrical equipment can cause shocks. Never remove the cover of a device without assessing the potential danger. A Van de Graaf generator should not be used unless an insulated stool is also used.
- 65. All electrical devices should be properly grounded. The three-prong grounded service outlets offer the best protection against shock.
- 66. Hold the plug firmly (not the wire) when inserting or removing it from the electrical outlet. Pulling the wire may result in a short. Repair broken plugs immediately.
- 67. Locate the master switch to control the electricity at each station.
- 68. When assembling an electrical circuit, make the live connection last, or when disassembling the circuit remove the live connection first.
- 69. Do not use multi-connection plugs; circuits can quickly become overloaded.
- 70. Never short circuit a dry cell or storage battery. Wires heat quickly and can cause severe burns. Never heat dry or wet cells or throw one into an open flame. An explosion could occur and produce severe skin burns.
- 71. Charge capacitors to a voltage that does not exceed their rated value.

CAUTION: CAPACITORS COULD HAVE A HIGH INITIAL CURRENT.

#### LASER SAFETY

We use He-Ne lasers to demonstrate a wide range of optical phenomena. Their low output (found to range from 0.19 to 3.0 milliwatts) does not mean that these devices should be used without regard for safety issues. The low output of He-Ne beams is capable of burning the retinal area of the eye, producing a blind spot. Sufficient energy is deposited in .01 seconds under direct viewing of a laser beam to cause retinal damage.

- 72. Never look directly into the beam. Should beams of higher power than the He-Ne type is used, avoid placing any portion of the body in the beam's path that does not have a dissipating lens, as the possibility of skin burns increases with beam output power.
- 73. Never look at the reflected beam. Shiny objects that may scatter the beam introduce unnecessary risks to the eye of both student and teacher. Commonly available welders' goggles may not offer sufficient protection against the reflected beam.
- 74. Block or turn off the beam when not in use.
- 75. Be sure lasers are properly grounded when in use. Under no conditions should a student remove the external cover while a laser is in operation; the voltages used are lethal.
- 76. Students must strictly adhere to the safety rules. <u>Students wearing corrective lenses may</u> <u>accidentally come into contact with a reflected beam</u>. For example, if a student sitting along a line opposite that of the beam's direction leans into the beam, the near side of one of the lenses may catch the beam and reflect it into the eye.

## Miller Place UFSD Student Safety Contract (09/01/2023)

#### AGREEMENT

the safety rules set forth in thi and that of my fellow students fellow students to maintain a	and instructors. and instructors. a safe lab envi astructor. I am a	Alize that I must obe I will cooperate to ronment. I will als ware that any violat	e) have read and agrees to follow all of ey these rules to ensure my own safety, the fullest extent with my instructor and o closely follow the oral and written ion of this safety contract that results in esult in disciplinary action.
Do you wear contact lenses?	Yes	_ No	
Are you color blind?	Yes	No	
Do you have allergies?	Yes	_ No	
Please list:			_
			_
			_
Student Signature:			_ Date:
	ment. With th	ne cooperation of the	rt to create and maintain a safe science ne instructors, parents, and students, a ible hazards.
laboratory work. Please read laboratory activities unless this the teacher. Your signature or aware of the measures taken to	the list of safe s contract is sign this contract in o ensure the safe	ety rules above. No ned by the student a indicates that you have ety of your son/daug	er will receive before engaging in any o student will be permitted to perform and parent/ guardian and is on file with we read this Student Safety Contract, are ghter in the science laboratory, and will ow these rules and procedures in the
Parent/Guardian Signature:			_ Date:
Adapted from © 2004, Flinn Scientific, Inc. All Rights Reser	ved. Reproduction permission i	s granted to science teachers who are cu	stomers of Flinn Scientific, Inc. Batavia, Illinois, USA. No part of this material
may be reproduced or transmitted			e and retrieval system, without permission in writing from Flinn Scientific, Inc.

