EAST ISLIP SCHOOL DISTRICT
1 Craig B. Gariepy Ave.
Islip Terrace, New York 11752

2026-2027
DISTRICT SAFETY PLAN

Superintendent of Schools
Paul E. Manzo

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Reviewed and Board approved 08.14.26

East Islip Union Free School District

District-Wide School Safety Plan

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. To support that commitment, the School Board has requested a thorough review of The East Islip Union Free School District's emergency mitigation/prevention, preparedness, response, and recovery procedures for 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 the result of a comprehensive review and update of school policies in the context of the school's New York location and the current global 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 their practices and advisories are essential.

Emergency and Crisis Response Plan Approval and Implementation

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

Paul E. Manzo
Superintendent of Schools

8/13/26
Date

Stephen A. Ruland
President, Board of Education

8/13/26
Date

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Policy Statement/Introduction

The East Islip School District's District-wide School Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. The Superintendent appointed a District-Wide School Safety Team and charged it with developing this plan. A complete list of team members is provided on page 8.

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

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

The East Islip School District's appointment of a Chief Emergency Officer to coordinate communication between law enforcement and first responders is intended to ensure that all district staff understand the district-wide emergency plan and 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 is available on the district and school websites.

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 Response 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, adoption 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 District-Wide 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 before its adoption.
6. Building-Level Emergency Response 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

Requirement	Required Action	Date	Completed
The Board of Education appointed the District-Wide School Safety Team.	Appointed by the Board of Education on:		
The District-Wide School Safety Team conducted an annual review and updated the District-Wide School Safety Plan.	Annual review and updates completed on:		
District-Wide School Safety Plan was made available for public comment at least 30 days before Board adoption.	Public comment period start date: Public comment period end date: Public comment period for NYS July 31 legislative changes, if applicable:		
At least one public hearing was held before the adoption of the plan.	Date of public hearing/adoption by September 1: Second public hearing/adoption for NYS July 31 changes, if applicable:		
The District-Wide plan must be submitted to the Commissioner within 30 days of adoption, and no later than October 1.	District plan submitted in the NYSED business portal no later than October 1:		
The date of Board adoption must be posted on the District website within 30	Date posted: URL of District-Wide School Safety Plan on District website:		

Requirement	Required Action	Date	Completed
days of adoption, and no later than October 1.			

Elements of the District-Wide School Safety Plan

The District-Wide 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 the Superintendent, a District-Wide Safety Team will be used for emergency management within the District. The Safety Team shall include, but is not limited to, representatives of the school board, teachers, administrators, parent organizations, school safety personnel, and other school personnel, including transportation.

At the board of education's discretion, a student may be allowed to participate in 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 the 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 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 lockdown 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 School District Board of Education appointed the District-Wide School Safety Team and will always include, at a minimum, the representation noted below. 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 2026-2027 school year. Minutes will be kept, and attendance will be documented.

Required Member	Name	Title/Role	Office Phone
School Board	Stephen A. Ruland	Board of Education President	
Teacher	Christopher Neske	EITA President	631-277-1990
Administrator	Mr. Richard Zwycewicz	Assistant Superintendent for Curriculum and Instruction	631-224-2015
Administrator	Anthony Gagliano	Assistant Plant Facilities Administrator	631-224-2035
Director	Krista Legge	Executive Director of PPS/Special Education	631-224-2060
Director	Stephen Restivo	Director of Physical Education, Health, Athletics, and Nurses	631-224-2072
Assistant Principal	Nicholas Spiegler	Parent/Assistant Principal	631-224-8200
Parent	Erin Dorgan	PTA Council	
Parent	Colleen Multari	RCK PTA	
Transportation	Stephen Harrison	Assistant Superintendent for Business/Transportation	631-224-2020
School Safety Personnel	John Flynn	Director of Security	631-224-2136

Required Member	Name	Title/Role	Office Phone
Suffolk County Police Department	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 District-Wide 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 emergencies 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 Response Plan:

- Aid the administration and staff of the school district in safely and effectively managing emergencies of both natural and human-caused origin.
- Serve as a resource guide for communication of contingency plans for school district buildings.
- Coordinate emergency communications and actions with BOCES, Non-public, and preschools within the school district boundaries.

- Coordinate response(s) to emergencies with local, county, state, and other appropriate public and private agencies 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) using 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/Role
Zwycewicz	Richard	Chair/Asst. Superintendent
Manzo	Paul	Superintendent
O'Rourke	Aileen	Deputy Superintendent
Rodgers	Gavin	CES-Principal
Carson	Jessica	CES
D'Angelo	Joan	TP
Dorgan	Erin	Parent Representative
Flynn	John	Director of Security
Ferro	Brittany	RCK
Gagliano	Anthony	DO
TBD	TBD	EIHS Student Rep
Graber	Catherine	RCK
Sallee	Thomas	RCK-Principal
Kunsch	Linda	EIMS
Leger	Gregory	EIHS
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
Spiegler	Nicholas	EIMS
Yacovone	Lisa	JFK

Building-Level Emergency Response Team

The School Building Principal appoints the Building-Level Emergency Response Planning Team. The team's primary focus is on creating, monitoring, and updating 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

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.

Each Building-Level Emergency Response Plan and applicable functional annex shall identify accommodations, resources, and assigned personnel responsible for supporting students, staff, and visitors with disabilities or access and functional needs during each emergency response protocol and during drills. This includes, but is not limited to, individuals with mobility needs, medical needs, sensory, cognitive, behavioral, or communication needs, temporary injuries, and language barriers.

1. 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 apply to all building team members.
2. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
3. 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 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:
  - Developing the building-level emergency response plan
  - Appointing the emergency response team
  - Appointing the post-incident response team
  - 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 anticipate the need to deviate from the plan if certain assumptions prove false during operations.

1. 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.
2. It is possible for a major disaster to occur at any time or place. In many cases, disseminating warnings to the public and implementing increased readiness measures may be possible. However, some emergencies occur with little or no warning.
3. 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 directions from the local response agencies. Immediate action is required to save lives and protect school property.

4. 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.
5. There may be several injuries of varying degrees of seriousness to faculty, staff, and/or students. However, a rapid and appropriate response will reduce the number and severity of injuries.
6. Outside assistance will be available in most emergencies. Since it takes time to summon external assistance, the school needs to be prepared to carry out the initial emergency response independently.
7. Proper mitigation actions, such as creating a positive school environment and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training staff, students, and other personnel, and conducting periodic emergency drills and exercises can improve the school's readiness to deal with emergencies.
8. 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 limited in scope and impact, or affect a large area with actual or potentially severe effects. Characteristics of an emergency include:

1. Involvement of a limited or large area, a limited or large population, or important facilities.
2. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
3. Warning and public instructions are provided in the immediate area, not community- wide.
4. 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.
5. May require external assistance from other emergency response agencies or contractors.
6. May require community-wide warning and public instructions.
7. 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 disseminated to the public through the news media before, during, and/or after an emergency or disaster.

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

Disaster: A disaster involves the occurrence or threat of significant casualties, widespread property damage, or severe disruption that exceeds the capabilities of local government and available local resources to manage effectively. Characteristics may include:

- Involvement of a large geographic area, sizable population, and/or critical facilities.
- The need for large-scale evacuation, sheltering, temporary shelter operations, or mass care services.
- Community-wide emergency notifications and public instructions.
- A coordinated response involving multiple local emergency response agencies operating under one or more Incident Command structures.
- Significant assistance from external agencies, contractors, and state or federal resources.
- Activation of the Emergency Operations Center (EOC) to provide overall coordination, public information, resource management, and 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, can inflict harm in the event of an accident. 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.

Inter-Local Agreement: These are arrangements between governments or organizations, public or private, for reciprocal aid and assistance during emergencies when the resources of a single jurisdiction or organization are insufficient or inappropriate 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-inappropriate 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 this plan does not guarantee 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 that assess whether certain behaviors or actions require intervention or other support.
2. The District Safety Team conducts tabletop exercises to discuss their roles during an emergency and their response to a sample scenario.
3. Any utilized school safety officers and security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
    - Emergency Responders
    - Regional BOCES
    - District Consultants
4. Training for school staff working in an incident control capacity may include:
    - Individual and group de-escalation techniques
    - 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:
    - All authorized staff members are always expected to carry their swipe cards for building and classroom entry.
    - All staff members at all district buildings, as well as High School and Middle School students, are always expected to wear District-issued photo identification badges. ID badges should be visible.
    - After the designated start time of the school day, each school will be appropriately secured.
    - All visitors must report to each building's designated single point of entry and sign in before proceeding further.
    - The Buildings and Grounds Department must first authorize all contractors assigned to work in any building to receive an identification badge, which must be visible at all times during normal school operating hours while on school property.
    - Extended day and other school safety programs: The district school building and facilities provide a valuable resource for our students and community after the school day concludes. The following strategies are utilized during after-school hours:
        - To the degree possible, access to areas of the school building is limited to only those needed for activities.
        - Some buildings may use a modified point of entry.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include, but are not limited to:

- Security personnel
- Surveillance cameras
- Door-lock (buzzer) entry systems
- Mantrap vestibules
- Visitor management process
- SAVE Hotline (Red Emergency Phone)
- Portable radios
- Alarm systems
- Swipe entry system
- Blue Light system
- Single point of entry points

- Door ajar system

SAVE Hotline (Red Emergency Phone)

The East Islip Union Free School District maintains a SAVE Hotline ("Red Emergency Phone") in each school building, consisting of a dedicated communication line located in the main office or designated administrative area that connects directly to the Suffolk County Police Department (SCPD) Communications Division. The exact location within each building is known to building administrators and relevant staff.

This system is designed to provide immediate, direct access to law enforcement in the event of a school emergency and supports rapid coordination during critical incidents.

The SAVE Hotline is used to:

- Initiate immediate communication with SCPD during emergencies
- Support law enforcement coordination during active incidents
- Provide direct access to emergency responders when standard communication methods may be delayed or unavailable

Use of the SAVE Hotline is limited to:

- Principal
- Assistant Principal
- Designee (e.g., main office staff under the direction of administration)

The SAVE Hotline is intended for emergencies requiring immediate law enforcement involvement, including but not limited to:

- Lockdown situations
- Imminent threats to safety
- Active incidents requiring police response

The SAVE Hotline is not intended for routine communication or non-emergency matters.

The district will ensure that SAVE Hotline information, including designated contacts and building assignments, is reviewed and updated with the Suffolk County Police Department at least annually, or more frequently as administrative changes occur, under the direction of the Director of Facilities.

In addition, SAVE Hotline lines will be tested monthly by the district's Security Department, with additional testing conducted as needed to ensure functionality and readiness.

School Safety-Related Initiatives

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication between students, between students and staff, and between administration and parents or persons in parental relation. These programs may include the following. Students are involved in a variety of safety activities through both their classes and 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-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
3-5	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
6-8	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	Cyberbullying and Internet Safety Police Smart Assemblies Red Ribbon Week Character Development Assemblies Say Hello Week (Suffolk County Sheriff's Department) Vape Out Program
9-12	Connecting Character to Conduct Challenge Day Activities Awareness Weekend	Mentoring Programs Buddies Social Club Special Olympics Mindful Minutes	Conflict Mediation SADD Club SRO Red Ribbon Week

Grade Levels	Character Education	Social Skills Development	Positive Decision Making
	GSA (Gay-Straight Alliance) Club Ambassadors of Compassion	Calm App Music Mindfulness and Therapeutic Movement Class Zen Den Freshman Orientation Culture of Care/Kindness	100 Deadliest Days Press Conference Sandy Hook Promise Say Hello Week (Suffolk County Sheriff's Department) Suffolk County Vape Out

All of these efforts comply 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 issued regularly, and effective July 1, 2013, cyberbullying was added to it. EISD was proactive and has already included cyberbullying in its policy and accompanying regulations.

