

**CONNETQUOT CENTRAL SCHOOL DISTRICT
2024-2025 DISTRICT WIDE SAFETY PLAN**



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POLICY STATEMENT

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

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

The District Wide Safety Plan was made available for public comment 30 days prior to its adoption and created by the District Wide Safety Team. The District Wide & Building-Level plans were formally adopted by the Board after at least one public hearing. As required by law, the District Wide Safety plan is posted on our website by October 1st of each school year and will be reviewed annually by the District Wide Safety Team by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each year by the Building-Level Emergency Response Team and filed with both State and Local Police by October 1st of each school year.

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

Although the Building-Level Response Plans are linked to the District Wide Safety Plan, in accordance with Education Law Section 2801-a, the Building Level Emergency Response Plan

will remain confidential and not be subject to disclosure, This will further ensure safety at the building-level and reduce the potential for planned sabotage.

ELEMENTS OF THE DISTRICT WIDE SAFETY PLAN

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

DISTRICT CHIEF EMERGENCY OFFICER

The Superintendent of School has been designated by the Board as the District Chief Emergency Officer and will provide:

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

DISTRICT WIDE SAFETY TEAM

The District Wide Safety Team will seek to include the representation noted below. The major function of this team is to create the District Wide Safety Plan and update it as necessary. Team members include:

Representative of:	Name:
Board of Education Members	Marissol Mallon, Jaclyn Napolitano-Furno
Central Administration	Joseph Tanen Centamore, Ed.D.
Coordinator of Security Services	Don Flynn
Asst. Superintendent of Business	Robert Hauser
Asst. Superintendent of Curriculum	Christina Poppe
Instructional Technology Department	Elizabeth Weis
Director of Facilities	Brandon Weisberg
Asst. Superintendent of HR	Reza Kolahifar
Director for Special Education	Laurie O'Hara
Director of Transportation	JoAnne Frohberg
Asst. to the Superintendent	John Allen
Director of Student Services	Joanne Pisani

District Treasurer	Diana DeCicco
District Security Consultant	Adam Labadie
Principal of CHS	Michael Moran
Assistant Principal of CHS	Mark Sidman
Assistant Principal of CHS	Joseph Modica
Principal of OBMS	Joseph Piombo
Assistant Principal of OBMS	Danielle Black
Principal of RMS	Joseph Licato
Assistant Principal of RMS	Justin Bradley
Principal of Duffield Elementary	Callan Lonergan
Principal of Slocum Elementary	John Delio
Principal of Cherokee Elementary	Jill Lahey
Principal of Bosti Elementary	Laura Kimball
Principal of John Pearl Elementary	Brian Wrinkle
Principal of Sycamore Elementary	Erin Papadopulos
Principal of Idle Hour Elementary	Sandra Rubin
Parent Representative	Kristina Inzerillo
District Mentor	Kristen Fantry
SEPTA Representative	Jill Connors
Director of PE, Health, Athletics and Intramurals	Peter Melore

RESPONSIBILITIES OF THE DISTRICT WIDE SAFETY TEAM

The District Wide Safety Team will act as a Threat Assessment Team with the responsibility of assessing the vulnerability of the District to violence, and recommending to the District Superintendent and Board of Education preventative actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District Wide Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities will include:

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

BUILDING LEVEL EMERGENCY RESPONSE TEAM

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

- Teacher
- Administrator
- Parent Organization (PTA, etc.)
- School Safety Personnel
- Community Member(s)
- Law Enforcement
- Fire Officials
- Ambulance
- Others

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

- **Emergency Response Team** (Core group of actual responders; not to be confused with the Building Level Emergency Response Team, which is a larger team for the purposes of planning & monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies

- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

RISK REDUCTION/PREVENTION & INTERVENTION STRATEGIES

Some Program Initiatives in the District Include:

- School Violence Prevention & Intervention Training - Each instructional employee completes at least one training session in school violence prevention and intervention lasting at least two hours and containing specific information from the Project SAVE law. Each employee will be retrained annually through an online training program.
- Non-Violent Conflict Resolution Training Programs - Non-Violent Crisis Intervention training is a behavior management system that is designed to help staff provide the best possible care and welfare for disruptive, assaultive, or out of control persons. The training focuses on prevention, de-escalation, personal safety, and physical intervention. Certain District Staff participate in a 10-hour initial training course which provides participants with a one-year certification. To maintain certification, staff must take a 3-hour refresher course. The training is offered to staff who work with special education students.
- Anger Management, Violence Prevention and Social Skills Programs - The entire District's staff and faculty have had Professional Development on Mindfulness as a vehicle for emotional regulation. This training has since been supplemented with training in EASEL techniques that enhance emotional self-regulation. This training will be expanded during the 2023-2024 school year. These techniques have been successfully implemented by teachers and staff in assisting all students to self-regulate. Licensed Social Workers additionally provide elementary classes with healthy choices and decision-making lessons as part of the health curriculum. School psychologists train individual students in anger management techniques.
- Cultural Responsiveness Team - Districtwide, Licensed Social Workers have received Cultural Responsiveness training to assist in recognition and respect of cultural differences as seen in the student body across the District. This training is provided by Child Abuse Prevention Services.
- Peer Mediation Programs - Peer mediators are trained and supervised in many programs. Training includes conflict resolution strategies, dealing with anger, taking responsibility for actions and health & social issues.
- Personal Safety - In accordance with NYS mandated Erin's Law, the District provides developmentally appropriate curriculum around personal safety and well-being related to boundaries for touch, play, health and safety, as well as self-advocacy through positive consent skills, help-seeking skills, and online safety. All in an effort to build health relationships and protect from sexual abuse.

- Mentors for Students Concerned about Bullying/Violence - Some programs have faculty mentoring of students. Bullying is addressed in counseling sessions and through classroom intervention.
- DASA Coordinator Training - Reviewing criteria and protocol for bullying investigations and remediation which is done annually.
- Diversity Awareness - Where appropriate for the population, this is an integral part of programs.
- Social Emotional Literacy Implementation (EASEL) - Yale University K-8 SEL Program. Elementary & Middle School buildings established a Interdisciplinary Task Force, each individually trained, with the task of coordinating faculty training and implementation to faculty & staff, with gradual application in the classroom. District is also piloting grades 9-12 EASEL training.
- Confidential Reporting - All programs work towards creating a culture of trust for anonymous/confidential reporting to program staff violence or the potential of violence. This is linked to staff development. Students are encouraged to confidentially report concerns about others, as well as make self-referrals for help during counseling sessions with psychologists and social workers and at other times to any staff member.
- Special Education Strategies (Some used in other programs too) - Pupil Personnel Services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Psychological services; Counseling; Intensive Support Program (ISP) for psychiatric care; Building Crisis Teams; Crisis/Support rooms; Behavior classes and high ratio of staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity, tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior & developing pro-social skills in students. Crisis Prevention Institute (CPI) training and strategies for Crisis Intervention and Prevention training is provided to Special Education staff as nonviolent crisis intervention training, including methods for defusing disruptive and violent students while safely intervening in crisis situations.
- Regional Schools & Instructional Program Strategies - Building leaders work within their educational community with their faculty, staff and PTA to build the concept of Character Education and Service Learning in order to implement the strategies of Student Leadership, Character Education and Citizenry into the school climate. Ongoing professional development opportunities in individual buildings are used to provide informational sessions on these topics as well as on behavior management plans on gangs and bullying. Staff & students are also provided with training on substance abuse

prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.

- District Programs for “At Risk” Students - Educational alternatives to in-school and out-of-school suspension involving counseling and education, Alternative Learning Center for students while on out-of-school suspension and the Connetquot Academy for students with specific profiles, which is a small, structured program designed for small group instruction and low student-to-teacher ratio providing opportunities for teachers to adapt instruction based on individual student social, emotional, behavioral and academic needs.
- Parent Support - Groups, programs, resource networks and training workshops district wide.
- Education - As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.), all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
- CPR & AED Training - Provided to district wide nurses, coaches, teacher aides and assistants as prevention and intervention during classroom and before & after school activities.
- Cyber Security Training - is provided by our IT staff for faculty, staff , students and parents to ensure student safety and thwart bullying and/or socially inappropriate behavior as well as protect the district from malware attacks.
- Mental Health Advisory Council Committee - goal is to bring together all stakeholders district-wide to collaborate and recommend student support services programs related to mental health.