#### Appendix C

#### North Country Road Middle School Student Safety Contract (09/01/2023)

#### PURPOSE

Science is a hands-on laboratory class. However, science activities may have potential hazards. We will use some equipment that may be dangerous if not handled properly. Safety in the science classroom is an important part of the scientific process. To ensure a safe classroom, a list of rules has been developed and is called the Science Safety Contract. These rules must be followed at all times. Additional safety instructions will be given for each activity. No science student will be allowed to participate in science activities until this contract has been signed by both the student and a parent or guardian and returned to the teacher. An additional copy should be kept your notebook.

#### SAFETY RULES

- 1. Conduct yourself in a responsible manner at all times in the science room. Horseplay, practical jokes, and pranks will not be tolerated.
- 2. Follow all written and verbal instructions carefully. Ask your teacher questions if you do not understand the instructions.
- 3. Do not touch any equipment, supplies or other materials in the science room without permission from the teacher.
- 4. Perform only authorized and approved experiments. Do not conduct any experiments when the teacher is out of the room.
- 5. Never eat, drink, chew gum, or taste anything in the science room.
- 6. Keep hands away from face, eyes, and mouth while using science materials or when working with chemicals. Wash your hands with soap and water before leaving the science room.
- 7. Wear safety glasses or goggles when instructed. Never remove safety glasses or goggles during an experiment. There will be no exceptions to this rule!
- 8. Keep your work area and the science room neat and clean. Bring only your laboratory instructions, worksheets, and writing instruments to the work area.
- 9. Clean all work areas and equipment at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
- 10. Follow your teacher's instructions to dispose of any waste materials generated in an experiment.
- 11. Report any accident (fire, spill, breakage, etc.), injury (cut, burn, etc.), or hazardous condition (broken equipment, etc.) to the teacher immediately.
- 12. Consider all chemicals used in the science room to be dangerous. Do not touch or smell any chemicals unless specifically instructed to do so.
- 13. Always carry all science equipment with both hands. Hold the arm with one hand; place the other hand under the base.
- 14. Never open storage cabinets or enter the prep/storage room without permission from the teacher.
- 15. Do not remove chemicals, equipment, or supplies from the science room without permission from the teacher.

- 16. Handle all glassware with care. Never pick up hot or broken glassware with your bare hands.
- 17. Use extreme caution when using laboratory safety lighters, a burner, or hot plate. Only light burners when instructed and do not put anything into a flame unless specifically instructed to do so. Do not leave a lit burner unattended.
- 18. Dress properly long hair must be tied back, no dangling jewelry, and no loose or baggy clothing.
- 19. Learn where the safety equipment is located and how to use it. Know where the exits are located and what to do in case of an emergency or fire drill.

## Miller Place UFSD Student Safety Contract (09/01/2023)

#### AGREEMENT

the safety rules set forth in this and that of my fellow students fellow students to maintain a	s contract. I reali and instructors. I safe lab enviro structor. I am aw	ze that I must obey to will cooperate to the pomment. I will also are that any violation	have read and agrees to follow all of these rules to ensure my own safety, fullest extent with my instructor and closely follow the oral and written of this safety contract that results in lt in disciplinary action.
Do you wear contact lenses?	Yes	No	
Are you color blind?	Yes	No	
Do you have allergies?	Yes	No	
Please list:			
Student Signature: Dear Parent or Guardian: We feel that you should be inf			Date: o create and maintain a safe science
	ment. With the	cooperation of the	instructors, parents, and students, a
laboratory work. Please read laboratory activities unless this the teacher. Your signature on aware of the measures taken to	the list of safety contract is signed this contract ind ensure the safet	y rules above. No st ed by the student and icates that you have n y of your son/daught	will receive before engaging in any udent will be permitted to perform l parent/ guardian and is on file with read this Student Safety Contract, are er in the science laboratory, and will these rules and procedures in the
Parent/Guardian Signature:		I	Date:
Adapted from @ 2004 Flips Scientific Inc. All Pights Deserv	ad Panroduction parmission is a	rantad to science teachers who are custome	urs of Hinn Scientific Inc. Potavia Illinois 118A. No part of this material

Adapted from © 2004, fining Scientific, inc. All Rights Reserved. Reproduction permission is granica to science teachers who are customers of fining Scientific, inc. Batavia, finnois, USA. No part of this material may be reproduced or transmitted. In any form or by any means, electronic or mechanical, including, but not limited to photocopy, recording, or any information storage and retrieval system, without permission in writing from Flinn Scientific, Inc.