All staff will be proactive in recognizing students and staff who may need assistance and reporting concerns immediately so intervention can begin. This includes students who display indications that they may be a threat to themselves, including suicidal threats, thoughts, 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 Fall 2025. Currently, anonymous tips can be reported to the Suffolk County Police Department (SCPD) TIPS Hotline at 800-220-TIPS.

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

All staff members are trained to recognize and respond appropriately to inappropriate behavior, as outlined in the Code of Conduct. Staff are also educated on the appropriate way to report concerns to mental health staff and administration to reduce the risk of violent incidents and support students in crisis.

Each school has a wide range of programs and supports that impact school safety. These may include clubs, sports, co-curricular activities, counselor-led classroom lessons, small-group lessons and counseling sessions, school-wide meetings and assemblies,

classroom morning meetings, 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 instruction, drills, and exercises in each school building. After each drill, exercise, or actual emergency event, staff shall review the purpose of the activity with students, as appropriate, and provide an opportunity to clarify procedures.

Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Planning Team, the following methods may be used:

- Trauma-informed Emergency Dismissal Drill, conducted no more than fifteen (15) minutes earlier than the normal dismissal time, to test communication and transportation procedures. Parents or persons in parental relation shall be notified at least one week before the drill.
- Trauma-informed live drills, including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout.
- Trauma-informed review or discussion of threat- or hazard-specific response procedures, without props, actors, simulations, or tactics intended to mimic an actual emergency.
- Trauma-informed situational discussions or scenario-based staff reviews.
- Tabletop exercises used as a training resource for staff and emergency response team members.
- Emergency Response Team exercises are designed to review roles, responsibilities, communication, and coordination.
- Building pre-clearance searches, as appropriate.

All drills conducted during the school day with students present shall be trauma-informed, developmentally appropriate, and age-appropriate. Drills shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, sudden cardiac arrest, or other emergency.

Full-scale exercises involving props, actors, simulations, or tactics intended to mimic a school shooting, act of violence, sudden cardiac arrest, or other emergency shall not be conducted during a regular school day or when school activities are occurring on school grounds. Students may participate in such exercises only with written consent from a parent/guardian.

The District recognizes that critical evaluation of drills and exercises is an important part of improving emergency response procedures. As appropriate, the District may invite local agencies to participate in and help evaluate exercises. These agencies may include, but are not limited to, police and fire departments, rescue and ambulance services, the local Office of Emergency Management, and the local BOCES Health and Safety Office.

The District shall practice emergency response procedures, including evacuation, lockdown, and emergency dismissal drills, consistent with the District-Wide School Safety Plan and each Building-Level Emergency Response Plan.

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

Lockdown means immediately clearing the hallways, locking and/or barricading doors, hiding from view, and remaining silent while preparing an evacuation plan 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 shall be conducted during school days in each school building with staff and students present. The District shall conduct a minimum of twelve (12) required drills annually between September and June.

The annual drill requirements are as follows:

- Eight (8) drills shall be **evacuation drills**.
- Four (4) drills shall be **lockdown drills**.
- Six (6) evacuation drills shall be conducted between September 1 and December 31.
- Two (2) lockdown drills shall be conducted between September 1 and December 31.
- Evacuation and lockdown drills shall be conducted on different dates, different days of the week, and at different times of the school day.
- Where fire escapes are present, or where secondary means of egress are identified, four (4) evacuation drills shall use those routes or exits, including different corridors, hallways, stairways, and exit doors.

Before the first annual drill, staff shall review emergency response procedures and drill expectations with students during class time. Students shall be allowed to ask questions about any unclear procedure.

Drills shall be conducted on different dates, days of the week, and times of the day. At least one of the required evacuation drills shall occur during a mass gathering event, such as lunch or an assembly. Staff shall provide annual instruction regarding drill procedures, including procedures used during lunch periods and assemblies.

The appropriate fire department may participate in evacuation drills upon mutual agreement with the District and may provide feedback on effective building evacuation in the event of a fire. The appropriate police department may participate in lockdown drills upon mutual agreement with the District and may provide feedback on their effectiveness.

For buildings where summer school is conducted, at least **two (2) additional drills** shall be held during summer school. One of these drills must be conducted during the first week of summer school.

Unplanned evacuations, false alarms, or evacuations caused by the unplanned activation of a fire alarm system or other emergency shall not be counted as required evacuation drills.

Access and Functional Needs

Before the commencement of each school year, the Building-Level Emergency Response Planning Team shall review the needs of students, staff, and, where applicable, visitors who may require assistance during an emergency due to disabilities or access and functional needs. Appropriate accommodations, resources, and assigned supports shall be incorporated into each Building-Level Emergency Response Plan and applicable functional annexes.

Drill planning shall include consideration of students and staff with disabilities or access and functional needs. Buildings shall ensure that supports identified in the Building-Level Emergency Response Plan are available and practiced during drills, including supports related to mobility, medical needs, communication, sensory or behavioral needs, and language access.

Early Dismissal Drill - The District will conduct an Early Dismissal Drill annually, during which 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 part in 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, which are locked and secured, during incidents that pose an imminent threat outside the school.

Sheltering and Shelter-in-Place mean keeping students in school buildings and sheltering them when it is deemed safer for them to remain inside rather than return home or be evacuated. Shelter-in-Place is most often used in response to a weather emergency, such as 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 provide feedback on their effectiveness.

In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form, which will be submitted to the district-wide school safety team for periodic review and will include 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.

Following each drill or actual emergency event, the building-level emergency response planning team shall conduct a debriefing, document observations and feedback, and identify any needed adjustments to procedures, training, communication, or support.

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

Drill Notification and Announcement

Parents or persons in parental relation shall receive advance notice of each drill at least one week before the drill. Such notice shall not disclose the exact date or time of the drill, except where disclosure is required for the annual Early Dismissal Drill.

The notice shall include:

- General timeframe for the drill
- Type of drill
- Purpose of the drill

- Importance of the drill
- Contact information for questions or concerns

At the time drills are conducted, students and staff shall be informed that the activity is a drill, except for evacuation drills, which are typically announced by the fire alarm.

Multi-Hazard Training

The District shall provide annual multi-hazard training for staff and students to support a safe and secure school environment for all students, staff, and visitors.

The purpose of this training is to ensure that participants understand emergency response procedures and are prepared to respond safely, calmly, and appropriately during a variety of emergencies. Training shall include the knowledge and skills necessary for individuals to protect their own safety and support the safety of others.

Multi-hazard training may be conducted at the district, building, or both levels and may include staff training, student instruction, drills, tabletop exercises, and other preparedness activities. All training and drills involving students shall be conducted in a trauma-informed, developmentally appropriate, and age-appropriate manner.

Staff

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

Building Safety and Emergency Management Training: Critical aspects of the District-Wide Emergency Response Plan are presented to staff annually as part of the mandated S.A.V.E. training. All staff members are required to complete this annual training within 30 days of their 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.

- Post-Incident Crisis Response Training - 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 are 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. Selected team members may receive additional training based on their roles in actual emergencies.

- Included in the S.A.V.E training will be the concepts of the "I Love U Guys" Standard Response Protocol.
- 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 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 - Each school building shall conduct at least twelve (12) required drills annually, consisting of eight (8) evacuation drills and four (4) lockdown drills. Six (6) evacuation drills and two (2) lockdown drills shall be conducted between September 1 and December 31.

Implementation of School Security

School Safety Personnel - Duties, Training, Hiring, and Screening

The East Islip School District complies with the training requirements for security guards 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 Division of Criminal Justice Services administers the provisions of the Act that relate to training.

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

- Protect 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 in medical emergencies
- 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 the building administrator
- Prepare accurate and complete incident reports
- Perform other duties specific to security purposes as determined by the 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 Response 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

The East Islip School District prefers its 'in-building' security staff to have prior law enforcement experience. Specifically, security personnel must be licensed as security

guards or be off-duty police or peace officers. All vehicle patrol officers are required to have a security guard license and experience in school security.

Vital Educational Information

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

Early Detection of Potentially Dangerous Behavior

This section outlines the procedure for disseminating information on the 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 behaviors, a 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 regularly in each building to work with classroom staff to identify and prevent 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.

6. Elementary students receive instruction from 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.

7. 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.

8. Certified and noncertified staff members working with students who the Committee on Special Education has identified 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 who pose a risk of violence to themselves or others, including suicide attempts, will result in interventions immediately.

Students

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

Parents

Information on a variety of topics, including early warning signs and violence prevention, is presented to parents in various 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.

Visitor Management Procedures

The East Islip Union Free School District is committed to maintaining a safe and secure learning environment for students, staff, and visitors. All visitors entering District buildings during the school day are required to report to the designated main entrance and sign in through the District's visitor management system.

The District utilizes the Raptor Visitor Management System to assist in screening visitors and enhancing school security. Visitors may be required to present government-issued photo identification, which may be scanned through the Raptor system to verify identity

and screen against applicable databases. Visitor information is maintained in accordance with applicable laws, regulations, and District procedures.

Upon approval, visitors will be issued a visitor badge that must be displayed at all times while on school property. Visitors are expected to remain in approved areas and comply with all school safety and security procedures. School personnel may request identification or verification of visitor authorization at any time.

Individuals who are unable or unwilling to provide appropriate identification, comply with visitor procedures, or demonstrate a legitimate purpose for entering school property may be denied access to District facilities. Any visitor who refuses to follow District procedures or whose presence is determined to pose a safety concern may be directed to leave school property. Law enforcement may be contacted when circumstances warrant.

The District regularly reviews visitor management procedures, building access controls, and security practices to ensure the continued safety of students, staff, and visitors. Visitor management procedures are coordinated with other District safety and security measures, including controlled access systems, surveillance systems, emergency communications systems, and emergency response protocols.

After-School and Extended-Day Security Procedures

The East Islip Union Free School District recognizes that school buildings and grounds remain active beyond the regular instructional day through athletic events, extracurricular activities, performances, meetings, community programs, and other authorized uses. The District is committed to maintaining appropriate safety and security measures during all after-school and extended-day activities.

Controlled access procedures shall remain in effect whenever practicable during after-school and evening activities. Participants, spectators, parents, visitors, and community members shall enter through designated entrances as determined by the building administrator, athletic director, event coordinator, or designee. Access to portions of school facilities not used for approved activities should remain restricted whenever feasible.

District personnel responsible for after-school activities, including administrators, athletic directors, coaches, advisors, custodial staff, transportation personnel, and security personnel, shall work collaboratively to maintain a safe environment and ensure appropriate supervision of students and visitors. The level of supervision and security staffing may be adjusted based upon the nature, size, location, and risk profile of the event or activity.

Visitors attending after-school events may be subject to District visitor management procedures, identification requirements, and security screening measures, as appropriate. Individuals attending school-sponsored events are expected to comply with all District policies, procedures, and directions provided by District personnel.

Emergency communication systems, including public address systems, telephones, radios, and other available communication methods, shall remain accessible during after-school and extended-day activities. Staff responsible for supervising activities shall be familiar with applicable emergency procedures and protocols, including evacuation, sheltering, lockdown, secure lockout, medical emergencies, and reunification procedures.

The use of school facilities by outside organizations shall be conducted in accordance with District facility use policies, regulations, and security requirements. Building administrators may establish additional safety and security measures as deemed necessary to address specific events, activities, or facility usage.

The District will periodically review after-school and extended-day security procedures and make adjustments as necessary to address evolving safety concerns, operational needs, and best practices.

