East Islip School District

1 Craig B. Gariepy Avenue

Islip Terrace, New York 11752

DISTRICT SAFETY PLAN

2025 – 2026

Superintendent of Schools
Paul E. Manzo

Reviewed and Board approved 08.14.25

PROMULGATION STATEMENT

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 MPLEMENTATION

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

_____   8/14/2025
Paul E. Manzo   Date
Superintendent of Schools

_____   8/14/25
Stephen A. Ruland   Date
President, Board of Education

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Policy Statement/Introduction

The East Islip School's District-wide School Emergency Plan was developed pursuant to Commissioner's Regulation 155.17. The Superintendent appointed a Districtwide School Emergency Team and charged them with responsibility for the development of this plan. A complete list of team members is provided on page 12.

This plan will be reviewed periodically during the school year and maintained by the Districtwide School Emergency Management Committee. The required annual review will be completed annually. A copy of the plan will be available on the District Website.

This plan meets amendments involving NYS Education Law sections 2801-a, 807, and 3604 effective July 1, 2016, 155.17 of the Commissioner's Regulations dated July 31, 2024.

The East Islip School District appointment of a Chief Emergency Officer to coordinate communication between law enforcement and first responders is to ensure that all district staff understand the district-wide emergency plan, and to ensure that building-level emergency plans are completed, reviewed annually and updated, as needed.

The Code of Conduct is made available to all parents, students, staff, and district residents via the District Website and each school building website. In addition, a student version is provided for each school building and on the district and school website.

An examination of existing emergency plans (specifically, the BOCES plan), our current Crisis Response Plan and other program initiatives was completed. This District-wide School Emergency Plan utilizes all those resources, some in Appendix form, as components of the total district effort.

Compliance Checklist

1. The District-wide Safety Emergency Management Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and finally, adaptation by the Board of Education before September 1st of each school year.
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law

2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alert systems when reviewing and amending district-wide safety plans. The District has installed these panic systems at each school building.

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

4. Full copies of the Districtwide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st each year.

5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17©(3). This plan will be made available for public comment at least 30 days prior to its adoption.

6. Building-level Emergency Plans will be supplied to New York State Police, County Police and all local police departments covering the District, by October 1st of each year or within 30 days of adoption.

Safety Plan Regulatory Requirements

Requirements	Required Action	Date	Checked when Completed
The Districtwide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:		
The Districtwide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan:	Annual Review and Updates completed on:		
The Districtwide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education: It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested)	Public Comment Period Start Date: Public Comment Period End Date: Public Comment Period for NYS July 31st legislated changes Start Date: End Date:		
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.	Date of Public Hearing/Adoption (by September 1st): Second Public Hearing/Adoption for NYS July 31st changes		
Districtwide plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st.	District plan submitted in the NYSED business portal (no later than October 1st):		
The date the **Board Adopted District-Wide School Safety Plan was posted on District Website:** Within 30 days from adoption and no later than October 1st.	**Date Posted** (no later than October 1st): **URL of District-wide School Safety Plan on District Website**		

Elements of the District-wide School Safety Plan

The Districtwide Safety and Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District. The Safety Team shall include but is not limited to

representatives of the school board, teachers, administrators, and parent organizations, school safety personnel and other school personnel including transportation.

At the discretion of the board of education, a student may be allowed to participate on the safety team. If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14), no portion of a confidential building-level emergency response plan shall be shared with such a student nor shall students be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

Alyssa's Law

Effective June 23, 2022, Education Law 2801-a is amended to require schools to consider installation of Silent Panic Alarms in any school when reviewing and amending school safety plans. A Panic Alarm system is a silent security signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on January 23, 2025. It was agreed that the Suffolk County RAVE system installed and tested annually in our district meets this need.

School District Emergency Officer

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

• Coordination of communication between school staff/law enforcement/first responders.

• Assistance in the selection of security related technology and procedures for its use.

• Coordination of safety, security, and emergency training for school staff.

• Assistance in required evacuation and lock-down drills completion as required by law.

• Assurance that all school district staff understand the District-wide School Safety Plan.

• Assurance that the District-wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

Superintendent of Schools: Paul E. Manzo Address: 1 Craig B. Gariepy Avenue NY 11752

Contact # 631-224-2010

District-wide School Safety Team

The District-wide School Safety Team was appointed by the School District Board of Education and will always include representation noted below at a minimum. The major function of the District-wide School Safety Team is to create the District-wide School Safety Plan. The team will meet routinely in the 25-26 school year. Minutes will be kept, and attendance will be documented.