### Appendix D

### **Important School Contacts in the Event of an Emergency**

Title	Name	Phone
Emergency		911
Poison Control		1-800-222-1221
CHEMTREC*	https://www.chemtrec.com	1-800-424-9300
Principal, MPHS	Kevin Slavin	631-474-2732 631-474-2723 x302
MPHS School Nurse	Kimberlee Gelibter	631-474-2481
Principal, NCRMS	Matthew Clark	631-474-2714 631-474-2710 x438
NCRMS School Nurse	Erin Southworth	631-474-7258
Curriculum Specialist Math & Science	Nick Corelto	631 474 2799 x374
Chemical Hygiene Officer		631 474 2700 x374
Director of Facilities	Dennis Warsaw	631-474-8527 (office) 631-316-4120 (cell)
Assistant Superintendent	Susan Craddock	631-474-2700, x728 631-655-8895 (cell)
Superintendent	Seth Lipshie	631-474-2700, x722
*CHEMTREC serves as a round-the-clock resource for obtaining immediate critical response information for incidents involving hazardous materials and dangerous goods.		

#### Appendix 8 - Listing of District Resources

- 1 2004 Chevrolet Box Truck
- 2 2005 Ford E350 Panel Truck
- 3 2005 Ford F250 Pickup Truck
- 4 2007 Ford F250 Pickup Truck
- 5 2014 Ford Explorer
- 6 2015 Dodge Durango
- 7 2015 Ford F250 Pickup Truck (with lift gate and diesel transfer tank)
- 8 2015 Ford F250 Pickup Truck
- 9 2015 Ford F150 Pickup Truck
- 10 2017 Ford Transit Work Van
- 11 2017 Ford Escape
- 12 2017 Ford Escape
- 13 2017 Ford Escape
- 14 2018 Dodge 3500 Dump Truck
- 15 2005 CAT Backhoe (with bucket)
- 16 Kubota Tractor
- 17 2022 Utility Cart
- 18 2009 Utility Trailer
- 19 2022 Utility Trailer
- 20 Additional portable radios with spare batteries, one laptop PC, spare fire extinguishers, copier, cell/land phone & first aid supplies Operations Trailer
- 21 Assorted tools, shovels, brooms, compressors, generators, pumps, hoses, etc. Maintenance and Grounds Departments Garages
- 22 Traffic flags, flashlights, cones, vests, raincoats Security Dept. vehicles
- 23 Portable toilets on athletic fields at High School and North Campus and two bathrooms in Operations Trailer
- 24 Bottled water and food rations in high school kitchen storage room
- 25 Concession Stands (1 portable and 1 stationary)

## **Appendix 9- Character Education Programs**

### **Miller Place High School**

- National Honor Society Tutoring, Blood Drive, Food Drives
- Athletes Helping Athletes
- Student Assemblies
- Professional Developments for Teachers and Coaches

#### North Country Road Middle School

- Diversity Week
- Tolerance Week
- Peer Mediation
- Bully Prevention
- Project Wisdom
- Washington D.C. Trip
- Black History Month Showcase
- Student Assemblies

### Laddie A. Decker Sound Beach School

- Monthly Character Education Bulletin Board
- Athletes Helping Athletes
- Various Classroom Initiatives
  - Letters to soldiers
  - Martin Luther King "I Have a Dream" essay contest
  - Fundraisers
- Classroom Presentations
  - Accepting differences
  - Bullying
- Student Assemblies

#### **Andrew Muller Primary School**

- Monthly Themes being a member of the school community and how we treat each other
- "AMPS Says **YES**" Acronym stands for how you treat <u>Y</u>ourself, <u>E</u>veryone else and the <u>S</u>chool
- AMPS Level Code of Conduct taught to the students and sent home
- Character Education Assemblies
- Diversity Assemblies

Please see insert

# **Miller Place Union Free School District**



# EMERGENCY REMOTE INSTRUCTION PLAN 2023-24

Grades K-12

#### **Board of Education**

Lisa Reitan, President Bryan Makarius, Trustee John Galligan, Trustee Andrea Spaniolas Johanna Testa, Trustee