Hazard Identification

Identification of Potentially Dangerous and Hazardous Sites

1. Each school building will identify and document areas that may present potential emergency or hazardous conditions in and around the facility. The Assistant Director of Facilities and building custodians will assist in identifying and locating these areas.
2. Identified sites will include, but are not limited to, locations of electrical, gas, heating, ventilation, water supply, and sewage systems, including associated shut-off controls and valves. Local fire department personnel have participated and will continue to participate in these efforts, as appropriate.
3. Potentially dangerous sites will be identified within each Building-Level Emergency Response Plan and made available, as appropriate, to law enforcement, fire department personnel, emergency medical services, emergency management officials, and designated District personnel.
4. Potentially dangerous sites located on school district property will be inspected regularly by appropriate facilities or safety personnel, at a minimum on an annual basis. These sites may include, but are not limited to:

- Electrical panels and shut-off locations
- Gas lines and shut-off locations
- Gas-powered appliances and equipment
- Heating systems and equipment
- Sewage systems
- Areas susceptible to structural failure
- HVAC systems
- Water supply systems and shut-off locations
- Chemical storage areas and cleaning supplies
- Paper and combustible material storage areas
- Technology education and industrial arts rooms
- Science classrooms and laboratory areas
- Isolated or low-visibility areas near school buildings
- Nearby streams, ponds, or other bodies of water
- Steep slopes or embankments near school buildings
- Exterior gas, electrical, or air conditioning equipment vulnerable to tampering or damage
- Playground equipment

Resources

Each Building-Level Emergency Response Plan shall include building maps, site plans, utility shut-off locations, and a list of resources available to support emergency response operations.

Each building shall maintain a Crisis Kit. The contents of each Crisis Kit shall be identified within the Building-Level Emergency Response Plan Summary and detailed within the individual building plan.

Responses to Violence

All incidents of violence, whether or not physical injury occurs, including verbal threats, intimidation, harassment, or acts of aggression, shall be reported immediately and documented in accordance with District procedures.

Recognizing that students or employees may be reluctant to report concerns, the District will make reasonable efforts to maintain confidentiality to the extent permitted by law.

Individuals reporting concerns shall be assured that there will be no retaliation or reprisal for making a report in good faith.

The School Building Principal, Administrator, or designee shall be responsible for receiving and responding to all incident reports, including anonymous reports. Information regarding reporting procedures for students and staff shall be provided as part of the District's violence prevention and safety training programs.

Each reported incident shall be reviewed and evaluated by the District-Wide School Safety Team for data collection, program evaluation, and continuous improvement of the District's violence prevention efforts.

Collaborative relationships have been established with local law enforcement agencies, fire departments, and other emergency response organizations. Representatives from these agencies participate, as appropriate, on Building-Level School Safety Teams.

Reporting Procedures

Once an incident has been reported, the School Building Principal, Administrator, or designee shall assume responsibility for implementing the Incident Command System (ICS) structure appropriate to the situation and shall coordinate response actions as necessary.

Response actions may include, but are not limited to

- Contacting law enforcement or emergency responders. In emergencies requiring immediate assistance, 911 shall be utilized.
- Securing the area where the incident occurred.
- Ensuring the physical safety and medical needs of students, staff, and visitors.
- Maintaining appropriate supervision throughout the remainder of the building during the incident response.
- Assessing the affected area to determine the extent of damage or safety concerns.
- Implementing evacuation, sheltering, lockdown, secure lockout, or other protective actions as outlined in the Building-Level Emergency Response Plan, when appropriate.
- Providing post-incident support and communication to students, staff, and parents/guardians, as appropriate.

Investigation

Following an incident, the appropriate Building-Level Emergency Response Team and/or Threat Assessment Team shall conduct a detailed review of the incident.

The purpose of the review shall be to identify contributing factors, improve prevention and response practices, and reduce the likelihood of recurrence, rather than to assign blame.

The review process may include

- Collecting and documenting factual information regarding the incident.
- Identifying contributing causes or conditions.
- Recommending corrective actions or preventive measures.
- Encouraging appropriate follow-up support and interventions.
- Reviewing existing controls, procedures, and policies for potential revisions.

Follow-Up

The District recognizes the importance of responding promptly and appropriately to the medical and psychological needs of students and staff following exposure to a violent or traumatic incident.

Individuals affected by such incidents may be provided access to appropriate medical, psychological, and counseling resources, as available and appropriate. The District shall make reasonable efforts to maintain confidentiality and protect individuals from discrimination or retaliation associated with reporting or receiving support services.

Evaluation

The District-Wide School Safety Team shall ensure that initial and periodic security assessments are conducted to identify and evaluate potential building security hazards and vulnerabilities.

These assessments may include evaluations of the likelihood of incidents such as unauthorized intrusions, bomb threats, hostage situations, acts of violence, or kidnappings, as well as reviews of physical security measures and operational practices.

The District may utilize assistance from local law enforcement agencies, emergency responders, safety professionals, and private consultants, as appropriate.

Disciplinary Measures

The District's Code of Conduct shall serve as the basis for determining appropriate disciplinary measures related to violations involving violence, threats, intimidation, harassment, or other unsafe conduct.

Code of Conduct

The District has established a comprehensive Code of Conduct that outlines the expected behavior of students, staff, and visitors, as well as the disciplinary consequences for violations.

The Code of Conduct serves as a key component of the District's violence prevention and school safety efforts. The Code shall be reviewed annually and revised as necessary to reflect changes in law, regulation, policy, or District procedures.

Copies of the Code of Conduct shall be made available to students, parents/guardians, staff, and community members. They shall be posted on the District website in accordance with applicable requirements.

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 Notification and Communication

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 inside the building or within 300 feet of it when the threat is an explosive device.

External Internal Notification and Communication

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

Category	Agency/Office	Phone
Local Fire Department	Islip Terrace Fire Department	631-581-5437
Local Fire Department	East Islip Fire Department	631-224-1712
Local Fire Department	Great River Fire Department	631-277-5837
Suffolk County - Fire, Rescue & Emergency Services	Commissioner's Office	631-852-4851
Suffolk County - Fire, Rescue & Emergency Services	Emergency Management Office	631-852-4900
Suffolk County - Health Services	Information and Referral (Days)	631-854-0000
Suffolk County - Health Services	Nights/Weekends/Holidays	631-852-4820
Suffolk County - Health Services	Poison Control	1-800-222-1222
Suffolk County - Health Services	Community Mental Hygiene Services (Director)	631-853-8500
Suffolk County - Environmental Health Services	Administration	631-852-5800
Suffolk County - Environmental Health Services	Night/Weekend/Holiday	631-853-5555
Suffolk County - Public Health	Administration	631-854-0333
Suffolk County - Public Health	Environmental Protection	631-787-2200
Suffolk County - Public Health	Night/Weekend/Holiday	631-852-4820
Suffolk County - Police	Headquarters	631-852-6000
Suffolk County - Police	3rd Precinct	631-852-2677
Suffolk County - Public Works	Main Office	631-852-4010
Suffolk County - Public Works	Night/Weekend/Holiday	631-852-4256
Suffolk County	General Information	631-853-5593
Nassau County - Fire Marshal	Information	516-573-9900
Nassau County - Fire Marshal	Communication Center	516-573-9800
Nassau County - Fire Marshal	School Division	516-573-9930
Nassau County - Health Department	Information	516-227-9697
Nassau County - Health Department	Nights/Weekends/Holidays	516-742-6154
Nassau County - Environmental Health	Information	516-227-9723

Category	Agency/Office	Phone
Nassau County - Environmental Health	Poison Control	1-800-222-1222
Nassau County - Police	Information	516-573-8800
Nassau County - Public Works	Information	516-571-9600
Nassau County	General Information	516-571-6000
New York State - Health Department	Environmental Health Information	1-800-458-1158
New York State - Department of Environmental Conservation	Regional Office	631-444-0320
New York State - Department of Environmental Conservation	24-hour Emergency Spill Hotline	1-800-457-7362
New York State - Labor Department	Safety and Health	631-485-4408
New York State Police	Headquarters	631-669-2500
New York State	Emergency Management Office	518-457-2222
Federal Emergency Management Agency	24-hour Contact	202-898-6100
Federal Emergency Management Agency	On-Scene Coordination	212-225-7209
Occupational Safety and Health	General Contact	631-334-3344
U.S. Department of Energy	Emergency Radiological Assistance	631-282-2200
Federal Public Affairs Office	Public Affairs	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 emergencies are listed above.
- Government agencies and community services personnel should be contacted as necessary.

Blue Strobe Visual Emergency Notification System

The District utilizes blue strobe lights as part of its emergency notification system. When activated, exterior blue strobe lights provide a visual alert to individuals outside the building, including visitors, parents/guardians, contractors, vendors, and school transportation personnel, that an emergency or restricted-access condition may be in effect. Individuals outside the building should not enter and should await direction from school officials, security personnel, transportation dispatch, or emergency responders.

Blue strobe lights may also be installed in designated interior instructional spaces, including classrooms where students are hearing impaired, to support accessible emergency notification. These visual indicators supplement, but do not replace, public address announcements, staff communication systems, emergency response procedures, 911 notification, or direct instruction from school personnel and emergency responders.

The District will include blue strobe lights in routine emergency communication system testing and maintenance, where applicable. Staff and transportation personnel should be familiar with the purpose of the blue strobe lights and the expected response when they are activated.

Emergency Situations

The school district recognizes that many different types of emergencies may arise and may require emergency-specific responses. Detailed procedures are maintained in each Building-Level Emergency Response Plan and address, at minimum, criminal offenses, fire and explosion, medical emergencies, natural hazards, system failures, and technological hazards.

Each Building-Level Emergency Response Team is responsible for reviewing and updating building-level procedures, communicating appropriate response expectations to students and staff, and ensuring alignment with districtwide protocols. The emergencies listed below are of primary importance for districtwide planning.

Bomb Threats

All school district administrators shall be familiar with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions can be made based on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, return to the building, and the

prevention of false bomb threats are addressed in the Building-Level Emergency Response Plan.

- The FBI Bomb Threat Call Checklist shall be available at phone reception areas.
- All bomb threats shall be reported immediately in accordance with building-level procedures and law enforcement guidance.
- The building administrator or designee shall coordinate response actions with emergency responders and the Superintendent or designee.

Hostage Taking

The Building-Level Emergency Response Plan procedures for missing, abducted, or kidnapped students shall be followed in the event of a hostage situation. In general, the following response actions shall be taken:

- The first person aware of the situation shall immediately notify the principal's office and call 911.
- The school principal or designee shall issue the appropriate alert, if necessary, and isolate the area to the extent safely possible.
- The school principal or designee shall notify the Superintendent or designee.
- No response shall be provided to the media unless authorized through the district's communication protocol.
- Upon arrival, law enforcement shall assume command of the law enforcement response. District and building personnel shall assist as requested.

Intrusions and Unauthorized Persons

The Building-Level Emergency Response Plan hazard-specific procedures shall be followed in the event of an intrusion or the presence of an unauthorized or suspicious person. Staff should not place themselves or others at risk. In general, the following response actions shall be taken:

- The first person becoming aware of an intruder, suspicious person, or unauthorized visitor shall immediately report the information to the principal's office.
- The principal or designee shall determine the nature of the person's presence and request identification when it is safe and appropriate to do so.
- If the person has a legitimate purpose, the principal or designee shall direct or escort the person to the appropriate office or location.
- If no acceptable purpose can be determined, the person shall be directed to leave the premises. Staff shall confirm that the person has exited the building and take reasonable steps to prevent unrecognized re-entry.