Required Members	Name	Title	Office Phone
School Board	Stephen A. Ruland	BOE President	
Teacher	Christopher Neske	EITA President	631-277-1990
Administrator	Dr. Lisa Belz	Asst. Superintendent for Curriculum and Instruction	631-224-2015
	Anthony Gagliano	Asst. Plant Facilities Admin	631-224-2035
Director	Krista Legge	Executive Director of PPS/Special Education	631-224-2060
Director	Stephen Restivo	Director of PE, Health, Athletics, and Nurses	631-224-2072
Assistant Principal	Nicholas Spiegler	Parent/Asst. Principal	631-224-8200
Parent	Erin Dorgan	PTA Council	
Parent	Colleen Multari	RCK PTA	
Transportation	Stephen Harrison	Asst. Superintendent for Business/Transportation	631-224-2020
School Safety Personnel	John Flynn	Director of Security	631-224-2136
Suffolk County PD	Tiffany Torres	School Resource Officer (SRO)	
Bus Driver	Frank Klein	Suffolk Transportation	
Chief Emergency Officer	Paul E. Manzo	Superintendent	631-224-2011

Responsibilities of the District-wide Safety Team

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District-wide Safety Team should meet regularly throughout the year to conduct the following business:

1. Serve as a liaison to the group each member represents.
2. Assess and review the Districtwide Safety and Emergency Management Plan annually.
3. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
4. Conduct training sessions as necessary.
5. Meet with, oversee, and help the Building-level Emergency Response Planning Teams at each school as necessary.
6. Meet as needed with the District's Emergency Management Consultant (BOCES) to review protocols and procedures as well as receive training and instruction.
7. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
8. Conduct all other business as deemed necessary.

The following are the objectives of the District-wide School Safety Plan and the Building-level Emergency Plan:

- Aid the administration and staff of the school district to effectively manage in a safe and effective manner an emergency situation that has either natural and/or man-made origins.
- Serve as a resource guide for communication of contingency plans for school district buildings.
- Coordinate emergency communications and actions with BOCES, Non-public and Pre-schools within the school district boundaries.
- Coordinate response(s) to emergencies with local, county, state, and other appropriate public and private agencies in order to minimize the effects of the situation on life and property.
- Train administrators and staff in emergency response (i.e., Standard Response Protocol, Standard Reunification Method) through the use of tabletop drills and field exercises. Train administrators and staff in school-based Incident Command.
- Develop prevention and intervention strategies to reduce disputes and enhance conflict resolution.

Safety Committee

Last Name	First Name	School Representing
Belz	Lisa	Chair/Asst. Superintendent
Manzo	Paul	Superintendent
O'Rourke	Aileen	Asst. Superintendent
Bilotti	Nicholas	CES-Principal
Bravo	Ilana	Parent Representative
Carson	Jessica	CES
D'Angelo	Joan	TP
Dorgan	Erin	Parent Representative
Flynn	John	Director of Security
Ferro	Brittany	RCK
Gagliano	Anthony	DO
Gonzalez	Florence	EIHS Student Rep
Graber	Catherine	RCK
Jones	Janet	RCK-Principal
Kunsch	Linda	EIMS
Legge	Krista	DO-Special Education
Macaluso-Johnstone	Alison	EIMS
Montemarano	Anthony	EIHS- Principal
Naccarato	Danielle	TP-Principal
Neske	Christopher	EITA Rep
Rapiejko	Lisa	EIHS
Restivo	Stephen	DO-Athletic Director
Ruland	Stephen	BOE President
Sassone	Timothy	BOE Trustee
Scully	Tara	EIMS Principal
Smith	Deborah	JFK-Principal
Yacovone	Lisa	JFK
Zwycewicz	Richard	DO

Building-level Emergency Response Team

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

• Teacher

• Administrator

• Parent Organization

• School Safety Personnel

• Bus Drivers and Bus Monitors

• Community Members

• Law Enforcement

• Fire Officials

• Others

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent, and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

S.A.V.E. regulations also require the creation of teams at the building level.

- Building-level emergency response planning team-one for each building and responsible for:
  o Developing the building-level emergency response plan
  o Appointing the emergency response team
  o Appointing the post-incident response team
  o Appointing any other incident response team(s) deemed necessary
- Emergency Response Team- Appointed by the building-level emergency response planning team. Its members have specific roles or responsibilities during an incident or emergency.

- Post-incident Response Team - Appointed by the building-level emergency response team and has responsibility for helping the school community in the aftermath of a violent incident or emergency.
- This team will be activated by the building administrator or designee in the event of an emergency or violent incident, unless otherwise indicated.

(Please note: The School Safety and Emergency Response Teams may include the same members. The roles of these participants may be defined differently for each team.)

Definitions

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.

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.

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.

Disaster: A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. 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, an 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 any 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.

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.

Prevention and Intervention Strategies/Risk Reduction

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. The District has established building-level multidisciplinary Behavioral Assessment Teams which assess whether certain exhibited behaviors or actions need intervention or other support.
2. The District Safety Team engages in tabletop exercises to discuss their roles during an emergency and their response to a sample emergency situation.
3. Any utilized school safety officers and security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
   a. Emergency Responders
   b. Regional BOCES
   c. District Consultants
4. Training for school staff working in an incident control capacity may include:

   a. Individual and group de-escalation techniques
   b. Non-violent conflict resolution skills
5. The District may provide de-escalation techniques and non-violent conflict resolution training to other staff annually. Each building has some staff trained in non-violent conflict resolution. (CPI Nonviolent Crisis Intervention Training)

6. Training may be available during staff development sessions, on conference days and via web-based training modules.

7. Procedures relating to building security including utilization of staff and security equipment are as follows:

    a. All authorized staff members are expected to always carry their swipe cards for building and classroom entrance.

    b. All staff members, High School and Middle School students are expected to always wear District-issued photo identification badges. ID badges should be visible.

    c. After the designated start time of the school day, each school will be appropriately secured.

    d. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.

    e. All contractors assigned to work in any building must first be authorized by the Buildings and Grounds Department to receive an identification badge, which must be visible at all times during normal school operating hours when workers are on school property.

    f. Extended day and other school safety programs- The district school building and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies are utilized during after-school hours:

        i. To the degree possible, access to areas of the school building is limited to only those needed for activities.

        ii. Some buildings may use modified point of entry.

        iii.

