East Islip School District

1 Craig B. Gariepy Avenue
Islip Terrace, New York 11752

DISTRICT SAFETY PLAN

2024 – 2025

PROMULGATION STATEMENT

Reviewed and Board approved 8/27/2024

The East Islip Union Free School District is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of The East Islip Union Free School District emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.
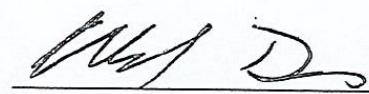
The District Safety Plan that follows is the official plan of The East Islip Union Free School District. It is a result of a comprehensive review and update of school policies in the context of its location in New York and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

EMERGENCY AND CRISIS RESPONSE PLAN APPROVAL AND IMPLEMENTATION

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

Paul E. Manzo
Superintendent of Schools

8/27/24
Date

Michael Dorgan
President, Board of Education

8/27/24
Date

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INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-wide Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The East Islip Union Free School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose
The East Islip Union Free School District-wide School Safety Plan **(as required by SAVE Law- Safe Schools Against Violence in Education- Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety health, and security of both students and staff.** At the direction of the East Islip Union Free School District Board of Education, the Superintendent of East Islip Union Free School District appointed a District-wide School Safety **Planning** Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams
The East Islip Union Free School District has appointed a School Safety Team. The members of the team and their positions or affiliations are as follows:

Mr. Paul E. Manzo, Superintendent
Dr. Lisa M. Belz, Assistant Superintendent for Curriculum and Instruction
Dr. Aileen M. O'Rourke, Assistant Superintendent for Human Resources and Administration
Mr. John Flynn, Director of Security
Mr. Stephen Restivo, Director of Physical Education, Health, Athletics, and Nurses
Mr. Anthony Gagliano, Assistant Plant Facilities Administrator
Mr. Mark Bernard, Principal, High School
Mr. Anthony Montemarano, Principal, Middle School
Mr. Nicholas Bilotti, Principal, Connetquot Elementary School
Dr. Deborah Smith, Principal, JFK Elementary School
Mrs. Janet Jones, Principal, RCK Elementary School
Mrs. Danielle Naccarato, Principal, Timber Point Elementary School

C. Concept of Operations

The School Safety Plan is implemented as a matter of protocol. The activation of the Plan triggers the notification of the chain of command and the assessment of the activation of elements of the Plan. The Principal or designee shall act as the initial incident commander and set up an initial Command Post in an area and designate others to fill the roles within the IC such as Information Liaison. The Incident Commander for the school will be relieved only when a person higher in the chain of command arrives on site.

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                    │  Incident Commander  │
                    └──────────────────────┘
    ┌───────────────────────────┐   ┌──────────────────┐
    │ Public Information Officer │   │ Liaison Officer  │
    └───────────────────────────┘   └──────────────────┘
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                              │  Safety Officer  │
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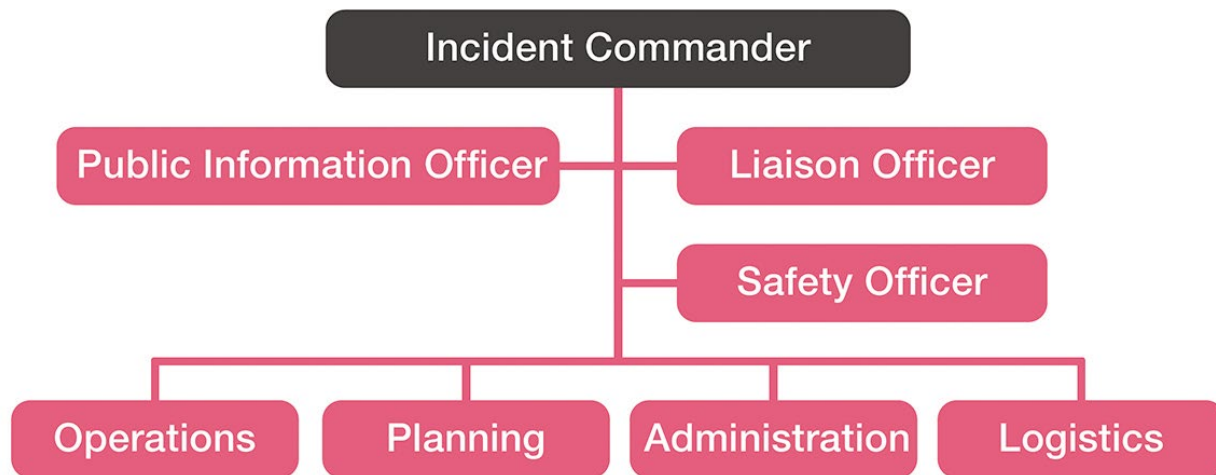
The School Safety Plan was developed through analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration, and local emergency services, the plan has been developed to address the specific needs of the East Islip Union Free School District and the community.

In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the School Emergency Response Team. The Building Principal is responsible for notifying the Superintendent, or the highest-ranking person in the chain of command. This notification shall be accomplished through the use of telephone or the district's radio network. Employees and residents of the School District are encouraged to report any incidents or threats directed towards a student, teacher, or administrator of the School Districts. Students shall feel free to confide any rumors of violence that may be considered by their fellow students. Staff will be provided with a silent system that will alert them as to whether a shelter in place is required.

Timing is the most important element of any emergency which may jeopardize the lives of students and/or staff. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee shall be notified and, in the case of a potential active shooter or a bomb threat, local emergency officials shall also be immediately notified through the office of the District Security Consultant. Each school building is equipped with an emergency phone to immediately reach the local police department in case of a serious threat.

County and state resources supplement the building's emergency action planning in a number of ways:
- State and local law enforcement provide reviews and employee training.
- Local law enforcement and emergency services may participate in planning and training exercises and develop strategies for managing building-level emergencies.
- A protocol exists for the school district to use certain facilities for sheltering during

times of emergencies.
- A protocol exists for the use of community mental health resources during post – incident response.
- The Suffolk County Police Department shall be provided with diagrams of all school buildings prior to any emergencies.

D. Plan Review and Public Comment

This plan shall be adopted by the Board of Education pursuant to the Commissioner's regulations.