- If the person refuses to leave, the individual shall be informed that they are in violation of the law and that law enforcement will be contacted. Building security shall be notified, if available, and 911 or the appropriate emergency notification process shall be initiated.
- If the situation escalates, plain language shall be used to notify building occupants to initiate the appropriate protective action, including Lockdown when warranted.
- The Superintendent's office shall be notified so that appropriate district resources can be made available.
- The building principal shall be prepared to transition to unified command with police or emergency services and assist first responders as requested.

Missing, Abducted, or Kidnapped Student

The Building-Level Emergency Response Plan procedures shall be followed in the event of a missing, abducted, or kidnapped student. The response shall be based on the circumstances under which the student is reported missing.

Student documented as present during school hours.

- The first person aware of the missing student shall immediately notify the principal's office.
- The principal's office shall obtain student information and a photo identification when available.
- Building staff and security personnel shall search the building and grounds in accordance with building-level procedures.
- The parent or guardian shall be notified.
- If the student is not located promptly, police shall be notified.
- The school principal shall turn over the investigation to law enforcement upon arrival and assist as requested.
- No information shall be released to the media unless authorized through the district's communication protocol.
- Parents or guardians shall be notified immediately if the student is located.

The student has not arrived at school.

- The parent or guardian shall be contacted immediately.
- The student's attendance status, transportation method, and known circumstances shall be reviewed.

- If the student is not legally absent, the student may be lost, truant, or otherwise missing; staff shall determine whether any peers are also absent or unaccounted for.
- If the student is not located, police shall be notified, and student information and a photo identification shall be made available when possible.
- The Superintendent or designee shall be notified.
- The school principal shall turn over the investigation to law enforcement upon arrival and assist as requested.
- Parents or guardians shall be notified immediately if the student is located.

The student has not arrived home after school hours.

- A concerned parent or guardian may notify the school.
- The school shall gather available information regarding the student's attendance, dismissal, transportation, and departure from school.
- The parent or guardian should be advised to contact friends or other appropriate contacts who may know the student's whereabouts.
- The parent or guardian should be advised to contact the police if the student is not located.
- The school principal or designee shall remain available to assist with any police investigation.
- The parent or guardian should be asked to notify the school if the student is located.

Responses to Acts of Violence

Implied or Direct Threats

The circumstances shall guide response actions in individual buildings, the level of threat, and consultation with district administration and, when appropriate, law enforcement. Response actions may include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Immediate notification to the building principal or designee.
- Assessment of the level of threat in consultation with the Superintendent or designee.
- Contact with law enforcement, if necessary.
- Ongoing monitoring of the situation and adjustment of the response as appropriate.
- Activation of the Building Emergency Response Team, if necessary.

Actual Acts of Violence

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

- Implement the Incident Command System.
- Determine the level and immediacy of the threat.
- Isolate the immediate area through a Hold-In-Place, if necessary.
- Notify the building principal and Superintendent or designee.
- Initiate Lockdown procedures and contact law enforcement when warranted.
- Monitor the situation and adjust the response as appropriate.
- Initiate early dismissal, sheltering, evacuation, or other protective action when necessary.

Response Protocols

Response protocols to specific emergencies will vary based on the incident. However, districtwide and building-level responses will generally include the following components:

- Implementation of the Incident Command System.
- Identification of decision makers and clear lines of authority.
- Plans to safeguard students, staff, and visitors.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents, guardians, and persons in parental relation.

Team Member	Role
Mr. Paul Manzo	Superintendent
Mr. Richard Zwycewicz	Assistant Superintendent for Curriculum and Instruction
Mr. Stephen Harrison	Assistant Superintendent for Business
Dr. Aileen O'Rourke	Deputy Superintendent
Mr. John Flynn	Security Consultant
Mr. Anthony Gagliano	Assistant Director of Facilities

The Superintendent has given the District-wide Response Team authority to make decisions, assign responsibilities, and provide assistance during emergencies. The team will assess the nature of the emergency and determine the personnel, equipment, facilities, and other district resources necessary to address the situation.

- If district resources are needed and are not already on site, the Assistant Director of Facilities or designee shall be notified. It shall deploy the required resources to the specified location.

- When additional personnel are necessary, members of the District Emergency Management Team shall coordinate the effort.
- District and building personnel shall coordinate with police, fire, emergency medical services, and other response agencies as appropriate.

Protective Action Options

Protective action options shall be selected based on the nature of the emergency, the location of the threat or hazard, available information, and guidance from the district administration and emergency responders.

School Cancellation

School cancellation may be used when conditions warrant a decision not to open school or district offices. The Superintendent or designee shall decide whether to close schools or offices for the health, welfare, and safety of students, staff, and visitors. Notice shall be provided to parents, guardians, persons in parental relation, students, and staff through ParentSquare, the district website, local media, and other appropriate communication procedures.

Early Dismissal

Early dismissal may be used when conditions warrant returning students to their homes or other authorized destinations. When this procedure is activated:

- Students shall remain in classrooms until called for bus loading or other dismissal procedures. Classroom instruction should continue whenever possible.
- Building administrators shall have procedures in place to address the safety of elementary students returning home.
- When appropriate, contact shall be made with a parent, legal guardian, or emergency drop-off contact to confirm that an adult will receive the child.
- Teachers and administrators shall assist in bus loading and student accountability.
- Before any bus is permitted to leave, staff shall confirm that students assigned to the bus are aboard to the extent practicable.
- Staff shall remain in the building until dismissed by an administrator.
- Upon departure, staff shall close doors and turn off lights as directed. Administrators shall conduct a final building check before leaving and securing the building.
- If delays or unsafe conditions prevent students from returning home, sheltering procedures may be implemented.

Evacuation

Evacuation may be used when conditions within a building present an immediate health or safety risk, and leaving the building would reduce or eliminate those risks. When evacuation is directed:

- Students, staff, and visitors shall immediately leave the building according to the posted fire exit plan or as otherwise directed.
- If a fire alarm occurs under suspicious or unusual circumstances, staff shall follow district and building-level procedures before movement when directed by administrators or emergency responders.
- Students, staff, and visitors shall proceed calmly with minimal talking.
- Students and staff shall remain together in designated areas outside the building.
- Staff members shall supervise students and take attendance to account for all students.
- If evacuation is extended, sheltering or relocation procedures shall be followed.
- In the case of a bomb threat, the Bomb Threat procedures shall be followed.
- Each building shall identify the location of its Incident Command Center in the Building-Level Emergency Response Plan.

Evacuation of Persons with Disabilities or Access and Functional Needs

Each Building-Level Emergency Response Plan shall include evacuation procedures for students, staff, and visitors with disabilities or access and functional needs. The plan shall identify assigned responsibilities and procedures to assist individuals who require support during evacuation, relocation, or reunification.

Evacuation Areas

Evacuation areas shall be identified in the Building-Level Emergency Response Plan. Evacuation areas and other building-specific operational details shall not be published when disclosure would compromise safety or security. Students shall remain in designated evacuation areas until dismissal, relocation, or release to a parent, guardian, or person in parental relation in accordance with district procedures.

Weather Conditions and Evacuation

Students and staff may need to evacuate a building during inclement weather. The Building-Level Emergency Response Plan shall address procedures for weather-related evacuation, temporary shelter, relocation, and transportation, as appropriate.

Re-Occupying a School Building

After an all-clear is provided by law enforcement, fire department personnel, or other appropriate emergency responders, the building administrator or designee shall determine whether to re-enter the school building. Based on available information, one of the following decisions shall be made:

- Reoccupy the building and resume classes or normal operations.
- Relocate building occupants to another facility.
- Activate the plan for early dismissal.

Sheltering

Sheltering may be used when conditions warrant movement to, or remaining in, a safe location within the building. Shelter directives may be used for weather-related events, generic or non-specific bomb threats, specific bomb threats, or other hazards. When sheltering is directed:

- Students, staff, and visitors shall be notified to shelter using clear, plain language.
- The announcement should identify the hazard and the applicable safety strategy when appropriate.
- Students, staff, and visitors shall follow the response directives provided by building administration or emergency responders.
- After the danger has passed, an announcement shall be made releasing the shelter and providing an all-clear or additional instructions.

Sheltering Students Who Are Unable to Go Home

If efforts to reach an appropriate adult are unsuccessful, the following sheltering procedure shall be used:

- The building administrator and designated staff volunteers shall assist in the care and supervision of students who are unable to go home safely.
- If sheltering beyond 6:00 p.m. is necessary, police contact may be required.
- Parent, guardian, and emergency contact outreach shall continue until each student is safely released or otherwise accounted for.

Hold-In-Place

Hold-In-Place may be used when conditions warrant the temporary clearing of hallways or isolation of a specific area of the building. This response is typically short-term. When a Hold-In-Place is directed:

- Students, staff, and visitors shall be notified to hold.
- The hold shall be followed by the directive, "In your room or area."
- Students, staff, and visitors shall remain in place until otherwise directed.
- Instruction may continue if it is safe and appropriate to do so.

Lockdown

Lockdown is the most serious protective action and may be used when a threat is in, or immediately around, the building. Lockdown procedures may be issued in response to dangerous intruders or other incidents that could cause harm to persons inside the building. Procedures include:

- Any staff member may initiate a Lockdown using the district-approved communication method, including portable radio, phone, or the RAVE Panic Button app.
- Building administrators or the Building Emergency Response Team Coordinator shall issue Lockdown procedures through the public address system and, when appropriate, activate the Lockdown button system.
- The public address announcement shall use a clear alert message: "Lockdown, Lockdown, Lockdown."
- The Lockdown button shall alert the command center, which has direct contact with police dispatch.
- The S.A.V.E. communication device may be activated to communicate directly with police dispatch.
- A message shall be sent by text and email to the emergency response group identified for the building.
- Staff shall scan immediately outside their rooms when safe to do so and direct students, employees, and visitors into secure rooms or areas.
- Classroom doors shall lock automatically where applicable. If a room cannot be secured, staff shall consider evacuation or fortification based on the circumstances.
- Persons shall move away from windows and doors while maintaining the ability to receive instructions.
- Windows of rooms shall remain visible unless otherwise directed by law enforcement or district procedures.
- No one shall leave rooms or secured areas until released by an administrator or law enforcement.
- Access into or out of the building shall be controlled by law enforcement and emergency responders.

Secure Lockout

A Secure Lockout may be used when a threat exists outside the school building or in the vicinity. During a Secure Lockout, exterior access is restricted while normal activities may continue inside the building when safe to do so. Procedures include:

- Secure Lockout shall be announced by the public address system using plain language.
- Police shall be called unless police initiated or directly notified the school of the need for the Secure Lockout. In either case, the police shall be advised of any change in the building's status.
- A message shall be sent by text and email to the emergency response group identified for the building.
- All outside activities shall be terminated or moved indoors as directed.
- Classes and activities inside the building shall continue as normal when safe to do so.
- Access into or out of the building shall be restricted until the Secure Lockout is lifted.
- The Secure Lockout shall be lifted when the external threat is resolved.
- Police shall be contacted when the Secure Lockout is terminated.

Operational Considerations During a Secure Lockout

The East Islip Union Free School District utilizes a single designation, **"Secure Lockout,"** to secure school buildings while maintaining normal internal operations. The term "modified lockout" is not used. Secure Lockouts may occur during arrival or dismissal and require adjusted procedures based on conditions at the time.