The District continually investigates other security measures and conducts staff development trainings to ensure schools are as safe as possible. Security measures include but are limited to:

    a. Security personnel

    b. Surveillance cameras

    c. Door-lock (buzzer) entry systems

    d. Mantrap vestibules

    e. Visitor management process

    f. S.A.V.E. phones

    g. Portable radios

    h. Alarm systems

    i. Swipe entry system

    j. Blue Light system

    k. Single point of entry points

    l. Door ajar system

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication among students, between students and staff, and between administration and parents or persons in parental relation. These programs may include the list below. Students are involved

in a variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. By October 1st of each year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.

Throughout the district, recognized bullying prevention programs and initiatives are in place. All schools have programs relating to peer mediation, extended day, and afterschool programs to promote a positive school climate and positive youth development. The following are examples of programs offered to students:

Grade Levels	Character Education	Social Skills Development	Positive Decision Making
K to 2	• Character Stars • Six Pillars of Character • Connecting Character to Conduct • Push-in lessons	• Bucket Filling Program • Social Skills/ Friendship Groups Lunch/Brunch • Second Step • Big Buddy, Little Buddy • Culture of Care/Kindness	• Mindfulness • Say Hello Week • Red Ribbon Week • McGruff the Crime Dog
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/Kindness	• Say Hello Mindfulness • Restorative Practices • Restorative Justice • Red Ribbon Week • Mindfulness
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 • Culture of Care/Kindness	• 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, Zen Den • Freshman Orientation • Culture of Care/Kindness	• Conflict Mediation • SADD Club • SRO • Red Ribbon Week • 100 Deadliest Days Press Conference • Sandy Hook Promise • Say Hello Week (Suffolk County Sheriff's Department) • Suffolk County VAPE OUT

All of these efforts are all in compliance with DASA and are sustainable due to the involvement of key stakeholders.

The policy will be updated annually to remain in compliance with the Dignity Act. Amendments to the act have been released regularly, and effective July 1, 2013, cyber bullying has been added to the act. EISD was proactive and has already included cyber bullying in its policy and accompanying regulations.

All staff will be proactive in recognizing troubled students and staff and reporting any issues immediately to begin intervention. This shall include students that display an indication that they are a threat to themselves, which could include suicidal threats or attempts.

The District has explored a variety of additional mechanisms for confidential reporting of school violence and harassment and will communicate the reporting process to parents and students beginning in the Fall of 2025. Currently, anonymous tips can be reported to the Suffolk County Police Department (SCPD) on their **TIPS Hotline (800 220-TIPS)**.

The school district's Code of Conduct is accessible to parents and students and reviewed with all students at the beginning of the school year in an appropriate manner. At the secondary level, during the review with students, bullying, discrimination, harassment and other violations of the Code of Conduct, along with the consequences are discussed. At the elementary level, appropriate behavior is discussed in an age-appropriate way.

All staff members are trained in recognizing and effectively dealing with inappropriate behaviors, as outlined in the Code of Conduct. In addition, all staff are educated on the appropriate way to report such behaviors to mental health staff and administration in an effort to reduce the risk of violent incidents as well as to support students who are in crisis.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, sports, co-curricular activities, classroom lessons delivered by counselors, small group lessons and counseling sessions, school-wide meetings and assemblies, morning meetings in classrooms, use of mindfulness, movement breaks and other wellness

opportunities.

Training, Drills and Exercises

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

> • Trauma-informed Emergency Dismissal 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 drills including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout. • Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
>
> • Trauma-informed Situational Drills • Tabletop exercises may be used as a training resource for staff.
>
> • Emergency Response Team exercises
>
> • Building pre-clearance searches

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 Services, Local Office of Emergency Management and the local BOCES Health & Safety Office.

The 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.

Evacuation means moving students for their protection from a school building to a predetermined location in response to an emergency. Evacuation drills test emergency systems using the alarm system, as well as practice emergency procedures, evacuation routes and evacuation sites. Evacuation is commonly used in the event of a fire, but may be used in response to other emergency situations in the building such as a gas leak, roof collapse, flooding in the building etc.

Lockdown means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement and an administrator.

Evacuation and Lockdown Drills-Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September-June). The first eight (8) drills are conducted prior to December 31st of each school year. Six (6) of all such drills shall be evacuation drills. Four (4) of all such drills required shall be lockdown drills with two of these drills being held between September 1st and December 31st. Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time. Students are also provided with the opportunity to ask questions on any procedure that they are not clear on. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all the drills and offer feedback regarding effective building evacuation in the event of a fire. Four of the required drills must be through use of the fire escapes in buildings where fire escapes are present or using identified secondary means of egress. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all the lockdown drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted on different dates as well as days of the week and times of the day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies. Instruction in drill procedures, including during lunch periods and assemblies, is conducted annually by staff. At least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school. Unplanned evacuations or false alarms do not count as required drills. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.

Prior to the commencement of each school year, the Building-level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-level Emergency Response Plan.