TRAINING, DRILLS and EXERCISES

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

- Early “Go Home” Evacuation Drill (District will conduct “Go Home” drills 15 minutes before the end of the school day)
- Live drills including shelter-in-place, hold-in-place, evacuation, lockdowns and lockout
- Live drills for specific responses (hostage taking, bomb threat, etc.)
- Situational Drills
- Table top exercises
- Emergency Response Team exercises
- Building preclearance searches

The District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, we will invite local agencies to participate in and to help with evaluating exercises. These agencies may include but not be limited to the Police and Fire Departments and Ambulance Services. The District also has staff members involved in incidents and drills to fill out the School Emergency Response Assessment, which is part of the Building Level School Safety Plan. The Building Level School Safety Team debriefs and analyzes these post-incident drill assessments to help improve future responses. The District conducts numerous drills every school year, testing its emergency response procedures under each of its Building Level Emergency Response Plans, including sheltering, lockdowns or early dismissal.

Annual training is also given at each school building on its Emergency Response Plan, including: How to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post incident procedures including medical follow-up and the availability of counseling and referral. Staff receives written information in the form of the School Building Emergency Procedures Quick Reference training pamphlet, which is part of the Building Level School Safety Plan. Trainers are knowledgeable and familiar with the District’s procedures and Safety Plan.

IMPLEMENTATION OF SCHOOL SECURITY

School safety personnel will help carry out the District Wide Plan. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards, who are employed by the District and are regulated under the NYS Security Guard Act that requires specific training, fingerprinting and background checks. The District has NYS certified security guards in all school buildings. All guards are either active or retired law enforcement (both in-house and contract) and receive a minimum of 8 hours of preassignment and 16 hours of in-service training along with an additional 8 hours of annual refresher training. They have been fingerprinted and required background checks have been completed.

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

- All potential employees undergo a rigorous screening and hiring process including required fingerprinting
- Majority of security personnel are active and/or retired law enforcement, many with specific areas of expertise
- Entrance guards and hall monitors receive staff development every school year
- Special Education employees whose duties include entrance and/or hall monitor duties, as well as all teacher aides receive Crisis Prevention Institute (CPI) and/or Strategies for Crisis Intervention and Prevention (SCIP) training, so that they may assist in crisis intervention, deescalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior as needed. They are required to identify and promptly report safety hazards to designated building personnel. They are to report possible intruders to the Building Incident Commander. They receive annual training in the Emergency Response Plan.
- Trained Crisis Teams in place in Special Education Programs are activated as needed
- Employees are required to wear picture ID with signature, provided by the District
- In locations with card access, ID cards are integrated into the system
- Piloting of electronic “sign in” mechanisms for all Connetquot High School students in the 2023-2024 school year.
- Signs direct visitors to the main office or reception desk in all buildings
- Visitor badge/sign-in procedures:
 - Visitors to the building are questioned upon arrival as to their business and if they have an appointment. If there is a question, the building Principal is consulted. If

the visit has been confirmed, they show identification, sign-in and are issued a visitor badge.

- Visitors may be escorted to their destination. Upon completion of their business, visitors may be escorted out of the building.
- All employees, including entrance and hall monitors, are authorized to question persons without a visitor's badge and send or accompany them to the main office
- Indoor and outdoor video surveillance in key locations at all buildings
- Intercoms at entrances with locked doors and door release systems in most locations
- Perimeter doors other than main entrances at all buildings must be kept locked from the inside
- The NYS certified security guards are either active duty or retired law enforcement personnel
- The District has a designated Security Consultant
- Contractors are required to wear picture ID as per regulations
- All facilities custodial and maintenance staff are requested to wear uniforms with the District logo
- Periodic security audits both internally and externally are performed as contracted with security consultant(s)
- Continuous interior and exterior patrols, as well as random mobile patrols of all district buildings and facilities are performed
- Random searches may be considered, if deemed necessary
- The District will employ any other methods deemed necessary and constantly review current practices