Full copies of the **District-wide School Safety Plan** and any amendments shall be made available to the New York State Education Department via the District's portal or upon request. **Although the Building-level Emergency Response Plans are linked to the District-wide Safety Plan, in accordance with Education Law Section 2801-a, the Building-level Emergency Response Plan will remain confidential and not be subject to disclosure. This will ensure safety at the building-level and reduce potential for planned sabotage.**

This plan shall be reviewed periodically and maintained by the District–Wide School Safety **Planning** Team and the Building-**level Emergency Response Planning** Team. **By September 1st of each school year, the District-wide and Building-level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the District-wide School Safety Plan is posted on the school district website by October 1st of each school year and will be reviewed annually by the District-wide School Safety Planning Team by September 1st of each year. Building-level Emergency Response Plans will be updated by September 1st of each school year by the building-level Emergency Response Planning Team and filed with both the State and Local Police by October 1st of each school year.**

E. Mission and Goals

A. The mission of The East Islip Union Free School District in an emergency/disaster is to:

1. Pre-empt violent acts against staff/ students by identifying threats made against the School.
2. Protect lives and property
3. Respond to emergencies promptly and properly
4. Coordinate with local emergency operation plans and community resources
5. Aid in recovery from disasters

B. The goals of The East Islip Union Free School District are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible.
4. Coordinate the use of school personnel and facilities.
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Facilities Initiatives

The school has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- The school has developed a visitor sign-in procedure and requires the use of visitor ID badges.
- The school uses an employee identification badge system. Each employee shall ensure that the door locks behind them. At no time shall an employee prop open a self-closing door. Employees without badges shall enter the school through the designated single point of access.
- The school has developed a single point of access for visitors, with buzzer access systems to certain areas of the school building.
- The school has installed electronic security equipment, including cameras within the schools and outdoor areas. The cameras shall allow for access by law enforcement through a secured Wi-Fi.

B. Training, Drills, and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. The school has established policies and procedures for school safety training for employees and students. **The following methods may be used:**

- **Trauma-informed Emergency Dismissal Drill** (annual "early go home drill" **at a time not to occur more than 15 minutes earlier than normal dismissal time)** to test **communication and transportation. Parents to be notified at least one-week prior to drill.**
- **Trauma-informed live drill including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout.** The school conducts emergency/evacuation drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
- **Trauma-**informed Situational Drills
- **Tabletop exercises may be used as a training resource for staff.**
- The school conducts drills and other exercises to test and evaluate the effectiveness of the emergency response plan. The building principal will forward a list of emergency drills and evacuation drills completed during the school year to the Superintendent. Each principal will be required to complete a minimum number of student drills as follows: 12 Emergency Drills per year - 4 of which must be Lockdown Drills – 8 of the 12 drills must be completed by December 31st. **De-briefing will occur after every drill or actual event.**
- **Emergency Response Team exercises**.
- Topics for training may include general security and safety measures, intervention

strategies with difficult or challenging students, building security awareness, and reporting requirements and procedure**.**

- Annual safety training will include violence prevention and mental health awareness as well as parent notification when students make threats of violence against themselves. This training will be provided to new employees within 30 days of hire.

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Servies, Local Office of Emergency Management and the local BOCES Health and Safety Office. Each school district shall practice emergency response procedures (evacuation, lockdown, and emergency dismissal drills) under its District-wide School Safety Plan and each of its Building-level Emergency Response Plans. Procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response trainings that include students, will be developed. Drills conducted during the school day with students' present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, or simulations or other tactics to mimic a school shooting or other act of violence or emergency. At the time drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Full-scale exercises shall not be conducted on a regular school day and such exercises will not include students without the written consent from parents or persons in parental relation. Drills shall be completed on different days of the week and during different times of the day. Drills shall occur after annual training in emergency procedures has been provided to staff and students.

- **Persons in charge of after school events and programs will inform all attendees of building emergency procedures, including evacuation routes, prior to the beginning of the event.**

EXPLANATION OF TERMS

Acronyms:

AED:	Automated External Defibrillator
CERT:	Community Emergency Response Team
CEO:	Chief Emergency Officer
CFR:	Code of Federal Regulations
CPR:	Cardio-Pulmonary Resuscitation
EOC:	Emergency Operations Center
EOPT:	Emergency Operations Planning Team
EPI:	Emergency Public Information
FEMA:	Federal Emergency Management Agency
Hazmat:	Hazardous Material
IC:	Incident Commander
ICP:	Incident Command Post
ICS:	Incident Command System
NIMS:	National Incident Management System

SC:	School Commander
SOP:	Standard Operating Procedure
UC:	Unified Command

DEFINITIONS

Emergency Public Information (EPI): This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

Emergency Situation: As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

Emergency: Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

A.	Involvement of a limited or large area, limited or large population, or important facilities.

B.	Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.

C.	Warning and public instructions are provided in the immediate area, not community- wide.

D.	One or more emergency response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.

E.	May require external assistance from other emergency response agencies or contractors.

F.	May require community-wide warning and public instructions.

G.	The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

Disaster: The occurrence or imminent threat of widespread or severe damage, illness, or loss of life or property resulting from any (natural or manmade) incident, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, water contamination, chemical accident, communicable disease outbreak, war or civil disturbance. Characteristics include:

A. Involvement of a large area, a sizable population, and/or important facilities.

B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.

C. Requires community-wide warning and public instructions.

D. Requires a response by all local response agencies operating under one or more ICs.

E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.

F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

Hazard Analysis: A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

Hazardous Material (Hazmat): A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. HazMats include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

Inter-Local Agreement: These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. This is commonly referred to as a mutual aid agreement.

Standard Operating Procedure (SOP): SOPs are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

Trauma: An emotional response to a deeply distressing or disturbing experience such as, but not limited to, and act of violence, natural disaster, abuse, neglect, or loss.

Trauma-informed: An understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills: Avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure to trauma.

Assumptions: Assumptions reveal the limitations of the Safety Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. The East Islip Union Free School District will continue to be exposed to and subject to the impact of those hazards described in the Hazard Analysis as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time or place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency (e.g. fire, gas main breakage, etc.) could occur at any time without

warning and the employees of the school affected cannot, and should not, wait for direction from the local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for the school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve the school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

Limitations
The East Islip Union Free School District affirms that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, the school can only endeavor to make every reasonable effort to respond to the situation with the resources and information available at the time.

CONCEPT OF OPERATIONS

Objectives
The objectives of school safety programs are to protect the lives and well-being of students and staff through the prompt and timely response of trained school personnel should an emergency affect the school.

General
A. It is the responsibility of the school officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect the district.

B. It is the responsibility of the school to provide emergency response education and training for school personnel.

C. It is the responsibility of the school principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation, prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies protocols and guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responder, at every level of government will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the US Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. The East Islip UFSD recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. The East Islip UFSD will work with Suffolk County and Town of Islip government to become NIMS compliant. NIMS compliance for school districts includes the following:

- Institutionalize the use of the Incident Command System – staff and students tasked in the plan will receive IS-0100.c: Introduction to the Incident Command System (ICS 100) for Schools. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the basic plan or annexes will take the ICS-100 course.

- Complete NIMS awareness course IS-700 NIMS: An introduction. IS-700 is a web-based course available from the Emergency Management Institute. All persons tasked in the basic plan or annexes will take the IS-700 course.

- Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures that describe how emergency tasks will be performed. The school is charged

with ensuring the training and equipment necessary for an appropriate response.

J.   This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

OPERATIONAL GUIDANCE

Initial Response

1.   School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

2.   The principal will be responsible for activating the school safety plan and the initial response, which may include:

A.   **Evacuation** – When conditions are safer outside rather than inside a building. Requires all staff and students to leave the building immediately.