Eary Dismissal Drill- The District will conduct an Eary Dismissal Drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place conducting

and evaluating the drill. This drill allows the District to test the usefulness of the communication and transportation system during emergencies.

Secure Lockout means students and staff remain inside the school buildings that are locked and secured during those incidents that pose imminent threat concern outside the school.

Sheltering and Shelter-in Place means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. Shelter-in Place is most often used in response to a weather emergency like a tornado warning or high winds.

Shelter-in-Place/Secure Lockout Drills- While *not required*, each school in the District may conduct Shelter-in-Place and/or Secure Lockout drills in addition to those drills required by New York State regulation. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of theses drills.

In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form that will be submitted to the district-wide school safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.

Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

> * 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.

> Procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students will be developed.

Parents or persons in parental relation must be given advance notice of each drill being conducted within one week prior to the drill. Procedures for notifying parents or persons in parental relation will include:

- Timing: **Within one week** before the drill

- Include the following information:
  - General time frame for the drill
  - Type of drill
  - Purpose of the drill
  - Importance of the drill
  - Contact information for questions or concerns

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall **not be informed in advance of evacuation drills.**

Multi-hazard Training

Policies and Procedures for annual multi-hazard training for staff and students:

In order to provide and maintain a safe and secure environment for all personnel, students and visitors, East Islip School District has developed and implemented a variety of programs that include trainings, activities and drills for our students and staff. The purpose is to provide participants with the necessary knowledge and skills to protect their own safety and the safety of others. These programs are conducted annually, some on a district level and some at the building level. These programs will be as follows:

1. <u>Staff</u>

<u>Bloodborne Pathogen Training</u> - Provided to all district staff on an annual basis. The program is delivered via GNC training.

<u>Building Safety and Emergency Management Training</u> - Critical aspects of the District-Wide Emergency Plan is presented to staff on an annual basis as part of the mandated S.A.V.E. training. All staff members are required to participate in this annual training and within 30 days of initial employment. Documentation of training is maintained electronically and in paper format. Certification of annual training will be provided to the Commissioner of Education, as required by Education Law §2801- a.

- <u>Post-Incident Crisis Response Training</u> - Each building team provides a faculty presentation on Crisis Response and reviews the responsibility plan guide. A memorandum to Post-Incident Crisis Response Team Chairpersons and a presentation outline is distributed annually.

- Tabletop Exercises - These exercises are being provided in collaboration with the District Emergency Management Team and Security Consultant.

- National Emergency Management Training - All members of the district and building emergency management teams will receive IS-100 Incident Command for Schools training. Select members of the teams may receive additional training based on their roles in actual emergencies.

- Included in the S.A.V.E training will be the concepts of "I Love You Guys."

- Bleeding Control as prepared by the American College of Surgeons, training provided by in-house instructors.

- CPR, EPI Pen, and Narcan Administration training is available from in-house instructors.

Students/Staff:

- Code of Conduct - A review of the Code of Conduct is presented annually at faculty meetings and discussed at student assemblies

- Security, Safety and Violence Prevention - A presentation on school security, safety and violence prevention, mental health and the team approach to recognizing students needing any type of assistance issues will be delivered annually through S.A.V.E to all staff and new staff within 30 days of employment. Violence Prevention and Safety for students will be discussed through assembly and/or classroom presentations.

- Fire and Emergency Drills - Total of at least 12 drills; 8 evacuation drills conducted before December 31st and the remaining 4 to be lockdown drills.

Implementation of School Security

School Safety Personnel - Duties, Training, Hiring and Screening

The East Islip School District complies with training for security guards as mandated by The Security Guard Act of 1992. It requires all security guards to complete three training courses. All courses must be conducted at approved training schools, by certified instructors. The provisions of the Act that relate to training are administered by the Division of Criminal Justice Services.

Safety/security officers regularly encounter a wide variety of safety and security related problems as they patrol buildings and grounds to prevent the endangerment of students, staff, and visitors who lawfully enter property. Security personnel shall be hired and managed by the district, and the number of safety/security officers and their working hours shall be determined by building site/population needs. At the discretion of the building administrator, the duties of the

safety/security officers may include the following:

- Provide protection for students, staff, and visitors
- Control movement through the security vestibules
- Enforce policies (i.e., smoking, weapons)
- Patrol outside play areas at times of student occupation.
- Patrol parking lots, outside entrances and doorways, outside walkways and secured areas (e.g., automotive corrals)
- Control flow of campus traffic, particularly at bus arrival/dismissal
- Oversee parking
- Interaction/intervention with students, buses, etc. as required
- Direct hall traffic (check all passes)
- Greet visitors and distribute passes
- Provide information and directions as may be required
- Patrol hallway
- Patrol lavatories
- Intervene in the event of disturbances and contact appropriate officials
- Respond to emergencies such as bomb threats and building evacuations
- Assist in calming disturbances and crowd control
- Assist law enforcement officers in the performance of their duties
- Work with police and rescue personnel with medical emergency situations
- Bring any fire hazards and building safety problems to the attention of the building administration
- Alert building administrator about altercations/problems
- Report vandalism and unsecured areas to building administrator
- Prepare accurate and complete incident reports
- Perform other duties specific to security purposes as determined by site

Required training and required knowledge shall include:
- State certification
- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses.
- Site-specific training (minimum half-day initial training/ongoing/annual refresher) including review of all manuals (e.g., Policies, School Emergency Plan, Staff Handbook, etc.)
- Right-to-know training
- Bloodborne pathogen training
- IS-100 Introduction to Incident Command for Schools
- First Aid/CPR - AED, and Bleeding Control

Hiring and Screening Process

All *'in building'* security personnel employed by the East Islip School District are preferred to have

law enforcement experience. Specifically, security personnel must be licensed as a security guard or be an off-duty police or peace officer. All vehicle patrol officers are required to have a security guard license and school security experience.