#### **District Administration**

Seth A Lipshie, Superintendent of Schools Susan Craddock, Assistant Superintendent Sandra Wojnowski, Executive Director for Educational Services Colleen Card, School Business Official Chris Herrschaft, Director of Human Resources Jeremy Koch, Administrator for Pupil Personnel Services Ron Petrie, Director of Athletics, Health, Physical Education, and Intramurals Kurt Roth, Administrator for Instructional and Data Reporting Barbara A. Weir, Director of Technology Dennis Warsaw, Director of Facilitates Christine Mangiamele, Curriculum Specialist for Humanities Nicholas Corleto, Curriculum Specialist for Math and Science R. Sean White, Director of Guidance

### Emergency Remote Instruction Plan 2023-24 proposed in consultation with:

Kevin Slavin, Principal, Miller Place High School Matt Clark, Principal, North Country Road Middle School Joseph Zito, Principal, Laddie A. Decker Sound Beach School, Miller Place Administrators' Association Laura Gewurz, Principal, Andrew Muller Primary School Nancy Sanders, President, Miller Place Teachers' Association

# TABLE OF CONTENTS

I.	Emergency Remote Instruction Plan Overview
п.	District-wide Guidelines A. Emergency Distance Learning Goals B. Remote Instruction Platform C. Guidelines for Student and Parents
III.	1:1 Devices - Policies and Procedures
IV.	Internet Connectivity - Policies and Procedures
v.	Alternatives to Remote Instruction
VI.	Instructional Guidelines
VII.	Special Education and Related Services
VIII.	Instructional Hours Claimed for State Aid
IX.	New York State Education Department (NYSED) Regulations and Law

# I. Emergency Remote Instruction Plan Overview

This document provides guidance and support to faculty, students, and families if there is a mandated closure and a need to transition to emergency remote instruction and learning. The NYSED guidance dated September 1, 2022 states, "Instructional hours that a school district scheduled but did not execute, due to an emergency (including but not limited to extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak) as may be found satisfactory by the Commissioner, may still be considered as instructional hours for State aid purposes for up to two instructional hours (minimum) per session day. However, Districts will need to 'certify that remote instruction was provided in accordance with the district's emergency remote instruction plan' so consideration should be given to whether students can fully participate in remote instruction at home during emergencies."

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that are challenging and effective. This education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

Therefore, we believe that:

- · Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- · Children learn at different rates and in different ways.
- Learning is a lifelong process.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- Excellence in learning is directly related to excellence in teaching.
- The school district is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is the shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- All children have the capacity to become responsible citizens.
- Each individual is entitled to equal educational opportunities.

The New York State Education Department (NYSED) requires that school districts "consider the effects of significant absences on student achievement and establish plans that not only ensure health and safety, but also consider continuity of learning to the extent feasible and appropriate. New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students." Therefore, school districts are required to establish Emergency Remote Instruction Plans. The District administration and teachers continue to work

collaboratively to provide an alternative [remote] instruction experience for our students should the need arise. While nothing can replace direct, face-to-face instruction to students in classrooms, the District must continue to provide learning opportunities as the result of an unforeseen school closure.

## II. District-wide Guidelines

- A. Emergency Remote Instruction Goals
  - In cases where the faculty transitions to delivering continuity of instruction through remote instruction, the district support staff will be available to provide social and emotional support as well.

The following Emergency Remote Instruction guidelines apply for grades K-12:

- 1. Lesson learning objectives are clearly communicated.
- 2. Content and skills are reinforced and facilitated in a variety of ways.
- 3. The facilitation of instruction may be accomplished either in-person, synchronously (where students are online at the same time as their teacher or other students) or asynchronously (where students do not have to be online at the same time as their teacher or other students) for the delivery of instruction as necessitated or as indicted by district administration.
- 4. Teachers will monitor student participation, assess their progress, and provide timely feedback.
- 5. Teachers will connect with their students through written feedback, online sessions, emails, or phone calls if necessary.
- 6. Opportunities will be provided for students to interact with their teachers and with other students.

## B. Emergency Remote Instruction Platform

The Google Suite (Google Classroom) is the primary platform to facilitate remote instruction. Teachers may also incorporate additional digital instruction resources to facilitate instruction.