B.   **Reverse Evacuation** – When conditions are safer inside a building rather than outside. Requires all staff and students to go to safe places in the building from outside the building.

C.   **Lock Down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked, and students and staff stay in their offices, work areas and classrooms.

D.   **Shelter-in-Place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

E.   **Hold, Hold-in-Place** – This action is meant to restrict movement of students and staff within the building while responding to short-term emergencies. Some examples could be a medical emergency or deescalating a situation.

F.   **Secure Lock Out** – When a person or situation presents an immediate threat to

students and staff outside the building. All exterior doors are locked, exterior windows closed, and locked and window shades drawn. Daily activities continue as normal inside the building.

Notification Procedures
1. In case of an emergency in the school, the flow of information after calling 9-1-1 shall be from the school principal to the district office. Information should include the nature of the incident and the impact on the facility, students and staff.

2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lock down / out incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event that the school is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the Superintendent of Schools. Specific guidelines are found in the individual annexes and appendices.

Training and Exercise
The East Islip UFSD understands the importance of training, drills and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drills and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. Records of the training provided including date(s), type of training and participant roster will be maintained. General safety training will be completed by September 15 of each year and within 30 days for new hires.

2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. The East Islip Union Free School District plans for Evacuations, Shelter-in Place and Bus Evacuation drills. The types of drills and exercises will be coordinated by the District Emergency Management Coordinator.

5. The East Islip UFSD will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond and deal with emergencies.

Implementation of the Incident Command System (ICS)
1. The designated Incident Commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will

establish an Incident Command Post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2.   For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operation Center may accomplish initial response actions, such as mobilizing personnel and equipment or issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

Source and Use of Resources
The East Islip Union Free School District will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A.   Request assistance from volunteer groups active in disasters.

B.   Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

Incident Command System (ICS)
1.   The East Islip UFSD intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

2.   The Incident Commander is responsible for carrying out the ICS function of command-managing the incident. The IC may be the superintendent or the building principal initially but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as the School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

3.   In emergency situations, where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

Incident Command System (ICS) – Emergency Operations Center (EOC) Interface

1. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

2. The IC is generally responsible for field operations, including:

    - Isolating the scene
    - Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
    - Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
    - Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
    - Implementing traffic control arrangements in and around the incident scene.
    - Requesting additional resources from the EOC. The EOC is generally responsible for:

        1. Providing resource support for the incident command operations.
        2. Issuing community-wide warning.
        3. Issuing instructions and providing information to the general public.
        4. Organizing and implementing large-scale evacuation.

    - Organizing and implementing shelter and massive arrangements for evacuees.
    - In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

ORGANIZATIONAL STRUCTURE FOR EMERGENCY MANAGEMENT

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies include an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

Building-level Emergency Response Planning Team:

A building specific team appointed by the principal, in accordance with regulations and guidelines prescribed by the Board of Education. The Building-level emergency response planning response team is responsible for the designation of the emergency response team and the development of the building-level response plan and its required components. The building-level emergency response team shall include but not be limited to, representatives of teacher, administrator, and parent organizations, school-safety personnel, other school

personnel including bus drivers and monitors, community members, local law enforcement, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board deems appropriate.

District-wide School Safety Team:

A district-wide safety team appointed by the board of education. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. A student may be allowed to participate on the safety team, provided however, that no portion of confidential building-level emergency response plan be shared with such student, nor shall such student be present when details of a district-wide emergency plan or confidential portions of the plan are discussed.

Executive Group:

The Executive Group provides guidance and direction for school safety programs and for emergency response and recovery operations. The Executive Group includes the Superintendent, District Emergency Management Coordinator, Assistant Superintendents, the Plant/Facilities Administrator, school principals and others designated in this plan or by the Superintendent of Schools.

Emergency Operations Planning Team:

The Emergency Operations Planning Team develops emergency operations plans for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazard, coordinates The East Islip Union Free School District planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes the District Emergency Management Coordinator, Principal, School Resource Officer, Counselor(s), and Nurses(s). The emergency operations planning team members are listed in the Appendix.

Emergency Response Team:

A building specific team designated by the building-level emergency response planning team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. The Emergency Response Teams are included in the Appendix.

Post-incident Response Team:

A building-specific team designated by the building-level emergency response planning team that includes appropriate school personnel, medical personnel, school health personnel, mental health counselors, and others who can assist the school community with coping with the aftermath of a violent incident or emergency.

School Safety Plan:

A district-wide school safety plan or building-level emergency response plan.

Serious Violent Incident:

An incident of violent criminal conduct that appears to be life-threatening and warrants the immediate response by students and/or staff because of an imminent threat to their safety or health.

PHASES OF EMERGENCY MANAGEMENT AND ASSIGNMENT OF RESPONSIBILITIES

For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.

The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to teachers, emergency services, and support services. Additional specific responsibilities can be found in the functional annexes to this basic plan.

This plan addresses emergency actions that are conducted during all four phases of emergency management.

PHASE I - MITIGATION/PREVENTION

Mitigation/Prevention addresses what can be done to reduce or eliminate risk to life and property.

The East Islip Union Free School District will conduct mitigation/prevention activities as an integral part of the school safety program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

- Hazard Analysis
- Identifying hazards
- Analyzing hazards
- Mitigating/preventing hazards
- Monitoring hazards
- Student Prevention Programs

Program Initiatives

The district has developed a number of programs and activities to aid in risk reduction. These initiatives span from kindergarten through 12th grade.

Grade Levels	Character Education	Social Skills Development	Positive Decision Making

K to 2	▪ Six Pillars of Character
	▪ Connecting Character to Conduct
		▪ Bucket Filling Program
		▪ Social Skills/ Friendship Groups
		▪ Second Step
		▪ Big Buddy, Little Buddy
			▪ Piloted Programs:
			  ○ Mindfulness
			  ○ Say Hello Week
			  ○ Red Ribbon Week
			  ○ McGruff the Crime Dog (Suffolk County Sheriff)