During a secure lockout, the following procedures shall be implemented:

- **Controlled Entry**
  Limited, controlled entry into the building may be permitted when conditions allow. All entry decisions are made by the Incident Commander (typically the Building Principal) in coordination with law enforcement as appropriate.
- **Arrival Procedures**
  If students arrive during a secure lockout and conditions allow, they may be unloaded and brought into the building through a designated secure entry point. If conditions present an immediate threat, buses may be redirected to an alternate staging location.
- **Dismissal Procedures**
  If a secure lockout occurs during dismissal, dismissal operations shall be

paused. Students will remain inside the building under supervision until clearance is provided.

- **Parent Drop-Off**
  Parents arriving during a secure lockout shall follow directions from school personnel. When appropriate, students may be escorted into the building through a controlled entry point while parents remain in their vehicles. Law enforcement may assist with traffic control if necessary.
- **Staff Entry**
  Staff members arriving during a secure lockout shall not enter the building unless directed by administration or security personnel. Entry may be permitted if conditions allow, and additional supervision or support is required.
- **Staff Movement Between Buildings**
  Staff assigned to multiple buildings shall remain in their current location during a secure lockout and shall not travel between buildings until the secure lockout is lifted. Building-level coverage will be adjusted as needed.
- **Communication**
  Notification during a secure lockout will be provided through district communication systems, including ParentSquare, with a focus on maintaining accurate, timely information while supporting law enforcement operations. Messaging may vary between staff and families based on situational needs.
- **Exterior Notification Systems**
  The use of exterior visual alert systems, including blue lights, shall align with state guidance and district protocols to ensure clarity and avoid misinterpretation by staff, students, and visitors.

Student Elopement / Missing Student Protocol

The East Islip Union Free School District recognizes student elopement—defined as a student leaving a supervised area without permission—as a potential safety emergency requiring an immediate and coordinated response.

Definition
Student elopement occurs when a student leaves a designated supervised setting without authorization or attempts to exit the school building or grounds, and the student's location cannot be immediately determined.

Prevention and Preparedness

- Building-level teams identify students at risk for elopement and implement appropriate supports.
- Individualized plans (e.g., Behavior Intervention Plans, safety plans, or IEP supports) are developed as needed.

- Staff are informed of students requiring additional supervision and are trained in response procedures.
- Environmental and supervisory controls (e.g., monitored entry points, transition supervision) are utilized to reduce risk.

Immediate Response Procedures

- Any staff member who becomes aware of a potential elopement will immediately notify the main office using the building's designated communication system.
- A building-wide alert may be initiated to mobilize staff and monitor hallways, common areas, and exits.
- Staff will maintain supervision of assigned students while assisting, as appropriate, with monitoring and response efforts.
- The student should be kept within visual contact when possible; staff should not pursue in a manner that increases risk.
- Administration or designee will coordinate the response, secure exits, and assign staff to search designated areas in accordance with building-level procedures.

Escalation Procedures

- If the student is not located promptly or leaves school grounds:
  - Law enforcement will be contacted.
  - Parent/guardian will be notified as soon as practicable.
- Additional protective actions, including securing the building perimeter, may be implemented as appropriate.

Post-Incident Response

- The student will be assessed for safety and well-being.
- Administration will conduct a debrief to review the incident, including timeline and staff response.
- Parent/guardian communication will occur following the incident.
- Behavioral or safety plans will be reviewed and revised as needed.

Documentation and Review

- All elopement incidents will be documented in accordance with district procedures.
- Data will be reviewed periodically to identify patterns and inform prevention strategies.
- Follow-up actions (e.g., plan revisions, staff training) will be logged and monitored.
- Detailed staff assignments, communication protocols, and building-specific procedures are outlined within each Building-Level Emergency Response Plan (BLERP).

Cardiac Emergency Response (Desha's Law Compliance)

The East Islip Union Free School District maintains a Cardiac Arrest Emergency Response Plan (CAERP) in accordance with New York State Education Law and Desha's Law. The purpose of this plan is to ensure a rapid, coordinated, and effective response to cardiac emergencies occurring on school property or at school-sponsored events.

The District has established procedures to support immediate intervention, including the availability of automated external defibrillators (AEDs), trained responders, and clear communication protocols.

In the event of a suspected cardiac emergency:

- Staff will immediately contact 911 and initiate internal notification procedures using available communication systems (e.g., main office, PA system, radio).
- The Cardiac Emergency Response Team (CAERT) will be activated to respond.
- CPR will be initiated immediately, and the nearest AED will be retrieved and applied as soon as possible.
- Emergency Medical Services (EMS) will be directed to the scene and provided with relevant information upon arrival.

The District ensures that:

- AEDs are strategically placed in each school building and key locations to support rapid access.
- Staff members are trained annually in CPR and AED use, as appropriate.
- Cardiac emergency response procedures are reviewed and practiced regularly through drills or exercises.
- AEDs are inspected and maintained in accordance with manufacturer guidelines and applicable regulations.

Additional details, including building-specific responder assignments, AED locations, and full procedural protocols, are outlined in **Appendix G: Cardiac Arrest Emergency Response Plan (CAERP).**

National Terrorism Advisory System (NTAS)

National Terrorism Advisory System advisories, including Alerts and Bulletins, encourage individuals to follow guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, advisories include steps that individuals and communities can take to protect themselves from a threat and help detect or prevent an attack before it occurs.

- 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. Local law enforcement and public safety officials are often best positioned to provide specific details on indicators to look for and how to report suspicious activity. The "If You See Something, Say Something" campaign encourages the public and community leaders to remain vigilant and follow guidance from advisories and state or local officials.

Recovery and District Support for Buildings

Continuity of Operations

The district maintains continuity of operations at both the district and building levels to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services, payroll, purchasing, internal and external communication, computer and system support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are maintained within each Building-Level Emergency Response Plan.

Continuity of Instruction

The district maintains a suite of online instructional tools that may be used to support remote instruction and communication when necessary. General tools for communicating with students and supporting instruction may include, but are not limited to:

- Google Drive.
- Google Workspace applications.
- Microsoft Teams.
- ParentSquare.
- Other grade-level or content-specific applications approved for district use.

Detailed grade-specific remote instructional procedures are maintained in the appendices of the District-wide School Safety Plan or related instructional continuity materials.

District Support for Buildings

Upon notification of an emergency, the Chief Emergency Officer shall respond in accordance with district protocols. Members of the District-wide Safety Team shall assist

as needed at assigned Building Command Posts or respond as directed by the Incident Commander.

- The District-wide Safety Team shall assign personnel as necessary to meet the needs of the situation.
- District-wide Safety Team members shall remain at their assigned posts until the Incident Commander determines that the emergency is over, that it is unsafe to remain, that it is no longer necessary to remain, or that relocation is required.
- If an incident involves a single building, the District-wide Safety Team leader, in consultation with that building's administrator and the Building Emergency Response Team, may request support from other school buildings.
- If an incident involves multiple buildings, the District-wide Safety Team leader, in consultation with the affected building administrators, may request additional mental health support from the County Crisis Team, local hospitals, or other appropriate agencies.
- Following an incident, the District-wide Safety Team shall facilitate a debriefing or post-incident analysis. This process shall include a review of the incident, the team's response, communication, decision-making, and post-traumatic incident support.
- Principals are expected to consult with the Superintendent or designee when preparing letters or other communications to parents following any emergency.

Disaster Mental Health Services

District mental health staff and outside agency partners, as appropriate, shall provide ongoing support to students, staff, and response team members following an emergency. Mental health staff shall monitor for signs of post-traumatic stress and provide referrals to the Employee Assistance Program, school-based supports, community providers, or private mental health providers when appropriate.

Appendix A

Public Employer Health Emergency Plan

2026-2027

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

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 applicable.

This plan has been developed and shared with the East Islip Teachers Association, the East Islip Association of Supervisors and Administrators, and the 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 the District or its valued employees under any law, rule, regulation, collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements.

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 to address public health emergency planning requirements.

Signed on this day	Date	Authorized Official	Signature
	8/13/26	Paul E. Manzo, Superintendent of Schools	Paul E. 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 applicable. These laws require public employers to adopt an operations plan in the event of a declared public health emergency involving a communicable disease. The plan includes identifying essential positions, facilitating remote work for non-essential positions, providing personal protective equipment, and establishing protocols to support contact tracing.

Scope

This plan was developed exclusively for and applies to the East Islip School District. This plan is pertinent to the declared public health emergency in the State of New York, which may impact District operations. It is promulgated in the interest of employee and contractor safety and continuity of operations.

Situation Overview

This plan supports continued resilience in the event of an infectious disease outbreak or other public health emergency affecting school district operations.

The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently.
- Practicing social distancing when possible.
- Notifying a supervisor immediately and going home when feeling ill or experiencing a fever.
- Stepping away from people and food when coughing or sneezing and using an elbow or tissue.
- Cleaning and disinfecting workstations at the beginning, middle, and end of each shift.
- Following other guidance published by the CDC, State Department of Health, or county health officials.

Planning Assumptions

- The health and safety of students, employees, contractors, and their families is of utmost importance.
- The circumstances of a public health emergency may directly impact District operations.

- Emergency measures and operational changes may need to be adjusted based on the specific circumstances and public health guidance.
- Resource support from other jurisdictions may be limited.
- Supply chains, particularly those for PPE and cleaning supplies, may be impacted.
- Vendors, contractors, non-profit organizations, governmental agencies, and other services may also be impacted.
- Essential employees are those required to be physically present at a work site to perform their job.
- Non-essential employees are those 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 implementation of this plan. Implementation, monitoring, and adjustments may be supported by additional personnel at the Superintendent's discretion.

Upon the determination to implement this plan, employees and contractors shall be notified by email and automated phone or text message, with additional information and updates provided as necessary. The Superintendent or designee will maintain communications with the public and constituents as needed throughout implementation.

The Superintendent, designee, or successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office and will direct any necessary changes.

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

The school district has designated a COVID-19 safety coordinator for each school. These coordinators serve as the main point of contact upon the identification of positive cases and are responsible for subsequent communication and for addressing questions related to plan implementation.

Mission Essential Functions

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

Essential functions enable the organization to:

1. Maintain the safety of employees, contractors, and the school community.

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 hardware and software for the school community. Maintains the network, phone, and notification systems, HVAC systems, payroll and accounts payable systems, and essential operational data.	1
Maintenance	Provides repair and continued uptime for systems such as water, lavatories, kitchens, generators, HVAC systems, and snow removal to maintain safe access to buildings.	1
Central District Office	Provides payroll and accounts payable functions; coordinates districtwide communications, safety teams, vendor/contractor responses, curriculum, instruction, and human resources functions.	2
Crisis Intervention Team	Coordinates and provides necessary mental health supports for students, staff, and families.	2
Transportation	Provides immediate transport of students and follow-up delivery of food, medical supplies, and learning materials during a long-term closure.	3
Food Service	Provides meals for children in need.	3
Security	Oversees and provides security for all employees and buildings in the district.	1

Essential functions are prioritized based on time criticality, interdependencies, and recovery sequence. Priority 1 identifies the most essential functions, with priority 4 identifying essential but less time-critical functions.

Essential Positions

Essential Function	Essential Positions/Titles	Justification
Information Technology	Exec. Director of Student Achievement & Instructional Technology Technicians	Establishes priorities for IT tasks, organizes staff, ensures uptime of essential equipment, and coordinates data center or disaster recovery operations. IT staff provide hardware, software, network, help desk, and escalation support.