Vital Educational Information

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

Early Detection of Potentially Dangerous Behavior

This section contains the procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A "plain language" summary of the District's Code of Conduct is provided to all students in the District at the beginning of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.

2. A "plain language" summary of the District's Code of Conduct can be found on the District's website.

3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will review the Code of Conduct annually.

4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet on a regular basis in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, bus drivers, paraprofessionals, parents/guardians and students are often involved in the process.

5. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making. Elementary students receive instruction form the Elementary Guidance Counselors regarding appropriate behavior, social skill training, and who to report issues to in the building should they feel concerned about themselves or others.

6. Each of the District's school psychologists/social workers/counselors may facilitate counseling groups for identified students around issues related to social skill development, managing

emotions, and good decision-making.

7. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive training in crisis prevention and intervention.

Staff

Information regarding the early warning signs of violent or threatening behavior is presented to staff. Early detection and reporting protocols are done annually during faculty meetings. Rapid detection of students that pose a risk of violence to themselves or others, including attempt of suicide, will have interventions immediately.

Students

Information on this subject is presented to students regularly through program initiatives focusing on prevention and intervention. Information is presented to students through programs focusing on prevention and intervention including anti-bullying presentations to students through assemblies and classroom instruction.

Parents

Information on a variety of topics, including early warning signs and violence prevention is presented to parents in a number of ways. Various evening presentations are scheduled throughout the year and at various grade levels to address these and other relevant parenting issues. Parents will be immediately notified by a building administrator should their child make any threats of violence toward themselves or others, including suicidal threats or thoughts.

Hazard Identification

Identification of Potentially Dangerous and Hazardous Sites:

Each school will identify and locate areas of potential emergencies in and around its building. The Assistant Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage system locations and shut off valves. Local fire department personnel have and will continue to participate in these efforts.

2. These sites of potential emergencies will be listed in each Building-level Emergency response Plan supplied to police, fire, emergency management services, and District personnel.

3. Potentially dangerous sites indicated below that are contained within school property under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:

- Electrical panels/shut-offs
- Gas lines/shut-offs
- Gas appliances
- Heating
- Sewage
- Structural failure
- HVAC
- Water supply/shut-off
- Chemical storage and cleaning supplies
- Paper supply storage
- Technology/Industrial arts rooms
- Science rooms and labs
- Isolated areas near the school
- Nearby streams and ponds
- Steep area near school buildings
- Unprotected exterior gas/electric, air conditioning supplies or equipment
- Playground equipment

Resources

Each Building-level Emergency Response Plan shall include maps, site plans, utility shut off locations, and a list of resources available for responding to emergency situations and incidents. Each building will have a Crisis Kit. The contents of the Crisis Kit are clearly specified at the Building-level Emergency Plan Summary and in each individual building plan.

Responses to Violence

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team for the purpose of compiling data and evaluating the Violence Prevention Program. Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting

Once an incident has been reported, and depending on its severity, the School Building

Principal/Administrator or Designee will assume responsibility as the Incident Command

• Report it to the Police Department – 911 will always be utilized as the first emergency contact method.

• Secure the area where the disturbance has occurred.

• Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.

• Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.

• Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.

• Provide incident debriefing to students/staff as needed. Notify parents.

Investigation

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

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up

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

Evaluation

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

Disciplinary Measures

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on July 1, made available and posted on our website.

Emergency Response Protocols Notification and Activation

(Internal and External Communication)

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

Notification

Internal:

The district maintains contact information for all key district officials and buildings. Notification of a disaster, emergency or violent incident will be made in whatever manner possible via one or more of the following:

Telephone

Cell phone

RAVE App

2-way Radio

ParentSquare

District Website

Email

Local media

Other as appropriate

Note: Cell phones and radios will not be used within the building or within 300 feet of the building when the threat is an explosive device.

External:

The district maintains a current list of emergency and law enforcement contacts. The 911 system will be the first call for emergency assistance at the building level.

The superintendent or his/her designee will inform key officials of all educational agencies within the school district of a disaster or an act of violence.