3 to 5	▪ Six Pillars of Character ▪ Daily Words of Wisdom ▪ Connecting Character to Conduct ▪ Character Education Stars	▪ Social Skills/ Friendship Groups ▪ Lunch Bunch ▪ Circle of Friends ▪ Classroom Push-In Workshops ▪ Culture of Care	▪ Peer Mediation ▪ Restorative Justice ▪ Red Ribbon Week
6 to 8	▪ Six Pillars ▪ Connecting Character to Conduct ▪ Connecting Character to Education ▪ Challenge Day ▪ Student of the Month ▪ Character Counts Awards	▪ Second Step ▪ Special Olympics ▪ Mentoring Programs	▪ Cyber Bullying & Internet Safety ▪ Police Smart Assemblies ▪ Red Ribbon Week ▪ Character Development Assemblies ▪ Say Hello Week (Suffolk County Sheriff's Department) ▪ Vape Out Program
9 to 12	▪ Connecting Character to Conduct ▪ Challenge Day Activities ▪ Awareness Weekend ▪ GSA (Gay-Straight Alliance) Club ▪ Ambassadors of Compassion	▪ Mentoring Programs ▪ Buddies Social Club ▪ Special Olympics ▪ Mindful Minutes ▪ Calm App ▪ Music Mindfulness & Therapeutic Movement Class ▪ Freshman Orientation	▪ Conflict Mediation ▪ SADD Club ▪ Red Ribbon Week ▪ 100 Deadliest Days Press Conference ▪ Sandy Hook Promise ▪ LICADD ▪ Say Hello Week (Suffolk County Sheriff's Department) ▪ Suffolk County VAPE OUT

In addition:

- **The school district has created a detailed <u>Code of Conduct</u> to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations to the Code of Conduct. The Code of Conduct, which will be communicated to all students/staff and parents, will serve as a major component of our**

violence prevention program. The Code will be evaluated annually and revised when necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members.

-
- All employees received Child Abuse and Harassment training.
- The district has a teacher referral program for student substance abuse.
- The school has developed a Crisis Intervention/Response Plan.
- The district has a chapter of Students Against Destructive Decision-Making.
- Presentations on suicide prevention
- In-district psychologists, social workers
- Student Council
- Athletic Code of Conduct
- Drug and Alcohol Counseling

Responsibilities of the Superintendent
- Initiate, administer, and evaluate safety programs to ensure the coordinated response of all schools within the system.
- Implement the policies and decisions of the governing body relating to emergency management.

Emergency Operations Planning Team
- In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.

Teachers
- Implement Character Education, Social Skills Development and Positive Decision-Making Curricula with K-12 students.
- Implement Health Education Curricula.

Technology/Information Services (Technology Director and Building Technology Staff)
- Assist in establishment/maintenance of emergency communications network.
- Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- As needed, report various sites involved in the communication system if there are problems in that system.

PHASE II – PREPAREDNESS

Preparedness focuses on the process of planning for the worst-case scenario.

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:
 a. Providing emergency equipment and facilities.
 b. Emergency planning, including maintaining this plan, its annexes, and appendices.
 c. As practicable, involving emergency responders, emergency management personnel, other

local officials, and volunteer groups who assist the school during emergencies in training opportunities.

 d. Conducting periodic drills and exercises to test emergency plans and training.

 e. Completing an After-Action Review after drills, exercises, and actual emergencies.

 f. Revise this plan as necessary.

Responsibilities of the School Board
- Establish objectives and priorities for the school safety program and provide general policy guidance on the conduct of that program.
- Review school construction and renovation projects for safety.
- Appoint a District Emergency Management Coordinator to assist in planning and review.

The Superintendent (District's Chief Emergency Officer)
- Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- Implement the policies and decisions of the governing body relating to emergency management.
- Coordinating communication between school staff, law enforcement and first responders.
- Ensuring that all district staff understand the district-wide safety plan.
- Ensuring that building level plans are completed, reviewed annually and updated as needed.

The District Emergency Management Coordinator
- Establish a school safety plan review committee to approve and coordinate all emergency response plans.
- Serve as the staff advisor to the superintendent and principals on emergency management matters.
- Keep the superintendent and principals appraised of the preparedness status and emergency management needs.
- Coordinate local planning and preparedness activities and the maintenance of this plan.
- Prepare and maintain a resource inventory.
- Arrange appropriate training for district emergency management personnel and emergency responders.
- Coordinate periodic emergency exercises to test emergency plans and training.
- Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- Serve as the school's Emergency Management Coordinator.
- Organize the school's safety program and identify personnel, equipment, and facility needs.
- Encourage incorporation of emergency preparedness material into regular Curriculum.
- Provide copies of the school plan to the superintendent and other authorized parties.
- Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- Create "Go Bags" for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.

The School Principals
- Ensure that the building plan is coordinated with the district's plans and policies.
- Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- Conduct drills and initiate needed plan revisions based on outcomes of drills.
- Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
    1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
    2. Appoint monitors to assist in proper evacuation.
    3. Ensure that all exits are always operable while the building is occupied.
    4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building is readily accessible to rescuers.

Crisis Response Teams
- Participate in the Community Emergency Response Team (CERT) program.
- Create annexes for their specific emergency function.

Teachers
- Prepare classroom emergency Go Kits.
- Participate in trainings, drills, and exercises.
- Establish a buddy system for students and teachers with disabilities.

Technology/Information Services (Technology Director and Building Technology Staff)
- Assist in establishment/maintenance of emergency communications network.
- Assist in obtaining needed student and staff information from the computer files.
- Establish and maintain computer communication with the central office and with other agencies capable of such communication.

Transportation
- Establish and maintain school division protocols for transportation-related emergencies.
- Establish and maintain plans for the emergency transport of district personnel and students.
- Train all drivers and transportation supervisory personnel in emergency protocols involving buses.

PHASE III – RESPONSE

Response is taking action to effectively contain and resolve an emergency.

The East Islip Union Free School District will endeavor to respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

Responsibilities of the Superintendent
- Assign resources (personnel and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county.
- Coordinate emergency assistance and recovery with first responders.

The District Emergency Management Coordinator
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- Request assistance from local emergency services when necessary.
- Serve as the staff advisor to the superintendent and principals on emergency management matters.
- Keep the superintendent and principals appraised of the preparedness status and emergency management needs.

The School Principals
- Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- With assistance of the Public Information Officer, keep the public informed during emergency situations.
- Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency and assist in a Unified Command.

Emergency Operations Planning Team
- Provide assistance during an emergency and in accordance with designated roles.

Crisis Response Teams
- Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- Provide the following functions when necessary and safe to do so:
    1. Facility evacuation
    2. First aid
    3. Search and rescue
    4. Limited fire suppression
    5. Damage assessment
    6. Student/Parent reunification
    7. Student supervision
    8. Support and security

Teachers
- Direct students to a designated off-site evacuation shelter and supervise students en route

to pre-designated safe areas within the school.

- Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- Maintain order while in student assembly area.
- Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance. Attendance must be taken for proper accountability of all students.
- Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

Technology/Information Services (Technology Director and Building Technology Staff)
- Coordinate use of technology.
- Establish and maintain computer communication with the central office and with other agencies capable of such communication.

The School Incident Commander
- Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- Assess the situation, establish objectives and develop an emergency action plan.
- Determine and implement required protective actions for school response personnel and the public at an incident site.
- Appoint additional staff to assist as necessary.
- Work with the emergency services agencies in a Unified Command.

PHASE IV – RECOVERY

Recovery deals with how to restore the learning and teaching environment after a crisis. If a disaster occurs, the East Islip UFSD will assist our community partners as needed during the recovery phase that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students, including providing mental health services. Long-term recovery focuses on restoring the school to its normal state.