Essential Function	Essential Positions/Titles	Justification
Maintenance	Asst. Plant & Facilities Director Maintenance Crew Leader Chief/Head Custodian Custodial aides/Custodians/Ground Maintenance/Building Maintenance Mechanic	Establishes priorities for maintenance and cleaning tasks, organizes staff, supports building systems, and oversees cleaning, sanitization, and distribution of supplies.
Central District Office	Superintendent Business Administrator HR Administrator Curriculum & Instruction Administrator Confidential Sr. Office Assistant Treasurer Payroll Accounts Payable	Coordinates all operations, communications, emergency services personnel, business operations, 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	Coordinates activation of crisis supports for students, staff, and families and oversees health, nursing, safety, and related support procedures.
Transportation	Business Administrator	Establishes priorities for the transportation of students, goods, and services. Transportation coordination occurs as necessary to accomplish directed tasks.
Food Service	Food Services Director Cook	Coordinates with vendors and the business office on supplies and ensures the capacity to prepare, package, and deliver meals as needed.
Security	Director of Security Security Guards	Oversees district security coordination and maintains security guard schedules.

Each essential function identified above requires specific on-site positions to operate effectively. Some functions and associated personnel may be essential but can be conducted remotely and therefore do not always require on-site staffing.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

Non-essential employees and contractors who can perform their functions remotely will be enabled to do so to 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 laptops, peripherals, VPN or secure drive access, required software and databases, and a platform for telephone communications.

All employees needing access to electronic data will be provided with an internet-capable laptop issued by the East Islip School District. To the greatest extent possible, communication and documentation will be handled electronically. Access to sensitive internal data is provided via VPN, where necessary; other staff may access files via Microsoft or Google Drive with authentication. Google Meet, Teams, Zoom, email, and related platforms may be used for remote interaction.

Staggered Shifts

Implementing staggered shifts may be possible for personnel whose duties must be performed on-site but are less sensitive to core business hours. Staggering shifts require:

1. Identification of positions for which work hours will be staggered.

2. Approval and assignment of changed work hours.

Within each department, the department director will identify and prioritize work that requires on-site personnel. Where appropriate, work may be divided into shifts, with the highest priority work performed by the first available shift. Alternative methods may be used to support staff supervision when direct on-site supervision is not prudent, safe, or practical.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious diseases is important for supporting the health and safety of employees and contractors. PPE that may be needed includes:

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

Cleaning supplies, hand soap, and hand sanitizer are also included in this section because they are related to protecting health and safety during a public health emergency.

Protocols for providing PPE include:

1. Identification of need for PPE based upon job duties and work location.
2. Procurement of PPE, including at least two pieces of each required type of PPE for each essential employee and contractor during any given work shift for at least six months, as required.
3. Storage, access, and monitoring of PPE stock to prevent degradation, ensure immediate access, and track usage rates.

Disposable Face Covering Supplies

Group	Count	12-Week Supply 100% Attendance	12-Week Supply 50% Attendance	12-Week Supply 25% Attendance	Assumptions
Students Grades 3-12	2,800	33,600	16,800	4,200	1 disposable mask per week per student; supplemental parent masks provided.
Students Grades Pre-K-2	680	8,160	4,080	1,020	1 disposable mask per week per student; supplemental parent masks provided.
Teachers and Staff	700	8,400	4,200	1,050	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 reusable per staff member.
Face Shields	2	N/A	2 reusable per staff member.
KN95 Masks	10	120	10 per week per staff member.
N95 Masks	10	120	10 per week per staff member.

The Assistant Plant & Facilities Director and Maintenance Crew Leader will be responsible for procurement, monitoring, and maintenance of all PPE and cleaning supplies.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized into several categories based on the type of exposure and the presence of symptoms. The District will follow applicable CDC and public health guidance.

- If employees or contractors are exposed to a known case of communicable disease:
- Potentially exposed employees or contractors without symptoms should remain at home or in a comparable setting and practice social distancing according to current CDC or public health guidance.
- To the extent possible, these employees may be permitted to work remotely during this period if they are not ill.
- The Superintendent must be notified of all exposed individuals.
- Critical essential employees may be permitted to continue work following potential exposure if they remain symptom-free and additional precautions are taken.

If an employee or contractor exhibits symptoms:

- Employees and contractors who exhibit symptoms in the workplace should be immediately separated from others and sent home with a recommendation to contact their physician.
- Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home.
- Employees should not return to work until they have met applicable criteria to discontinue home isolation and have consulted with a healthcare provider.
- The Superintendent must be notified in any case where an employee or contractor is exhibiting symptoms.

If an employee or contractor has tested positive:

- Apply applicable steps identified for symptomatic employees or contractors.
- Close off areas occupied for prolonged periods by the subject employee or contractor.
- Clean and disinfect common areas, surfaces, or equipment used by the subject employee or contractor.
- Identify potential employee and contractor exposures while maintaining confidentiality as required by the ADA.
- Notify the Superintendent so that required protocols are followed.

The District recognizes that nuances or complexities may arise regarding potential exposures, close contacts, symptomatic persons, and positive cases. The District will follow CDC/public health recommendations and coordinate with the local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

1. Employees and contractors will have the opportunity to clean their own workspaces at the beginning, middle, and end of shifts where possible.
2. High-traffic and high-touch areas accessible to the public or school community will be disinfected throughout the day.
3. The Chief/Head Custodian will be responsible for ensuring proper cleaning and disinfecting protocols are followed.
4. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
5. Soiled surfaces will be cleaned with soap and water before being disinfected.
6. Surfaces will be disinfected with products that meet applicable EPA criteria and are appropriate for the surface.
7. Staff will follow product instructions to ensure safe and effective use.

Employee and Contractor Leave

It is the District's practice that employees will not be charged with leave time for testing and receiving a positive COVID result. Employees may be provided with up to two weeks of paid COVID leave at the employee's regular rate of pay for a period during which the employee is unable to work due to a mandatory or precautionary quarantine or isolation order, in accordance with applicable federal, state, or local requirements.

Additional provisions may be enacted based on need and on the guidance and requirements established by federal and state employment laws, the FMLA, executive orders, and other applicable sources. Contractors are not classified as District employees and are not provided paid leave time by the 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 and off-site visits. The District may use this information to support contact tracing and may be shared with local public health officials.

The Superintendent will determine which departments or employee groups require additional documentation, and the Human Resources office will collect and manage the information.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to lodge essential employees in a manner that helps prevent the spread of communicable disease, protects employees from potential exposure, and supports continuity of essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are not practical, ideal, or available, the District will coordinate with the American Red Cross or other organizations to provide the supplies necessary to house employees within school buildings. The Business Administrator will be responsible for coordinating this effort.

APPENDIX B

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 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 in 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 toward the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be compatible with the school district's Emergency Remote Instruction Plan.

The Emergency Remote Instruction Plan must include the methods the school district will use to ensure the availability of devices and internet access, the 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 within a public school district report information on student access to computing devices and 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 it must, in all situations, include 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 because one or more of the district's school buildings are closed 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 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.

Asynchronous Instruction

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 commonly 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 completed independently—that is 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 other variations. (Source: The Glossary of Education Reform)

Blended Learning/Hybrid Learning

The definition of blended learning is a formal education program in which:

Students learn, at least in part, through remote instruction, with some degree of student control over time, place, path, and/or pace.

Students learn, at least in part, in a supervised brick-and-mortar location away from home.

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 in a web browser over 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 component of the learning experience outside the classroom and replaces it with highly engaging activities focused on synthesis, analysis, and problem-solving. (Source: Vanderbilt University Center for Teaching)

Learning Management System (LMS). A 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. A general term for any 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)

East Islip School District

Emergency Remote Instruction Plan

Policies

The plan adheres to the guidance outlined 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 access to facilitate 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 in the event of widespread power outages or other connectivity disruptions that prevent synchronous connectivity. If students lose connectivity, they are expected to complete the provided alternate assignment.

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 use these programs to differentiate instruction, selecting 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 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 a variety of 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 how to access course materials and instruction from their teachers. Students are expected to follow all directions and requests to participate fully in instruction. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, fully engaging through video and audio as directed by their teacher, and presenting themselves in accordance with school expectations.

All students are expected to practice appropriate digital etiquette and responsible behavior during the assigned Google Classroom.

Mute yourself during 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 desks, tables, and kitchen counters. 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 any circumstances are preventing full and appropriate participation, the student should inform the teacher. 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 instructional delivery method will vary to ensure appropriate screen time for each 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 at school for addressing academic or behavioral needs. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be assessed 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, and 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 snow or other weather emergencies, it will affect transportation and other critical services. Decisions on 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 safely and efficiently.

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 Google Classroom. Students will follow the modified bell schedule, and attendance will be recorded in Infinite Campus for each period daily. Below is a chart outlining what students may expect when learning remotely 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	High School	High School		Middle School	Middle 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

High School	High School	High School		Middle School	Middle School	Middle School
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 with 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 primary learning platform to support instruction.

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 across core 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

Time	Minutes	Subject
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 the Education Law, the school district may transition to remote instruction if emergency conditions necessitate the closure of PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district Emergency Remote Instruction Plan, any instructional sessions provided during the closure of the school facilities are counted toward the annual hour requirements for meeting the 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 of remote instruction due to emergency conditions, ranging from a minimum of one (1) remote instruction day to the full year's annual hourly requirement.

Support for Students with Disabilities During Emergency Closing Virtual Instruction

School districts must implement the supports, services, and accommodations 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 and CT (direct/indirect) will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications for the day's assignments or assessments. When the general education teacher works with students synchronously, the special education teacher participates in the lesson.

Special education teachers who teach in resource rooms and 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 to provide instructional support by participating in class meetings, keeping up with 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 guidelines similar to those for other professionals regarding student and teacher work at home, communication, and flexibility, and to use 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, follow-up efforts, and related details. IEP progress monitoring must be collected and reported to parents according to the schedule listed in each student's IEP. Medicaid session notes remain 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 is designated as a virtual instruction day.

Appendix C

A Guide for Parents, Students, and Staff Emergency Planning

The East Islip School District recognizes that emergencies and acts of violence are serious situations requiring a prompt, coordinated, and effective response. Each year, the District-wide School Safety Plan and Building-level Emergency Response Plans are reviewed and updated in accordance with New York State requirements.

The District-wide School Safety Plan addresses the needs of all schools within the district and aligns with the more detailed Building-level Emergency Response Plans maintained for each school building. During any emergency, the safety and well-being of students and staff remain the district's highest priority. This guide provides a general overview of the district's emergency procedures and response protocols.

General Information

The East Islip School District maintains a District-wide School Safety Plan, which is available on the district website, as well as a confidential Building-level Emergency Response Plan for each school building. Building-level plans contain sensitive security information and are not available for public review. These plans are developed in coordination with local law enforcement, fire departments, emergency responders, and other appropriate agencies.

School Security Procedures

Exterior doors remain secured during the school day. Parents and visitors entering a school building must use the designated visitor entrance, sign in, and obtain a visitor pass.

Any unauthorized individual on school property will be reported to the building principal or designee and the Director of Security. Unauthorized individuals will be directed to leave school property.

All district personnel are required to wear district-issued identification badges while on school grounds.

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 or designated emergency contacts as quickly and safely as possible. Schools maintain emergency contact

information and identify students who may require additional assistance. Elementary students will not be released to an empty home unless prior arrangements have been established by the parent/guardian.