In an emergency, local response agencies can be in communication via radio from the scene, with the county emergency communications center. The communication center is capable of relaying requests for assistance to all other agencies- public, commercial or private-as deemed necessary by the officer(s) in command at the scene.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

Emergency Assistance from Local Agencies

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

The following telephone numbers are provided primarily for information and inquiry purposes:

<u>Local Fire Departments:</u>

Islip Terrace FD	631-581-5437
East Islip FD	631-224-1712
Great River FD	631-277-5837

<u>County (Suffolk):</u>

Fire, Rescue & Emergency Services

Commissioner's Office	631-852-4851
Emergency Management Office	631-852-4900

Health Services:

Information and Referral (Days)	631-854-0000
(Nights/Weekends/Holidays)	631-852-4820
Poison Control	1-800-222-1222
Community Mental Health	
Hygiene Services (Director)	631-853-8500 Environmental Health Servies
Administration	631-852-5800
(Night/Weekend/Holiday)	631-853-5555

Public Health:

Administration	631-854-0333
Environmental Protection	631-787-2200
(Night/Weekend/Holiday)	631-852-4820

Police:

Headquarters	631-852-6000

3rd Precinct	631-852-2677

Public Works:

Main Office	631-852-4010
(Night/Weekend/Holiday)	631-852-4256

General Information, County	631-853-5593

County (Nassau):

Fire Marshal:

Information	516—573-9900
Communication Center	516-573-9800
School Division	516-573-9930

Health Department:

Information	516-227-9697
(Nights/Weekends/Holidays)	516-742-6154

Environmental Health

Information	516-227-9723
Poison Control	1-800-222-1222

Police:

Information	516-573-8800

Public Works:

Information	516-571-9600
General Information, County	516-571-6000

State:

Health Department:

Environmental Health Information	1-800-458-1158

Environmental Conservation

    Regional Office   631-444-0320

    Hazardous Waste Enforcement

    24-hour Emergency Spill Hotline   1-800-457-7362

Labor Department:

    Safety and Health   631-485-4408

New York State Police:

    Headquarters   631-669-2500

Emergency Management Office   518-457-2222

Federal:

Federal Emergency Management Agency (24 hours)

                              202-898-6100

    On Scene Coordination   212-225-7209

Occupational Safety and Health   631-334-3344

Energy Department

    Emergency Radiological Assistance

                              631-282-2200

Public Affairs Office   212-225-7707

The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for the implementation of article 2-B of Executive Law:

- Obtaining Advice and Assistance from Government Offices

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

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

Bomb Threats

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

Hostage Taking

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

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

Intrusions

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

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

Unidentified Visitor

The first person becoming aware of an Unidentified Visitor to the school building will approach the Visitor to determine the nature of their presence and ask them for identification. This will also be reported to the principal's office.

- If no acceptable purpose can be ascertained, ask the individual(s) to leave. Ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law. And that if they do not leave Law Enforcement will be notified.
- If the situation escalates, an Automated Lockdown procedure will be put into effect.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services in a unified command manner.

Kidnapping or missing student

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

During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.

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

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

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

Response to Acts of Violence (Actual)

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

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

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

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

Emergency Resources Use and Coordination

In the event of an emergency, the building principal will contact the superintendent, the Districtwide Response Team and his or her building level emergency response team using established telephone, or radio communication system that is provided to each district employee at the start of the school year.

Districtwide Response Team Members

Mr. Paul Manzo, Superintendent

Dr. Lisa Belz, Assistant Superintendent for Curriculum and Instruction

Mr. Stephen Harrison, Assistant Superintendent for Business

Dr. Aileen O'Rourke, Assistant Superintendent for Human Resources and Administration

Mr. John Flynn, Security Consultant

Mr. Anthony Gagliano, Assistant Director of Facilities

(This team has been given authority by the Superintendent to make decisions, assignments and provide assistance during emergencies.)

The Districtwide Response Team will assess the nature of the emergency and make a determination as to the manpower and school district resources that will be utilized to address the situation.

In the event that district resources are needed that are not already on site, the Assistant Plant and Facilities Administrator will be notified and will deploy requisite resources to the specified location.

When additional manpower resources are necessary, members of the District Emergency Management Team will coordinate the effort.

Protective Action Options

School Cancellation (Conditions warrant making a decision not to open school)

The superintendent or his/her designee shall make the decision to close schools/offices for health, welfare, and safety of student, staff, and visitors. Notice will be given to parents and persons in parental relation and students using ParentSquare, district website, local media and other appropriate procedures.

Early Dismissal (Conditions warrant returning students to their homes)

This plan shall be used when it is necessary to return students to their homes as rapidly as possible.

- Students shall remain in their classrooms until called for bus loading. Classroom instruction should be continued whenever possible.
- Building administrators shall have procedures in place to address the safety of elementary children returning home.
- When appropriate, contact shall be made with parent/legal guardian or emergency drop off address to certify that an adult will be at home receiving the child.
- Teachers and administrators shall assist in bus loading. Before any bus is permitted to leave, a check shall be done to see that all students designated to ride the bus are aboard
- Staff shall remain in the building until dismissed by an administrator. Upon leaving, all doors are to be closed, and light extinguished. Administrators shall be responsible for final building check before leaving and locking doors

- In some instances, this procedure may result in delays before students reach their homes. Therefore, it might become necessary to implement the *Shelter Plan.*

Evacuation (Conditions in the building are unsafe warranting relocation)

This plan shall be used as a guideline when conditions within the building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks.

- Upon notification to evacuate, students, staff, and visitors are to immediately leave their building according to the fire exit plan posted near each door or as directed, occupants will pause momentarily should an un-announced fire alarm occur, to verify that it is not a terrorist ploy.
- Students, staff, and visitors are to proceed in a single file with minimum talking.
- Students and staff are to remain together in designated areas outside the building. Staff members are responsible for supervision of students and taking attendance, in order to be certain that all students have left the building.
- If evacuation is to be extended, follow *Shelter Plan*
- In the case of a bomb threat, follow *Bomb Threat Plan*
- Each building will determine the location of their Incident Command Center

Evacuation of Disabled Students, Staff and Visitor

Each Building-level Emergency Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled.