Responsibilities of the Superintendent
- Coordinate emergency assistance and recovery with first responders.

The District Emergency Management Coordinator
- Serve as the staff advisor to the superintendent and principals on emergency management matters.
- Keep the superintendent and principals appraised of the preparedness status and emergency management needs.

Emergency Operations Planning Team
- Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

EMERGENCIES OCCURING DURING SUMMER OR OTHER SCHOOL BREAKS

If the school administrator or other emergency response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

   a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix.

   b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.

   c. Notify staff or families of students identified in letter b and recommend community resources for support.

   d. Notify general faculty/staff by letter or telephone with appropriate information. Schedule appropriate meeting(s) for an update the week before students return to school.

   e. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

DIRECTION AND CONTROL

1. General

The principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the principal will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disasters, he/she will normally carry out those responsibilities from the ICP.

The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such as common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or New York State should be requested.

2. Emergency Facilities

School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established within the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

NATIONAL TERRORISM ADVISORY SYSTEM - NTAS

The new National Terrorism Advisory System replaces the Homeland Security Advisory System that has been in place since 2002. The National Terrorism Advisory System, or NTAS, will include information specific to the particular credible threat, and will not use a color-coded scale. When there is credible information about a threat, an NTAS alert will be shared with the American public. It may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate or respond to the threat. The advisory will clearly indicate whether the threat is **Elevated**, if there is no specific information about the timing or location, or **Imminent**, if the threat is impending or very soon. The school will use similar wording in the event of an emergency.

ADMINISTRATION AND SUPPORT

Agreements and Contracts

A.   Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

B.   The agreements and contracts pertinent to emergency management that this school is party to are summarized in the Appendix.

PLAN DEVELOPMENT AND MAINTENANCE

Plan Development and Distribution of Planning Documents

A.   The District Wide Safety Team is responsible for the overall development and completion of the School Emergency and Crisis Response Plan, including annexes. The East Islip UFSD Board of Education is responsible for approving and promulgating this plan.

B.   Distribution of Planning Documents

1. The principal shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document.

2. The basic plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in the Appendix.

C.   Review

1. The basic plan and its annexes shall be reviewed periodically by the District Wide Safety Team and others deemed appropriate by school administration.
2. Update
   a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
   b. The basic plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the basic plan is assigned to the District Wide Safety Team.
   c. The District Office is responsible for distributing all revised or updated planning documents to everyone tasked in those documents.

ANNEXES AND APPENDICES

Information contained in these sections are deemed highly confidential and the disclosure of such pose a serious threat to the safety and security of the students and staff members.

Public Employer Health Emergency Plan for East Islip School District

This plan has been developed in accordance with NYS legislation S8617B/A10832.

Reviewed and Board approved 8/27/2024

PROMULGATION

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed and shared with the East Islip Teacher's Association, East Islip Association of Supervisors and Administrators, and United Public Service Employees Union as required by the amended New York State Labor Law.
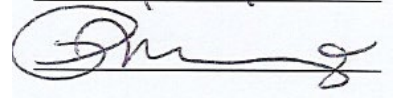
No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of the East Islip School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Law paragraphs k and l of subdivision 2 section 2801-a (as amended by section 1 of part B chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day: Date: 8/27/24

By: Paul E. Manzo, Superintendent of Schools   Signature:

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PURPOSE, SCOPE, SITUATION OVERVIEW, AND ASSUMPTIONS

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to the East Islip School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough, or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement

- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

CONCEPT OF OPERATIONS

The Superintendent of the East Islip School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of the East Islip School District shall be notified by email as well as an automated phone or text message, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Town of Islip DPW, Police, and Fire will be notified of pertinent operational changes by way of email and phone communication. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the East Islip School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of the East Islip School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

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

MISSION ESSENTIAL FUNCTIONS

When confronting events that disrupt normal operations, the East Islip School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:
1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations

Essential Function	Description	Priority
Information Technology	Provides all hardware and software for the school community. Maintains the school's network, phone, and other notification systems, HVAC systems, payroll and accounts payable systems, as well as housing data that is essential to the ongoing operation of the district.	1
Maintenance	Provides repair and uptime continuation of systems such as water, lavatories, kitchens, generators, HVAC systems, and snow removal as necessary to maintain safe access to the buildings.	1
Central District Office	Provides payroll and accounts payable functions to keep essential employees paid and keep essential supply orders flowing. Also coordinates district wide	2

	communications, safety teams, and vendor/contractor responses. Supervises and coordinates all curriculum, instruction and human resource functioning	
Crisis Intervention Team	Coordinates and provides necessary mental health needs for students, staff, and families.	2
Transportation	Provides immediate transport of students to/from school as directed in the onset of the emergency. Follow-up roles include delivery of food, medical supplies, and learning materials in the event of a long-term closure.	3
Food Service	Provide meals for children in need.	3
Security	Oversees and provides security to all employees and buildings in district.	1

5. Uphold the essential needs of the East Islip School District

The East Islip School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority. Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them. The mission essential functions for the East Islip City School District have been identified as:

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	• Exec. Director of Students Achievement &Instructional Technology • Technicians	Exec. Director of Technology establishes all priorities for IT tasks, organizes staff and ensures uptime of essential equipment necessary to keep operations running and coordinates moves to secondary data centers and/or data disaster recovery in order to restore systems that may go down. IT staff members provide support in setting up hardware and software, network management, and help desk support and ticket escalation and resolution.
Maintenance	• The Asst. Plant & Facilities Director • Maintenance Crew Leader • Chief/Head Custodian • Custodial aides/Custodians/Ground Maintenance/Building Maintenance Mechanic	The Asst. Plant & Facilities Director establishes all priorities for maintenance and cleaning tasks and organizes staff. The Maintenance Crew Leader will take the lead on all directives relating to subsequent organization of staff and tasks related building systems and will directly oversee Building Maintenance Mechanics and Ground Maintenance staff. The Chief/Head Custodial will take the lead on all directives relating to cleaning, sanitization, and distribution of supplies within a building and will directly oversee Custodial aides and Custodians.
Central District Office	• Superintendent • Business Administrator • HR Administrator • Curriculum & Instruction Administrator • Confidential Sr. Office Assistant • Treasurer • Payroll • Accounts Payable	The Superintendent will oversee and coordinate all operations. They will act as the Chief Communications Officer, unless otherwise delegated. The Superintendent will work directly with Confidential Sr. Office Assistants, Business Administrator, Emergency Services Personnel, HR Administrator, Curriculum & Instruction Administrator and Building Administrators. The Business Administrator will directly oversee and coordinate all aspects of operation support services. They will work directly with the Technology Director, Director of Facilities, Transportation Director, and all Business Office Staff in the coordination of supplies, services, payments, and movement of materials.
Crisis Intervention Team	• Exec. Director Special Education/PPS • Director of PE, Athletics, Health & Nurses • Account Clerk • Sr. Office Assistant • Crisis Team Members • Nurses	The Exec. Director Special Education/PPS will coordinate the activation of the Crisis Intervention Team to support students, staff, and connected families regarding mental health and wellbeing as needed, oversee supervision of special education department and coordinate all aspects of its operation. The Director of PE, Athletics, Health & Nurses oversees all procedures and protocols associated with the plan. Nurse staff to oversee safety of essential employees on-site. The Superintendent will designate Crisis Team members.
Transportation	• Business Administrator	The Business Administrator will establish priorities for transportation of students, goods, and/or services to or from student's homes or temporary places of residence. The Transportation Director will coordinate drivers as necessary to accomplish the tasks as directed.
Food Service	• Food Services Director • Cook	The Food Services Director will coordinate with vendors and the business office for supplies necessary in the event a building closure is necessary and to-go meals need to be provided. At all times throughout the school year, the Food Services Director will ensure at least one week's worth of supplies on hand to prepare, package, and deliver student meals.
Security	• Director of Security • Security Guards	The Director of Security will oversee the overall coordination of district security and maintain schedules for security guards during this time.