# C. Guidelines for Students and Parents

- 1. The District provides every student in grades K-12 with a district-owned device.
- 2. Establish and communicate routines and expectations for each day.
- 3. If possible, define a specific physical space for your child's study and schoolwork.
- 4. Monitor communications from your children's teachers.
- 5. Comply with the District's Technology Acceptable Use Policy, including expectations for online netiquette.
- 6. Proactively seek out and communicate with other education professionals in the District as necessary.
- 7. Monitor your child's stress or worry and communicate with your child's teacher or related service provider.
- 8. Monitor how much time our child is spending online.

9. Ensure that you and your child are engaging in physical activities, mindfulness techniques and other de-stressors.

\*The District will continue to review guidelines and best practices for remote instruction as per NYSED updates and guidance.

# III. 1:1 Devices – Policies and Procedures

- A. Every student, in grades K-12, is provided a district-owned laptop device. Kindergarten students typically receive their laptop device in September. Students in grades K-12 keep their laptop device throughout the school year and students in grades 1-11 also keep their devices during the summer months.
  - 1. All students have a District-issued G-Suite account and password and access to all required applications and platforms.
  - 2. All students/guardians have completed a district-owned device loan agreement.
  - 3. All students are required to read and comply with the <u>Student Computer</u> <u>Network Acceptable Use and Internet Safety policy</u> and complete the <u>Student</u> <u>Computer Network Acceptable Use and Internet Safety agreement</u>.
  - 4. The building Helpdesks are accessible to students, parents, or guardians remotely to troubleshoot and resolve issues with learning platforms/software.
- B. Laptop devices are disseminated to students upon entering Kindergarten. Students who are new to the school district are provided with a device upon completing the registration process and completing required paperwork and policy agreements.
- C. The District will communicate with families about the dissemination of computing devices through postal mail, email, Ed Connect messaging, website postings, and building newsletters. Building administration will also provide information to families at Open House meetings and parent-teacher conferences as appropriate. New students are provided with a device upon completion of the (new student) registration process.
- D. District laptop devices are serviced or replaced as follows:
  - 1. The District provides families with an opportunity to purchase optional laptop device insurance from an outside/private vendor. Students return devices in need of service or repair to the building computer lab or location as designated by the building administration and receive a "loaner" device until the device is repaired.
  - 2. When devices are being repaired, students receive a daily loaner device.
- E. Students not using laptop devices, may participate in synchronous instruction in the following ways:
  - 1. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for

a student's educational needs. Non-digital and/or audio-based instruction means instruction accessed synchronously and/or asynchronously through paper-based materials where the student-to-teacher interaction occurs via telephone or other audio platforms.

F. The District Remote Instruction Plan is consistent with the information provided by families in the Student Digital Resources data collection. The District's 1:1 laptop device plan provides every child with a device. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need.

## IV. Internet Connectivity

- A. The Student Digital Resource data collection has identified families without access to internet. The district has the aggregate data of students who need access to internet connectivity to ensure they receive remote instruction under emergency conditions in the event of a school closure.
  - 1. If the district transitions to remote instruction, the parents/guardians will complete a Google survey which will be conducted at the building level to determine any additional families who do not have internet access at home at the point in time in which the District transitions to remote instruction.
  - 2. Any students who do not have access to sufficient broadband access may be provided with "hot spot" capability though the district.
  - 3. Families are always encouraged to contact the school district in cases where there is no access to internet in the place of residence.
- B. Based upon the results from the Student Digital Resource data collection, the District Technology survey, and notification by families, the District has made the necessary provisions to assure access to internet to families in the District with an identified need.
- C. The district will work with the following community organizations and local public spaces to ensure students have access to Wi-Fi access points:
  - 1. Local public libraries (Comsewogue and Port Jefferson)
  - 2. Local Fire Departments (Sound Beach and Miller Place)
  - 3. Local coffee shops (Starbucks, Miller Place)
  - 4. Town of Brookhaven Centers (Rose Caracappa Senior Center)
- D. The District Remote Instruction Plan is consistent with the information provided by families in the Student Digital Resources data collection. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need.