Evacuation Area

Evacuation areas shall be identified on the building-level School Emergency Plan. Evacuation areas will not be pre-identified due to security considerations and confidentiality. This information cannot be published and shall not be subject to disclosure under Article 6 of Public Officers' Law or any other provision of the law. Students shall remain in designated evacuation areas until dismissal or parental, guardian or persons in a parental role pick-up.

Weather Conditions and Evacuation

The possibility always exists that students and staff may have to evacuate a building during inclement weather. The Building-level Emergency Plan will address procedures for such.

Re-Occupy a School Building

Once an all clear by law enforcement or fire department personnel, the building administrator or his/her designee shall be responsible for making the decision to reenter the school building. Based upon information received, one of three decisions shall be considered by the building administrator: 1. Reoccupy the building and resume classes; 2. Relocate the building occupants to another facility; or 3. Activate the plan for early dismissal.

Sheltering (Conditions warrant movement to a safe place in the building)

- In the event of a threat or hazard, students, staff, and visitors will be notified to shelter.
- The PA for shelter should include the hazard and safety strategy.
- Sheltering requires that all students, staff, and visitors follow response directives.
- After the danger has passed, an announcement will be made that the shelter is released and give an all clear.
  - Weather related
  - Generic/Non-specific bomb threat
  - Specific bomb threat

Sheltering Students Who Are Unable to Go Home

In the event that efforts to reach an appropriate adult are unsuccessful, the following sheltering procedure will be utilized:

- Each building administrator and staff volunteers will assist in the care and supervision of students who are unable to go home safely.
- Should sheltering beyond 6:00 p.m. be necessary, police contact may be required.

Hold-In-Place (Conditions warrant isolation of a specific area of the building – usually short-term)

- In the event of and emergency in which hallways need to be kept clear of occupants, students, staff, and visitors will be notified to Hold.
- The Hold will be followed by a directive to "In your Room or Area."
- Students, staff, and visitors will remain in a Hold until otherwise directed.

Lockdown (The most serious situation for a school – a threat is in or immediately around the building)

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

- Any staff member can initiate a lockdown using portable radio, phone, RAVE Panic app.
- Building administrators or Building Emergency Response Team Coordinator will issue lockdown procedures via the PA system and activation the lockdown button system.
- PA announcement will be a clear alert message, Lockdown, lockdown, lockdown.
- The lockdown button will alert the Command Center. Command center will have direct contact to police dispatch.
- The S.A.V.E. communication devise can be activated to communicate directly with police dispatch.
- A message will be sent out via text and email to an emergency response group identified for each building.
- All employees and visitors will be directed into rooms after scanning outside your room.
- All classroom doors will lock automatically. If a room cannot be locked, consider evacuation or fortification.
- If all doors are locked, consider self-evacuation.
- Windows of rooms will remain visible.
- All persons shall be moved away from windows and doors.
- No one will be allowed outside of rooms until they are released by an administrator and law enforcement.
- There is no access in or out of the building other than by law enforcement.

Secure Lockout (A threat exists outside the school building or in the vicinity)

- Secure lockout will be announced by the PA system.
- Plain language will be used to announce the secure lockout.
- Police will be called unless the police notified the school of the need for a lockdown. In either case, police will be advised of any change in the status of the building.
- Send a message out via text and email to the Emergency Response Group for the building.
- All outside activities will be terminated.
- Classes will continue as normal inside the building.
- The secure lockout will be lifted when the external threat is resolved.

- Police will be contacted when the secure lockout is terminated.
- There is no access in or out of the building.

National Terrorism Advisory System (NTAS)

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

Bulletin: Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert: Warns of a credible terrorism threat against the United States.

Imminent Threat Alert: Warns of a credible, specific, and impending terrorism threat against the United States.

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

Recovery

School District Support for Buildings

Continuity of Operations

The district maintains continuity of operations at both the district and building-level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and

system support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

Continuity of Instruction

The district offers a suite of online instructional tools that can be used to support remote instruction and communication. General tools for communicating with students include online services including but not limited to:

Google Drive

Google Suite

Teams

ParentSquare

Various grade level appropriate content level specific applications

Detailed grade-specific remote instructional procedures can be found in the Appendices of the Districtwide Safety Plan.

District Support for Buildings

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the Districtwide Safety team will assist as needed either at their respective Building Command posts or by responding where directed by the Incident Commander. The District Safety Team will assign such personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrator(s) and the Building Emergency Response Team, other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader in consultation with that building's administrator(s), additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the effected building(s).

In any case, a debriefing", or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team's response to the incident, and the post-traumatic incident debriefing.

Principals are expected to consult with the superintendent in composing letters to parents following any emergency.