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

REDUCING RISK THROUGH REMOTE WORK AND STAGGERED SHIFTS

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A platform for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff

All employees needing access to electronic data will be provided with an internet capable laptop issued by the East Islip School District. Those individuals needing essential access to printing for items such as check printing, will also be provided a printer issued by the East Islip School District. To the greatest extent possible, communication and documentation will be handled electronically. Access to internal highly sensitive data is provided to administrators, clerical, and business office staff through VPN access. All other staff will access files through Microsoft/Google Drive access which requires authentication, but not VPN access. Access to student data is also accessible through authentication to the web accessible student information system and does not require a VPN for access. Telephone communication has been provided to all administrators with internet access. Google Meets/Teams/Zoom are also provided for use by all staff who need to interact with students or other staff members remotely and should use Google Meets/Teams/Zoom or email for all communication.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, the East Islip School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Within each department, the director of each department will identify and prioritize work that necessitates on-site personnel. That work, where appropriate, will be divided into shifts with the highest priority work being performed by the first available shift. The department director will then create staggered start/end times and offer those staggered time slots first to those employees trained and capable of performing the assigned tasks. It is understood that, because of the need to spread work out over additional shifts/hours, direct on-site supervision may not always be prudent, safe, or practical. As such, other means may be utilized to aid in supervision of staff.

PERSONAL PROTECTIVE EQUIPMENT

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
    a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
    b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
    a. PPE must be stored in a manner which will prevent degradation
    b. Employees and contractors must have immediate access to PPE in the event of an emergency
    c. The supply of PPE must be monitored to ensure integrity and to track usage rate

Disposable Face Covering Supplies

Group	Count	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students grade 3-12	2800	33600	16800	4200	1 Disposable mask per week per students (supplemental parent masks provided)
Students grades Pre-K-2	680	8160	4080	1020	1 Disposable mask per week per students (supplemental parent masks provided)
Teachers and Staff	700	8400	4200	1050	5 Disposable masks per week per teacher
Nurse/Health	10	60	30	15	5 Disposable masks per week per nurse

Item	1 Week supply for 1 staff	12 Week supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per week per staff member

Disposable gowns	10	120	10 per week per staff member
Eye protection	2	n/a	2 re-usable per staff member
Face shields	2	n/a	2 re-usable per staff member
KN 95 masks	10	120	10 per week per staff member
N95 masks	10	120	10 per week per staff member

The Asst. Plant & Facilities Director and the Maintenance Crew Leader will be responsible for procurement, monitoring and maintaining all PPE and cleaning supplies.

STAFF EXPOSURES, CLEANING, AND DISINFECTION

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
    1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
        a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
        b. The Superintendent must be notified of all exposed individuals.
        c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
    2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
        a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
        b. In-person interactions with the subject employee or contractor will be limited as much as possible.
        c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
        d. If at any time they exhibit symptoms, refer to item B below.
        e. The Superintendent will make all final determinations regarding whether an employee's duties are immediately essential to be performed on-site and will notify the affected employee's supervisor via email of the determination.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
    1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
    2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
    3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

4. The East Islip School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
6. The Superintendent must be notified in any case where an employee, or contractor is exhibiting symptoms.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
   a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
   b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
   c. See the section on Cleaning and Disinfection for additional information on that subject.

3. Identification of potential employee and contractor exposures will be conducted
   a. If an employee or contractor is confirmed to have the disease in question, the Superintendent shall designate an individual or team of individuals to inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
   b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

4. The Superintendent must be notified of an employee or contractor who has tested positive for the communicable disease and will ensure that all required protocols are followed.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:
1. As possible, employees and contractors will have the opportunity to clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
   a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected throughout the day.
   b. The Chief/Head Custodian will be responsible for ensuring proper cleaning and disinfecting protocols are adhered to.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

EMPLOYEE AND CONTRACTOR LEAVE

It is our practice that employees of the East Islip School District will not be charged with leave time for testing and receiving a positive COVID result. Employees will be provided with up to two weeks (80 hours) of paid COVID leave at the employee's regular rate of pay for a period which the employee is unable to work due to mandatory or precautionary quarantine/isolation order (in accordance with federal, state, or local orders or advice of a healthcare provider).

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the East Islip School District, and as such are not provided with paid leave time by the East Islip School District, unless required by law.

DOCUMENTATION OF WORK HOURS AND LOCATIONS

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by the East Islip School District to support contact tracing within the organization and may be shared with local public health officials. The East Islip School District may implement, as part of the public health emergency, additional documentation requirements for work hours, both for hourly and salaried employees, where the East Islip School District identifies the need to account for both work performed and contact tracing. This was done to some extent during the COVID-19 pandemic for those employees who were deemed necessary to quarantine but who were not exhibiting symptoms and were ready and able to work remotely. A similar method may be deemed necessary and utilized for on-site work in the future. The Superintendent will be responsible for making the determination as to which department or groups of employees are required to utilize such documentation and the Human Resources office will be responsible for collecting and managing the information.

HOUSING FOR ESSENTIAL EMPLOYEES

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the East Islip School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the East Islip School District will coordinate with the American Red Cross or other organizations who can assist with supplies necessary to house employees within the school building(s). The Business Administrator will be responsible for coordinating this effort

EAST ISLIP SCHOOL DISTRICT

2024-2025 Emergency Remote Instruction Plan

EAST ISLIP SCHOOL DISTRICT
EMERGENCY REMOTE INSTRUCTION PLAN

INTRODUCTION

The East Islip School District has developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of the New York State Education Commissioner's Regulations for inclusion in the 2024-2025 District-Wide School Safety Plan.

BACKGROUND INFORMATION

Following the COVID-19 pandemic, school districts in New York must have a plan for how students will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education, and submitted to the New York State Education Department.