# V. Alternatives to Remote Instruction

- A. The District has expectations for all students to participate in a remote instructional environment. The district will partner with families to make determinations regarding age and grade-level appropriate participation in a remote instructional environment as necessary.
- B. The district will provide synchronous and asynchronous instruction for those students for whom remote instruction by digital technology is not appropriate in the following ways:
  - 1. Non-digital and/or audio-based instruction accessed synchronously and/or asynchronously through paper-based materials via telephone or other audio platform.
  - 2. Telehealth services.
- C. The Student Digital Resource data collection has identified families without access to internet and the District has made the necessary provisions to assure access to internet to families in the District with an identified need. In addition, the district has provided "hot spots" to families with limited broadband capability or internet access.

## VI. Instructional Guidelines

- A. All school staff, in grades K-12, was provided a district-owned laptop device when the district implemented a 1:1 device initiative in September 2020. All new teachers and administrators receive a laptop device during New Staff Orientation, the first day of school, or upon starting employment. All staff and administrators keep their device throughout the school year and during the summer months. All staff are asked to the school district in cases where there is no access to internet in the place of residence.
- B. The Emergency Remote Instruction model includes teacher-directed, synchronous and asynchronous instruction. Students will follow their typical daily (in-school) schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary and secondary students, including but not limited to, periodic breaks from learning and opportunities for cooperative learning and peer collaboration. In the case where the district is directed to implement a remote instruction model, remote instruction schedules will be communicated to students and families.

Elementary Grades K-5 Remote Instruction model: Elementary students will follow their typical daily schedule, first meeting with their classroom (homeroom) teacher, and then meeting with encore subject area teachers ("specials") as per their schedule on the remote instruction day.

Grades 6-12 Remote Instruction model: Secondary students would follow their typical period by period schedule as per the scheduled times below.

Nor	th Country Ro	oad Middle Sch	nool Emergenc	y Remote Instr	uction Schedu	ıle
		Monday	Tuesday	Wednesday	Thursday	Friday
7:40-8:25	Period 1	Each	Each	Each	Each	Each
8:28-9:10	Period 2	student	student	student	student	student
9:13-9:55	Period 3	follows	follows	follows	follows	follows
9:58-10:40	Period 4	their	their	their	their	their
10:43-11:25	Period 5	own schedule	own schedule	own schedule	own schedule	schedule
11:28-12:10	Period 6	period	period	period	period	period
12:13-12:55	Period 7	by	by	by	by	by
12:58-1:40	Period 8	period	period	period	period	period
1:43-2:25	Period 9		· · · · · · · · · · · · · · · · · · ·			

	Miller Plac	e High School	Emergency Re	emote Instructio	on Model	
		Monday	Tuesday	Wednesday	Thursday	Friday
7:05-7:47	Period 1	Each	Each	Each	Each	Each
7:55-8:37	Period 2	student	student	student	student	student
8:40-9:22	Period 3	follows	follows	follows	follows	follows
9:25-10:07	Period 4	their	their	their	their own	their
10:10-10:52	Period 5	own schedule	own schedule	own schedule	schedule	schedule
10:55-11:37	Period 6	period	period	period	period	period
11:40-12:22	Period 7	by	by	by	by	by
12:25-1:07	Period 8	period	period	period	period	period
1:10-1:52	Period 9					

- C. Instruction will be personalized to support students individualized needs, including supporting ELL/ML students as all students will follow their typical daily schedule, which includes all mandated and related services.
- D. All teachers have access to district-owned devices. The District provides professional development on a variety of technology programs and platforms throughout the course of the school year. The district is prepared to ensure the continuation of instruction for any class or students that may have to shift to remote instruction. In order to prepare for the continuation of instruction via remote instruction, the district has taken the following steps to facilitate the ability to transition to remote instruction:
  - 1. All teachers are required to create a Google Classroom and Google Meet link(s).
  - 2. All certified staff will also generate Google Meet link(s) (Social Workers, School Psychologists, Speech Therapists, Occupational Therapists, Physical Therapists, and Board Certified Behavior Analysts).
  - 3. The ESBOCES Technology Education Coach and building Help Desks are available to assist new staff in creating a Google Classroom and Google Meet links.
  - 4. Google Classroom and Google Meet allow the District to immediately transition to remote instruction as a District.