- **Shelter/Shelter-In-Place:** Keeps students and staff inside the building in a secure location when remaining indoors is safer than evacuation or dismissal. Sheltering is generally temporary until conditions improve or additional directions are provided.
- **Hold/Hold-In-Place:** Restricts movement within the building while staff addresses a short-term situation. Instruction and normal activities may continue within classrooms or occupied spaces. Examples may include a medical emergency or another situation requiring that hallways remain clear.
- **Evacuate/Evacuation:** Requires students, staff, and visitors to leave the building and move to a designated safe location. Evacuation may involve temporarily relocating students outside the building or, if necessary, transferring them to another site. Specific evacuation locations are not publicly disclosed for safety reasons. Parents/guardians will be notified as soon as practicable if students are relocated.
- **Secure Lockout:** Implemented when a potential threat exists outside or in the vicinity of the school building. During a secure lockout, exterior doors are secured, and normal activities inside the building may continue. Depending on the circumstances, arrival and dismissal procedures may be modified or delayed. Students will not be released during an active secure lockout.
- **Lockdown:** Implemented when there is an immediate threat inside the building or on school grounds. During a lockdown, students and staff move to secure locations, remain out of sight, and follow staff directions until law enforcement or school administrators provide an official release. Parents/guardians should not report to the affected school during a lockdown. Reunification information will be communicated by the district when appropriate.

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 notified at least one week in advance, without specific details, to ensure safety. During the drill, students and staff will be informed that the activities being conducted are part of the drill.

Student Pick-up During an Emergency

Please do not pick up students unless you are directed to do so. It is every parent's instinct in an emergency to go to the school to protect their child. Doing so may significantly affect the District's ability to respond to the situation. Cars driving up to the school building will restrict access for emergency vehicles responding to the situation or for school buses 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-Student Reunification Plan. An area will be designated for parents to pick up students. Please show photo identification matching the adults registered with the district to bring the student to the reunification area for pickup.

Students with Disabilities

Every school building has an evacuation plan for students with special needs.

Information During an Emergency

It will likely 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 in case of emergencies. Local news may also be used.

Planning

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. Gavin Rodgers	631-224-2001
John F. Kennedy Elementary School	Dr. Deborah Smith	631-224-2003
Ruth C. Kinney Elementary School	Mr. Thomas Sallee	631-224-2007
Timber Point Elementary School	Mrs. Danielle Naccarato	631-224-2004

APPENDIX D

2026-2027

East Islip School District Building Information

Emergency Procedure: If you are unable to reach any office, dial 8, call 911, and provide the exact building address listed below.

Building Contact Information

Building	Main Office	Nurse	Address
East Islip High School	(631) 224-2006	Ext. 6302	1 Redmen Street, Islip Terrace, NY 11752
East Islip Middle School	(631) 224-2008	Ext. 8300	100 Redmen Street, Islip Terrace, NY 11752
Connetquot Elementary School	(631) 224-2001	Ext. 1300	1 Merrick Street, Islip Terrace, NY 11752
John F. Kennedy Elementary School	(631) 224-2003	Ext. 3300	94 Woodland Drive, East Islip, NY 11730
Ruth C. Kinney Elementary School	(631) 224-2007	Ext. 7300	1 Spur Drive South, Islip Terrace, NY 11752
Timber Point Elementary School	(631) 224-2004	Ext. 4300	200 Timber Point Road, East Islip, NY 11730

Note: Building-level emergency response details are maintained in confidential building-level emergency response plans and are not included in this public appendix.

EAST ISLIP UNION FREE SCHOOL DISTRICT

School Safety Drill Debrief Evaluation Form

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

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EAST ISLIP UNION FREE SCHOOL DISTRICT

School Safety Drill Debrief Evaluation Form

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**

_____

_____

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APPENDIX F

Suicide Prevention & Mental Health Resources

2026–2027

The following resources are provided as reference materials for staff awareness, prevention, and student support.

Resource Links

Resource	Source/Organization	Link
What Every Teacher Needs to Know: Recognizing Suicide Risk in Students	NYSED	Open resource
A Guide to Suicide Prevention in New York Schools	School Mental Health Resource and Training Center	Open resource
Suicide Prevention: Classroom Talking Points	Prevent Suicide NY	Open resource
National Alliance on Mental Illness in New York State	NAMI-NYS	Open resource

Note: Links are active in the electronic version of this appendix.

Appendix G

Cardiac Arrest Emergency Response Plan (CAERP)

Purpose

The purpose of this plan is to ensure a rapid, coordinated, and effective response to any cardiac emergency within the East Islip School District. This plan aligns with Desha's Law (NYS), which requires school districts to have a written cardiac emergency response plan that includes AED placement, trained responders, communication protocols, and drills.

Goals

- Provide immediate CPR and AED intervention within three minutes of a cardiac emergency.
- Clearly define roles, responsibilities, and communication procedures for staff and responders.
- Ensure all staff and students know AED locations and emergency response steps.
- Conduct annual drills to practice readiness and compliance with Desha's Law.

Cardiac Arrest Emergency Response Team (CAERT)

The following staff members are currently certified in CPR/AED and will serve as trained responders in their respective buildings:

School Building	Address	Certified Responders
East Islip High School (HS)	1 Redmen Street, Islip Terrace, NY 11752	Nicole O'Connor Robert Sconone Debbie Siebert, School Nurse
East Islip Middle School (MS)	100 Redmen Street, Islip Terrace, NY 11752	Ron Croteau Chris Padgur Kathleen Franceschina, School Nurse Susan Weber, School Nurse
Ruth C. Kinney Elementary (RCK)	1 Spur Drive South, Islip Terrace, NY 11752	Neal Heaton Mike Longobardi Dayna Norton, School Nurse
Connetquot Elementary (CES)	1 Merrick Street, Islip Terrace, NY 11752	Vinny Grazidei Justin Massa Tamara Hoina, School Nurse

Timber Point Elementary (TP)	200 Timber Point Road, East Islip, NY 11730	Diane Wahrenburg Jamie Sconone Colleen Barnes, School Nurse
John F. Kennedy Elementary (JFK)	94 Woodland Drive, East Islip, NY 11730	Katelyn Wallace Derek Bleiberg Caitlin Psomas, School Nurse

AED Locations

AED placement ensures retrieval and application within approximately three minutes of a cardiac emergency whenever practicable.

AEDs are accessible in every school building and key athletic/administrative areas.

School Building	AED Locations
East Islip High School (HS)	• Main Lobby • Second Floor Odd Wing • Gymnasium • Fields at RCK (halfway) • Track • Athletic Trainer Travel AEDs (Travel 1, 2, 3)
East Islip Middle School (MS)	• Main Lobby (outside auditorium) • Second Floor • Main Gymnasium (First Floor) • Travel AED – Security (Travel 4)
Ruth C. Kinney Elementary (RCK)	• Main Lobby
Connetquot Elementary (CES)	• Main Lobby
John F. Kennedy Elementary (JFK)	• Main Lobby
Timber Point Elementary (TP)	• Main Lobby

Response Procedures

If a person collapses and is unresponsive:

1. Call for Help

- The nearest staff member immediately calls 911.

- Announce "Cardiac Emergency – Need AED and CPR responders" over the radio or public address system, if available.

2. Activate the Cardiac Emergency Response Team (CERT)

- The building principal or designee activates trained responders (staff certified in CPR and AED use).
- Responder 1: Begins CPR immediately.
- Responder 2: Retrieves the nearest AED.
- Responder 3: Guides emergency medical services (EMS) to the victim.

3. Initiate CPR and AED Use

- Chest compressions are initiated immediately.
- The AED is applied as soon as it is available.
- CPR and AED use continue until EMS arrives, or the individual shows signs of recovery.

4. Transfer Care to EMS

- Responders provide EMS personnel with details regarding the incident, including actions taken and timing of interventions.

5. Post-Incident Review and Documentation

- The building principal and responder complete an incident report following the event.
- The District Safety Office reviews the response and documentation within 48 hours.

Communication Protocols

- **Internal:** Use school PA, radios, and staff runners to quickly notify responders.
- **External:** Main office calls 911 immediately and informs EMS of AED use. Local emergency medical services have been informed of AED locations and district cardiac response procedures.
- Parents/guardians are notified promptly following stabilization and EMS handoff.

Training & Drills

- CPR/AED training offered annually for staff.
- Student awareness activities related to cardiac arrest emergency response may occur at the district's discretion through Health and Physical Education curriculum.
- Each school building will annually review and practice its cardiac emergency response procedures through a drill or exercise. This activity may be conducted outside of instructional time and may take a variety of formats, including staff meetings or tabletop or functional exercises.

- Documentation of cardiac emergency drills is retained in the building safety file and reviewed annually.

Documentation & Review

- The Director of Facilities, in coordination with building administration, is responsible for ensuring monthly AED inspections in accordance with manufacturer and regulatory requirements.
- AED maintenance logs are kept on file by the District-Wide Safety Committee.
- AED batteries and electrode pads are replaced in accordance with manufacturer specifications and immediately following use, expiration, or device alert. AED batteries typically require replacement every four to five years, and electrode pads every two to five years.
- The list of CPR/AED-certified staff is updated annually in September.
- The plan is reviewed yearly as part of the District-Wide Safety Plan.

Appendix H: Transportation Annex

2026–2027 District-Wide School Safety Plan

Purpose

The purpose of this annex is to ensure that procedures are in place to manage transportation resources to safely and efficiently transport students and staff during school incidents and emergencies. This annex supports coordinated decision-making, communication, and operational response related to transportation during emergencies.

Scope

This annex applies to all transportation-related activities during an incident or emergency involving student transportation for the East Islip Union Free School District. The district utilizes contracted transportation services and does not operate a district-owned fleet of buses or vehicles.

For this annex, a bus is defined as any vehicle used to transport students on behalf of the district. All buses are equipped, at a minimum, with required safety equipment, including a fire extinguisher, first-aid kit, emergency reflectors, and emergency response supplies, in accordance with State requirements.

This annex addresses transportation during:

- Regular school hours
- Arrival and dismissal
- Extracurricular activities
- School-sponsored events

This annex includes:

- Decision-making protocols for rerouting buses
- Emergency evacuation, relocation, and reunification transportation
- Communication with transportation providers, families, staff, and emergency responders

The Building-Level Emergency Response Plan Transportation Annex shall be maintained and shared only with authorized district personnel, transportation providers, and emergency response partners as appropriate.

Core Transportation Functions

During a school incident or emergency, the following transportation-related functions may be activated:

- Re-routing inbound buses to alternate safe locations
- Re-routing outbound buses when bus stops or drop-off locations are unsafe
- Coordination of buses already in transit, including holding, redirecting, or delaying unloading
- Deployment of buses for evacuation, relocation, early dismissal, or reunification
- Management of transportation for students with accessibility or functional needs
- Buses may be utilized as a temporary shelter for students and staff during certain emergency conditions when remaining on-site is safer than relocation
- Coordination with contracted transportation providers and emergency responders
- Communication with families, staff, and law enforcement
- Transportation routing decisions may be coordinated with law enforcement or emergency responders to ensure safe travel routes and avoid impacted areas

Additional functions may include:

- Coordination through mutual aid agreements with neighboring school districts (if applicable)
- Participation in county or regional emergency operations requiring transportation support

Transportation Resources

Student transportation is provided through contracted transportation services. During an emergency, the district coordinates with these providers to support student movement and safety.

Transportation providers are responsible for fleet readiness, driver assignment, and vehicle compliance.