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

The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of devices; internet access; provision of special education and related services for students with disabilities and the expectations for time spent in different remote modalities.

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

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

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

The Emergency Remote Instruction Plan shall identify several ways to deliver instruction, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

A general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most applied to various forms of digital and remote learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete independently—that are not delivered in person or in real-time. Yet asynchronous learning may also encompass various instructional interactions, including email exchanges between teachers, remote discussion boards, and course-management systems that organize instructional materials and correspondence, among many other variations. *(Source: The Glossary of Education Reform)*

Blended Learning/Hybrid Learning
The definition of blended learning is a formal education program in which:
1. Students learn, at least partly, through remote instruction, with some element of student control over time, place, path, and/or pace.
2. Students learn, at least in part, in a supervised brick-and-mortar location away from home.
3. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Source: Christensen Institute)

Browser/Web Based. Computer tools and applications run on a web browser via the internet without accessing the operating system of any individual computer. These applications are accessed through web pages. *(Source: EdReports Key Terms to Better Understand Remote Learning and Technology)*

Flipped Classroom. The flipped classroom is a form of instruction that moves the traditional lecture or knowledge acquisition part of the learning experience outside the classroom and puts highly engaging activities that focus on synthesizing, analyzing, and problem-solving in its place. *(Source: Vanderbilt University Center for Teaching)*

Learning Management System (LMS). Technology platform through which students access online courses or digital instructional materials. An LMS includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course i.e., Google Classroom. *(Source: EdReports Key Terms to Better Understand Remote Learning and Technology)*

Remote Learning. General term for any type of educational activity in which the participants are at a distance from each other—in other words, they are separated in space. They may or may not be separated in time (asynchronous vs. synchronous). *(Source: EdReports Key Terms to Better Understand Remote Learning and Technology)*

Single Sign-On (SSO). A session and user authentication service that permits a user to use one set of login credentials—for example, a name and password—to access multiple applications. SSO can be used to ease

the management of various usernames and passwords. *(Source: EdReports Key Terms to Better Understand Remote Learning and Technology)*

Synchronous Instruction. It is a general term used to describe forms of education, instruction, and learning that occur simultaneously, but not in the same place. The term is most applied to various forms of televisual, digital, and remote learning. Students learn from instructors, colleagues, or peers in real-time, but not in person. *(Source: The Glossary of Education Reform)*

Virtual Learning (Distance Learning). A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes. *(Source: Merriam Webster)*

POLICIES	The plan adheres to the guidance set forth in the following Board of Education policies: 4527, Acceptable Use Remote Learning; 0100, Equal Opportunity, 0110 Sexual Harassment; 4526 Computer Network and Internet Access Use Acceptable Use; Internet Safety; Dignity for All Students Act; 5300 Code of Conduct.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. In an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their devices at home for instruction. The school district participates fully in the SED Digital Access Survey to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. Technology support remains available for all families as if school were open. Our technology team either provides online or over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up. This way, no child is without a device at any time. All faculty should have an alternative general activity for students if widespread power outages or other disruptions to connectivity occur, preventing the synchronous connection. If students lose connectivity, they are expected to complete the alternate assignment provided.
PEDAGOGY	Several district-provided instructional technology software programs are available to support instruction, and a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing various delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of the following:** **Synchronous "Live" Instruction** - Teachers will deliver real-time instruction to a full group or subset of students using Google Classroom. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Classroom. These connections will allow teachers to take attendance, introduce new content or skills, and will enable students to connect with their teachers and peers to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. * See Daily Instruction Plans for both Secondary and Elementary.

	Authentic Independent Instruction - Using various methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will help students in this mode of instruction through the asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on accessing course material and instruction from their teachers. Students are expected to follow all directions and requests to fully participate in instruction. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves according to school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classroom. Mute yourself on meetings as directed by your teacher. **Cameras are to be kept on during classroom meets unless directed by your teacher.** Students are expected to work in an appropriate setting when participating remotely / online. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. Student dress must be appropriate on all platforms – the Student Dress Code section of the Code of Conduct applies to students on all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the High School, Middle School, and Elementary School the student is assigned to. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. * See Daily Instruction Plans for both Secondary and Elementary.

COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SUPPORT SERVICES	The East Islip School District has developed an Emergency Remote Instruction Plan (ERI Plan) that would support all students. Instruction will focus on all subject areas and electives. All instruction will continue to be aligned with New York State Learning Standards. Based on the learning model we have developed, students with disabilities and/or Individualized Education Plans (IEP), 504 Plans, ELL (English Language Learners) and Academic Intervention Services, and Multiple Tiers of Support Services will continue to receive these services in accordance with their individual needs should remote learning become necessary. All service providers (e.g., teachers, paraprofessionals, Teacher Assistants', related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment and the use of breakout rooms or one-on-one virtual meetings, as needed. Special education, related services and ELL services will be provided in accordance with students' individual education plans to ensure the continued provision of a free and appropriate public education.
NON- INSTRUCTIONAL SERVICES • **TRANSPORTATION** • **FOOD SERVICE** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. If the change to remote instruction is due to a snow or other weather emergency, such change will impact transportation and other critical services. Decisions whether non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

Daily Instructional Plan
Secondary Schools

East Islip High School and Middle School students will have instruction with their assigned classroom teachers. Teachers will provide students with work via the Google Classroom platform. Students will follow the modified bell schedule, and attendance will be recorded in Infinite Campus for each period daily. Below is a chart of what students may expect while learning on remote status during a class period.

Time	Description	Camera or Audio
10 Minutes	• Lesson Introduction - Clarification of the assignment and expectations for the class period. • Attendance is taken for **all** students enrolled in the class. • Synchronous	On for teachers. On for students.
25 Minutes	• Guided practice • Synchronous and Asynchronous Options - teacher is available via multiple modalities. • Closure	Teacher discretion.

Secondary Bell Schedule

High School				Middle School		
Period 1	7:10 - 7:45	35 min		Period 1	7:54 - 8:29	35 min
Period 2	7:54 - 8:29	35 min		Home Room	8:29 - 8:34	5 min
Home Room	8:29 - 8:34	5 min		Period 2	8:43 - 9:18	35 min
Period 3	8:43 - 9:18	35 min		Period 3	9:27 - 10:02	35 min
Period 4	9:27 - 10:02	35 min		Period 4	10:11 - 10:46	35 min
Period 5	10:11 - 10:46	35 min		Period 5	10:55 - 11:30	35 min
Period 6	10:55 - 11:30	35 min		Period 6	11:39 - 12:14	35 min
Period 7	11:39 - 12:14	35 min		Period 7	12:23 - 12:58	35 min
Period 8	12:23 - 12:58	35 min		Period 8	1:07 - 1:42	35 min
Period 9	1:07 - 1:42	35 min		Period 9	1:51 - 2:26	35 min

Elementary Students

Elementary students (K-5) will receive synchronous instruction five (5) days per week. Instruction will be aligned to essential learning outcomes in the following areas: ELA (English Language Arts)*, Math, Science, Social Studies, Social Emotional,* and *Special Areas*. Teachers will use *Google Classroom* as the main learning platform through which instruction will be supported.