5. Staff are encouraged to contact the Technology Education Coach or the Computer Lab Assistant (CLA) for assistance with any technology tools and matters related to technology troubleshooting. The Technology Department is accessible to staff remotely to troubleshoot and resolve issues with learning platforms/software.

# VII. Special Education and Related Services:

- A. The district will ensure that special education and related services will be provided remotely in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. All students will follow their typical daily schedule, which includes all mandated and related services.
- B. All special education students with an IEP participate fully, including addressing IEP goals, to the greatest extent possible. IEP and ELL students participate in remote learning via Google Classroom, the remote learning management system. Students with disabilities participate in distance learning through a variety of The Special Education Teachers can differentiate the academic modalities. lessons that are posted by their General Education colleagues. Within the remote learning platform, the Special Education Teachers are able to make an individual connection to the students via the chat feature, audio feature, video feature and/or text read technology. In addition, Special Education teachers may utilize email and phone calls to contact students outside the learning platform. Teachers assess student access to not only the remote learning platform assignments, but also assess IEP goals. Special class teachers continue to develop lessons specific to the students within their classrooms based on their IEPs. IEP accommodations are provided to the greatest extent possible.

English Language Learners (ELLs) will participate in the distance learning plan to the greatest extent possible. The following specific strategies may be implemented for supporting ELLs in their development of the English language proficiency. Additionally, teachers are familiar with resources to support instruction and learning available to them through the OBEWL ELL Resource Collection.

- 1. Scaffold instruction and assignments, presenting concepts in a variety of ways, using real life examples, representations, and visuals;
- 2. Target instruction for specific student populations, design instruction in different settings, and differentiate instruction for students based on language programs and settings;
- 3. Provide explicit instruction when teaching academic vocabulary, focusing on academically useful words;
- 4. Embed language through content instruction, conversations, readings, activities;
- 5. Deploy strategies to combine content area learning with English language acquisition;

- 6. Activate prior knowledge and build on personal experiences;
- 7. Use students' English language proficiency levels to develop formative assessments;
- 8. Develop specific language objectives and create strategies to address these objectives;
- 9. Utilize a variety of strategies to monitor, assess, and provide feedback to students about their assignments and learning;
- 10. Create opportunities for students to practice their speaking and listening skills, through varied activities, such as reading-aloud, singing songs, and reciting poetry;
- 11. Use varied audio/visual methods to make content comprehensible and accessible;
- 12. Provide ELLs/MLLs with ample opportunities to speak, listen, read, and write to learn and apply academic language;
- 13. Provide ELLs/MLLs the opportunity to produce content-specific, academic language through both written and oral work;
- 14. Deliver content in accordance with tools and resources available for ELLs/MLLs;
- 15. Use culturally relevant resources to support students' cultures and backgrounds;
- 16. Provide social-emotional support;
- 17. Ensure that ELLs/MLLs have equal opportunities to meaningfully participate in all assignments and activities;
- 18. Continue the use of home language as a support in content areas.

Special Area Staff:

- 1. Specialists and Intervention Teachers will develop a remote instruction plan to meet the needs of each individual student on their caseload. Specialists and interventionists will structure communication plans to work with students and parents.
- 2. Teaching assistants will continue to serve as a resource for our students and teachers. They will provide feedback to students and help assist teachers with instruction under the guidance of the special education teacher to support learning as per the IEP. They will participate in remote instruction as appropriate.

# VIII. Instructional Hours Claimed for State Aid

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

The district plans to claim the following hours for each day of an emergency closure:

(1) For pupils in half-day kindergarten, two and one-half hours.

(2) For pupils in full-day kindergarten and grades one through six, five hours.

(3) For pupils in grades seven through 12, five and one-half hours.

# IX. NYSED Regulations and Law

The District plan is subject to change dependent upon updates and changes to NYSED regulation, mandates, or other changes to state law. Additional guidance regarding Emergency Remote Instruction can be found at <u>http://www.nysed.gov/edtech/guidance-continuity-learning.</u>

Appendix 11 – Hazard Response Guide

Please see insert CONFIDENTIAL