Primary Transportation Provider – Suffolk Transportation Service (STS)

- Primary Emergency Contact: Beth Enright, Director of Operations
- 631-665-3245 ext. 4610 | Cell: 631-559-2285 | benright@suffolkbus.com
- Secondary Emergency Contact: Evan Hughes, Center Manager
- 631-231-9940 ext. 4326 | Cell: 631-704-2183 | ehughes@suffolkbus.com
- Alternate Emergency Contact: Anjelica Umana-Lopez, Center Manager
- 631-665-3245 ext. 4108 | Cell: 631-358-8397 | aumana@suffolkbus.com
- Executive Contact: John Corrado, President

- 631-665-3210 | Alternate: 631-665-3245 ext. 4128 | Cell: 631-745-4270 | jcorrado@suffolkbus.com
- Dispatch / Main Line: 631-665-3245
- Chief Operating Officer: Tommy Smith
- 631-665-3245 ext. 4134 | Cell: 631-774-5202 | tsmith@suffolkbus.com
- Director of Vehicle & Facility Maintenance: Teno Gustavson
- 631-665-3245 ext. 4137 | Cell: 631-951-8808 | tgustavson@suffolkbus.com

Secondary Transportation Provider – Montauk Bus

- Main Office (Weekdays): 631-874-5300
- After Hours: 631-433-8134

Primary Contact: Linda Plourde – 631-327-2077

Available Resources

- Contracted school buses and drivers
- Accessible buses equipped for students with mobility or medical needs
- Transportation coordination through dispatch offices
- Alternate pickup and drop-off locations as identified during incidents

Specialized Transportation Providers

Cleary School for the Deaf provides transportation services for its students attending programs within East Islip Union Free School District facilities. Cleary School maintains operational responsibility for transportation services, including driver assignment, vehicle operations, routing, student supervision during transport, and emergency transportation coordination related to its students.

In the event of a transportation-related emergency involving a Cleary School student or vehicle, district administration will coordinate directly with Cleary School administration and transportation personnel, as appropriate, while maintaining communication with emergency responders and families.

Primary Contact:

Cleary School Main Office

631-588-0530

301 Smithtown Blvd., Nesconset, NY 11767

Main Office / Administrative Contact

Video Phone:

866-760-1750

Initiating Emergency Transportation Protocols

The Incident Commander or designee will initiate transportation coordination with transportation providers through the Transportation Team Leader, using the designated dispatch contact or emergency contact listed in this annex.

Early activation is critical to account for:

- Driver availability
- Travel time to staging locations
- Fleet readiness

Transportation providers may require advance notice, particularly outside normal operating hours. The district will consider potential delays in mobilizing buses and incorporate staging timelines into decision-making.

The district will consider that transportation resources may require additional time to mobilize depending on driver availability, time of day, and bus location, which may impact the timing of evacuation, relocation, or dismissal decisions.

Decision-Making Criteria

All transportation actions will be coordinated through the Incident Command System (ICS), with the Transportation Team Leader operating under the Incident Commander's direction.

Emergency transportation procedures may be activated when an incident impacts normal arrival, dismissal, evacuation, relocation, or reunification operations, or when directed by the Incident Commander.

Pre-Identified Resources

- Transportation Providers: Suffolk Transportation Service (STS) and Montauk Bus
- Relocation/Staging Sites: Identified within building-level emergency response plans
- Driver Availability: Managed through provider dispatch and may vary based on time of day and staffing levels, which may impact response times for transportation deployment
- Fleet Inventory: Maintained by contracted providers, including accessible vehicles
- Student Staging Areas: Identified in evacuation annexes

At this time, the district does not maintain formal MOUs with neighboring districts for transportation support. This may be reviewed in future planning.

Personnel Designated to Implement Protocol

- Incident Commander: Building Principal or designee
- District Transportation Team Leader: Tracy Martin
- Transportation Dispatch Contacts:
- STS Dispatch: 631-665-3245
- Montauk Bus Dispatch: 631-874-5300
- Emergency Transportation Liaison: STS Director of Operations or designee
- Building-Level Administrators: Responsible for student supervision and coordination
- Alternate designees will be identified at the district and building level to assume transportation coordination responsibilities if primary personnel are unavailable

Emergency Transportation Procedures

In certain emergencies, the district may implement a modified early dismissal in which transported students are dismissed via bus routes. Walkers will be released through a controlled reunification process requiring parent or guardian pickup.

Incident During Morning Arrival

- Hold buses before entering school property
- Redirect buses to alternate safe locations
- Delay or expedite unloading as conditions require
- Coordinate with dispatch and emergency responders

Incident During Afternoon Dismissal

- Delay dismissal until safe
- Hold buses on-site
- Modify routes or stops as needed
- Communicate changes to families and staff

Incident While Buses Are in Transit

- Continue routes if safe
- Redirect buses to school or alternate locations
- Hold buses at safe locations
- Maintain communication with dispatch

Evacuation or Relocation

- Request buses through district administration and providers
- Stage buses at designated locations
- Supervise student transport

- Student accountability will be maintained through attendance procedures consistent with district emergency protocols.
- Staff will be assigned to accompany students during transportation, as appropriate
- Student accountability will be verified at each transition point, including departure, arrival, and release, using attendance records and emergency documentation

Reunification

- Transport students to the reunification site
- Maintain attendance and accountability
- Communicate procedures to families
- Emergency student information, including class rosters, emergency contacts, and medical or accommodation needs, will be maintained in readily accessible formats and must accompany students during evacuation, transport, and reunification
- Students will only be released to authorized individuals in accordance with district reunification procedures and student emergency contact information

School Bus Emergency Protocol

In the event of an emergency occurring on a school bus, the bus driver will follow established safety procedures and training protocols.

The driver will:

- Safely pull over to an appropriate location. If necessary, to prevent further risk, the driver will immediately contact dispatch via radio or phone and provide:
- Bus identification
- Exact location
- Nature of the emergency
- Status of students and need for assistance
- Contact 911 directly if immediate emergency services are required or if dispatch is unavailable

Dispatch will:

- Notify emergency responders, if not already contacted
- Notify district administration and the Transportation Team Leader
- Coordinate additional transportation or support as needed

If conditions require the evacuation of the bus:

- The driver will direct students to exit using the appropriate emergency exits
- Students will be moved to a safe location away from traffic or hazards
- The driver and/or monitor will maintain supervision until assistance arrives

Staff will provide emergency responders with relevant student information, including medical or accessibility needs, as appropriate.

Additional Response Protocols for Transportation Incidents

The following additional protocols will be followed depending on the nature of the incident:

Scenario	Response Actions
Bus Accident	Follows Bus Accident Protocol
Medical Emergency	Driver pulls over safely, calls dispatch/911, and provides first aid if trained.
Mechanical Breakdown	Dispatch an alternate vehicle, ensure student safety on the roadside, and notify the school/parents.
Impassable / Inaccessible Area	Driver contacts dispatch, waits for instructions.
Unsafe Drop-off/Pickup Conditions	The driver does not stop at the stop, proceeds past it, then contacts dispatch and waits for instructions.
Blue Light Activation	District secure or lockdown procedures
An unauthorized person attempts to get on the bus.	Secure doors; do not allow access; call 911 and the transportation supervisor; and, if possible, drive away.

Communications Systems and Protocols

- Communication will follow a structured chain: bus driver to dispatch, dispatch to transportation leadership, and district administration to building leadership and families
- Direct communication with transportation providers via dispatch and emergency contacts
- Two-way radio communication between dispatch and drivers (cellphone backup)
- Parent/guardian communication will occur as soon as practicable once transportation decisions are confirmed and coordinated with emergency responders through the district notification system (e.g., ParentSquare).
- Coordination with emergency services via 911
- Internal communication between Central Office and building administrators
- Transportation contact lists are maintained and updated regularly
- Communication methods may include phone, radio, and district communication platforms, depending on system availability during the incident.
- Transportation communication systems and emergency contact information will be periodically verified and updated to ensure accuracy and functionality

Staff and Student Actions

Before School

- Drivers receive route updates
- Adjust routes for known hazards
- Prepare for staging or relocation if needed

During School

- Drivers may be deployed for evacuation or dismissal
- Staff supervise student movement to buses
- Instructional and student support staff may be assigned to accompany students during transportation to evacuation, relocation, or reunification sites to provide supervision and support continuity of services

After School / Extracurriculars

- Advisors maintain emergency contact information
- Transportation updates coordinated through dispatch

Special Considerations for Access and Functional Needs

- Accessible transportation prioritized
- Buses equipped with lifts and securements
- Staff assigned to assist students
- Student medical and mobility needs considered
- School nurses are responsible for ensuring that required student medications and medical supplies accompany students during evacuation, relocation, or transportation to reunification sites.
- Nurses will continue to provide care as appropriate and communicate any interruption to medical services to families as soon as practicable.

Transportation Resources and Supplies

- Bus rosters with student information
- Daily fuel checks and route planning
- Emergency kits on buses (first aid, flashlight, vests, contact lists)
- Maps and alternate routes provided to drivers
- Rosters include special transportation needs

Bus Safety Drills

To prepare for potential transportation-related emergencies, a minimum of three bus safety drills will be conducted annually in accordance with New York State requirements. Staff with responsibilities under this annex will receive training on applicable transportation emergency procedures as part of annual building-level emergency response plan training.

Drills will include instruction and practice in:

- Safe boarding and disembarking procedures
- Proper student conduct on the bus
- Location and use of emergency exits
- Emergency evacuation procedures
- Use of safety equipment, including fire extinguishers and first aid supplies

Drills will be conducted:

- During the first full week of school
- Between November 1 and December 31
- Between March 1 and April 30

Memorandum of Understanding (MOU)

At this time, the district does not maintain formal Memoranda of Understanding with neighboring districts for transportation support.

In the absence of formal MOUs, coordination with neighboring districts or agencies may occur through emergency management channels when necessary.

The district may explore future agreements to support:

- Mutual aid transportation
- Emergency relocation assistance
- Regional coordination during large-scale incidents

Termination of Protocol

This annex will conclude when:

- Students are safely transported to designated locations
- Staff are returned as appropriate
- All vehicles are accounted for
- The Incident Commander confirms the emergency has ended

Post-Incident Actions

- Complete required reports and documentation
- Address injuries, vehicle issues, or concerns
- Replenish emergency supplies
- Conduct after-action review (hotwash)
- Revise the annex based on lessons learned

Annual Review and Updates

This annex will be reviewed at least annually by the Building-Level Emergency Response Planning Team and updated as needed to reflect current transportation providers, contact information, procedures, staffing, staging locations, and lessons learned from drills, exercises, or actual incidents.

Functional Annexes That May Be Activated:

- Shelter-in-Place / Shelter
- Evacuation

Reunification

- Secure / Lockout
- Lockdown
- Communications
- Medical Emergency

Emergency Transportation Contact Quick-Reference Table

Provider	Role	Primary Contact	Phone / Email	Notes
STS	Primary Provider	Beth Enright	631-665-3245 ext. 4610 Cell: 631-559-2285 benright@suffolkbus.com	First call in emergencies
STS	Secondary Emergency Contact	Evan Hughes	631-231-9940 ext. 4326 Cell: 631-704-2183 ehughes@suffolkbus.com	If primary unavailable
STS	Alternate Emergency Contact	Anjelica Umana-Lopez	631-665-3245 ext. 4108 Cell: 631-358-8397 aumana@suffolkbus.com	If primary unavailable
STS	Executive Contact	John Corrado	631-665-3210 Alt: 631-665-3245 ext. 4128 Cell: 631-745-4270 jcorrado@suffolkbus.com	Executive escalation
STS	Chief Operating Officer	Tommy Smith	631-665-3245 ext. 4134 Cell: 631-774-5202 tsmith@suffolkbus.com	Operations oversight
STS	Vehicle & Facility Maintenance	Teno Gustavson	631-665-3245 ext. 4137 Cell: 631-951-8808 tgustavson@suffolkbus.com	Fleet support

Provider	Role	Primary Contact	Phone / Email	Notes
STS	Dispatch / Main Office	Main Dispatch	631-665-3245	General dispatch
Montauk Bus	Secondary Provider	Linda Plourde	631-327-2077	After-hours support
Montauk Bus	Dispatch	Main Office	631-874-5300	Weekdays
Montauk Bus	Dispatch	After Hours	631-433-8134	Nights / Weekends