Learning Structure

- The school day will start at 9:30 a.m. for all K-5 full remote students, and attendance will be taken daily.
- Students will follow a schedule each day.
- *Remote Learning* will blend synchronous and asynchronous learning in core subject areas and special areas.
- Students will be required to attend all sessions.

Grades K-5 Sample Schedule

Time	Minutes	Subject
9:30 – 9:45	15 minutes	Morning Meeting
9:45 – 10:15	30 minutes	Math
10:15 – 10:45	30 minutes	Independent Math work
10:45 – 11:15	30 minutes	ELA
11:15 – 11:45	30 minutes	Writing
11:45 – 12:35	50 minutes	LUNCH
12:40 – 1:10	30 minutes	Reading
1:10 – 1:40	30 minutes	Social Studies
1:40 – 2:10	30 minutes	Science
2:10 – 2:50	40 minutes	Special

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of one (1) remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts must implement support, services, and accommodations, as indicated in students' IEPs (Individualized Education Plans) or 504 Accommodation Plans, to the best of their ability when providing virtual instruction.

Special education teachers who provide ICT, CT (direct/indirect) will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. When the general education teacher works with students synchronously, the special education teacher participates in the lesson.

Special education teachers who teach resource room, self-contained special classes (12:1:1, 8:1:1, and 15:1) should follow the same guidance and expectations as classroom teachers regarding pedagogy, content, class meetings, and flexibility.

Teacher aides are available for instructional support by participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "teletherapy" services to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals regarding student and teacher work at home, communication, and flexibility, and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow-up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible for holding any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

BOARD OF EDUCATION APPROVAL

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

EAST ISLIP SCHOOL DISTRICT

APPENDIX C

Parents/Students/Staff

East Islip School District

Emergency Planning

A Guide for Parents/Students/Staff

The East Islip School District understands that emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Each year, the District-wide School Safety Plan and Building-level Emergency Response Plans are reviewed and updated to meet New York State regulations.

The District-wide School Safety Plan is responsive to the needs of all the schools within the district and is consistent with more detailed Emergency Response Plans at the building level. When an emergency occurs, the first and foremost concern of every staff member is the safety of the children in our district. This guide will provide a brief description of how the school district will manage an emergency.

General Information:

The East Islip School District has established a District-wide School Safety Plan which is located on the district website and a Building-level Emergency Response Plan for each school building in the district. The Building-level Emergency Response Plan is a confidential document which cannot be shared with the public. Each of these plans are coordinated and shared with the appropriate outside emergency agencies.

School Security Procedures:

All doors that lead to the outside are locked when school is in session. Parents/visitors who wish to enter the building must enter through the identified visitor entrance and must obtain a visitor's pass. Any person identified to be unauthorized on school property will be reported to the school Principal or designee, as well as the Director of Security. An unauthorized person will be instructed to leave the building premises. All school personnel are required to wear district ID badges for identification purposes.

School Response to an Emergency:

The Superintendent of Schools or Designee may implement one of the following emergency

response procedures:

- Emergency Dismissal: Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family/guardians and identify students with special needs. Students will not be released to an empty home.
- Shelter/Shelter-In-Place: Keeps students and staff in their buildings in a secure location when it is safer to stay inside. Sheltering is for a short time until it is safe to either evacuate to another building, or to send students home.
- Hold/Hold-In-Place: This action is meant to restrict movement of students and staff within the building while responding to short-term emergencies. Some examples could be a medical emergency or deescalating a situation.
- Evacuate/Evacuation: Requires all building occupants to leave the building and go to a pre-determined, safe location outside the school building. Evacuation can mean going outside until the danger has passed. It can also mean going to an evacuation site with the intention to be transferred to another location. Evacuation locations are not given out to the public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are safe and settled.
- Secure Lockout: A lockout is a procedure which allows the school to continue with a normal day inside the building but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. If a secure lockout occurs prior to the start of the school day, school buildings affected will operate on a delayed opening. If a secure lockout at the end of the school day, school buildings affected will have a delayed dismissal. Students will not be released to parents/guardians when a lockout is in progress.
- Lockdown: A lockdown of the building requires all students and staff to remain in the room that they are in, lock all the doors and stay out of sight. Students and staff that are in the hallway are to go to the nearest classroom. The presence of an intruder is one reason to invoke this type of response. The only way a lockdown can end is by emergency responders physically releasing all locations that are locked down. Students will not be released to parent/guardians when a lockdown is in progress and parents/guardians should NOT respond to the affected building. Parents/guardians will be notified about where to respond for reunification by the school district.

Emergency Planning Drills:

New York State regulations require school districts to test their emergency plans in each school building through exercises and drills. All exercises are conducted in a trauma-informed, developmentally and age-appropriate manner. Parents will be informed of drills or emergency response training that involves students. For an emergency dismissal drill, parents/guardians will be informed of the drill at least one week in advance, without specific details to ensure safety. At the time of the drill students and staff shall be informed that the activities being conducted are a drill.

Student Pick-up During an Emergency:

Students should not be picked up by parents/guardians unless directed to do so. It is every parent's instinct in an emergency to go to the school to protect their child. It is important to realize that doing so may significantly affect the District's ability to respond to the situation. Cars driving up to the school building will restrict access of emergency vehicles that are responding to the situation, or school buses that are loading children for an evacuation or to take them home. The building staff will be actively working to ensure the safety of all students.

Student-Parent/Guardian Reunification:

In the event of an emergency, the school district has a Parent-Students Reunification Plan. An area will be designated for parents to pick up students. Photo identification matching the adults that are registered with the district must be shown in order for the student to be brought to the reunification area for pick up.

Students with Disabilities:

Every school building has a plan of action to evacuate any student with special needs.

Information During an Emergency:

It is likely that it will be difficult to reach the school by telephone during an emergency. The school will make every effort to contact parents/guardians through the automated calling system and our website. The schools have every child's emergency contact information readily available for emergencies. Local news may be utilized as well.

Planning Ahead:

1. Make sure that your child's school has the most up-to-date emergency contact information.
2. Review with your child any alternative arrangements you have made in case an emergency prevents you from being home.

Principal Contacts

School Building	Principal	Telephone Number
East Islip High School	Mr. Mark Bernard	631-224-2006
East Islip Middle School	Mr. Anthony Montemarano	631-224-2008
Connetquot Elementary School	Mr. Nicholas Bilotti	631-224-2001
John F. Kennedy Elementary School	Dr. Deborah Smith	631-224-2003
Ruth C. Kinney Elementary School	Mrs. Janet Jones	631-224-2007
Timber Point Elementary School	Mrs. Danielle Naccarato	631-224-2004