Disaster Mental Health Services

District mental health staff and those from outside agencies will provide ongoing as-needed support to the Team members and will monitor post-traumatic stress systems in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

East Islip School District

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 08.14.25

APPENDIX A: Public Employer Health Emergency Plan for EISD

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|14|2025_

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

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

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 communications, safety teams, and vendor/contractor responses. Supervises and coordinates all curriculum, instruction and human resource functioning	2
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

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 grade 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
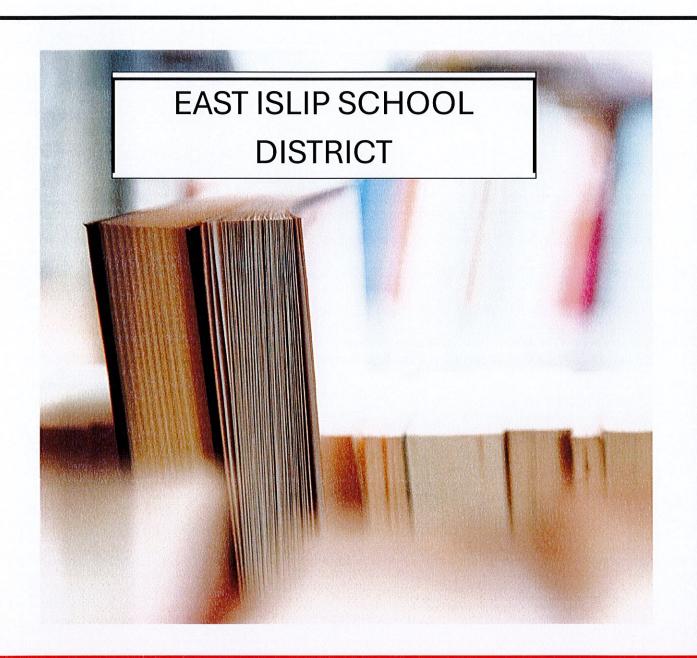
In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by the East Islip School District to support 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

Reviewed and Board approved 08.14.25

EAST ISLIP SCHOOL DISTRICT

2025-2026 Emergency Remote Instruction Plan

APPENDIX B

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)*

Emergency Remote Instruction Plan

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

East Islip
School District

APPENDIX C: A Guide for Parents/Student/Staff Emergency Planning

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. Anthony Montemarano	631-224-2006
East Islip Middle School	Mrs. Tara Scully	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

APPENDIX D: School Building Information

<div align="center">2025-2026</div>

East Islip High School

Main Office: (631) 224-2006

Nurse: (631) 224-2006 ext. 6302

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

<div align="center">

East Islip High School

1 Redmen Street

Islip Terrace, New York 11752

</div>

East Islip Middle School

Main Office: (631) 224-2008

Nurse: (631) 224-2008 ext. 8300

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

<div align="center">

East Islip Middle School

100 Redmen Street

Islip Terrace, New York 11752

</div>

Connetquot Elementary School

Main Office: (631) 224-2001

Nurse: (631) 224-2001 ext. 1300

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

<div align="center">

Connetquot Elementary School

1 Merrick Street

Islip Terrace, New York 11752

</div>

John F. Kennedy Elementary School

Main Office: (631) 224-2003

Nurse: (631) 224-2003 ext. 3300

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

John F. Kennedy Elementary School

94 Woodland Drive

East Islip, New York 11730

Ruth C. Kinney Elementary School

Main Office: (631) 224-2007

Nurse: (631) 224-2007 ext. 7300

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

Ruth C. Kinney Elementary School

1 Spur Drive South

Islip Terrace, New York 11752

Timber Point Elementary School

Main Office: (631) 224-2004

Nurse: (631) 224-2004 ext. 4300

If you are unable to reach anyone in any of these offices, **dial 8 and call 911** and give the exact address of the building as indicated below.

Timber Point Elementary School

200 Timber Point Road

East Islip, New York 11730

School Safety Drill Debrief Evaluation Form

EAST ISLIP
UNION FREE
SCHOOL DISTRICT

Date of Drill: _____

Time of Drill: _____

Type of Drill:

☐ Lockdown   ☐ Lockout (Secure)

☐ Fire Drill   ☐ Hold in Place

☐ Other: _____

Duration of Drill: _____ minutes   Building: _____

Person Completing Form: _____

Role/Title: _____

✅ **Three Things That Went Well**

1. _____

2. _____

3. _____

⚠️ **Three Areas That Need Fine Tuning**

1. _____

2. _____

3. _____

📝 **Drill-Specific Observations**

Communication & Notification

　　　☐ Prompt and clear announcement

　　　☐ All staff/students understood instructions

Comments:_____

_____

Student and Staff Behavior

☐ Followed procedures promptly

☐ Remained calm and orderly

Comments:_____

_____

Door Security / Movement Control

☐ Doors locked or secured as required

☐ Hallways cleared efficiently

Comments:_____

_____

Special Populations

☐ Students with special needs were safely assisted

☐ Adults knew their responsibilities for these students

Comments:_____

_____

Emergency Personnel Coordination (if applicable)

☐ Arrived on scene appropriately

☐ Provided feedback or support

Comments:_____

_____

Building Readiness / Safety Equipment

☐ Alarms, PA system, signage functioned properly

☐ Exit routes / lockdown locations accessible

Comments:_____

🔄 **Next Steps / Recommendations for Improvement**

Comments:_____

APPENDIX F: Suicide Prevention & Metal Health Resources

What Every Teacher Needs to Know: Recognizing Suicide Risk in Students

A Guide to Suicide Prevention in New York Schools

School Mental health Resource Training Center

Suicide Prevention: Classroom Talking Points

National Alliance on Mental Illness in New York State

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