VITAL EDUCATIONAL AGENCY INFORMATION

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

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

The District's school programs are designed to identify potentially violent behaviors and work directly with students and families. Staff in these programs have appropriate annual training. The District Wide Safety Team will make recommendations for additional violence prevention and mental health training for students and staff (online training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be completed using staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

- The threat assessment process and threat assessment teams
- An explanation of what constitutes school violence and a description of the District's Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct will also be included.
- Dissemination of the NYS Office of Mental Health one-page handout entitled "What Every Teacher Needs to Know - Recognizing Suicide Risks in Students", and review of the "FACTS" warning signs.
- The District will utilize any resources available for violence prevention and mental health training including those found at the following websites:

1. <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>
2. <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>

- Employees receive annual multi-hazard training on the Emergency Response Plan. This training may address topics including early detection of potentially violent behavior. Staff receive written information from training programs and in the Emergency Procedures Quick Reference pamphlet
- A description of the agency's Violence Prevention Program and Safety Plan
- Information on how to report incidents of violence including threats and verbal abuse
- How to recognize and respond to school security hazards
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to defuse hostile situations
- How to summon assistance in the event of an emergency

- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping
- Post incident procedures including medical follow-up and the availability of counseling and referral
- Student training will include post-drill or actual event review by classroom teachers.

Other Methods for Information Parents & Students:

- Anti-bullying workshops
- After school clubs & programs regarding diversity
- School Social Worker Outreach
- School Counselor involvement
- Workshops regarding drug and social media awareness
- Anger management programs
- Mailings to parents on violence prevention and early warning signs
- Building level and grade appropriate social programs
- Conflict resolution programs

Records are maintained of all participants. Trainers are knowledgeable and familiar with the Connetquot Central School District Wide Safety Plan.

HAZARD IDENTIFICATION

As part of each Building Level Emergency Response Plan, each Building Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to:

- Nearby highways & major roadways
- Custodial shops (chemicals, tools and equipment)
- Career & Technical education shops (chemicals, tools and equipment)
- Art Classrooms (art supplies and kilns)
- Building Layout
- Student population

RESPONSES TO VIOLENCE

(Incident reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures & Aftermath Assistance)

The District requires all incidents of violence, whether or not physical injury has occurred, (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by the appropriate Building Administrator. With the realization that employees and students may otherwise be reluctant to come forward, all programs maintain confidentiality. Individuals are assured that there will be no retaliation for reporting their concerns.

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

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (SROs, Fire and Medical Responders) are asked to participate on both the District-wide and Building-Level School Safety Teams. The Superintendent represented the District in the realignment of School Resources Officers and their work within school districts. The District has fully executed the Memorandum of Understanding with the Suffolk County Police Department for deployment of School Resource Officer services within the Connetquot School District.

Investigation:

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

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

Reporting:

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

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

The District's Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary. The Code of Conduct is a detailed District

policy that describes the expected behavior of students, staff and visitors to school buildings, and the disciplinary actions resulting from violations of the Code. The Code of Conduct, which will be communicated to all students/staff and parents, will serve as a major component of the District's Violence Prevention Program. The Code of Conduct will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members.

Aftermath Assistance:

The District will utilize the Readiness and Emergency Management for Schools Technical Assistance Center's Psychological First Aid program (<https://rems.ed.gov>). PFA is an evidence-based intervention model to assist students, staff and families in the immediate aftermath of an emergency event. It is designed to reduce the initial distress and trauma caused by emergencies, and to help students return to their school-based activities after such an event. PFA includes the following steps immediately after a traumatic event or disaster:

1. Listen to staff
2. Listen to students
3. Protection of students
4. Protection of school culture
5. Connecting policy to practice
6. Connecting with the whole school community
7. Training administrators to model trauma-informed behaviors when interacting with staff
8. Training teachers to model trauma-informed behaviors when interacting with staff and students
9. Teaching administrators to recognize signs of staff trauma
10. Teaching staff to recognize signs of student trauma

CODE OF CONDUCT:

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to any/all school buildings, and the disciplinary actions resulting from violations of the Code of Conduct. The Code of Conduct, which will be communicated to all students, staff and parents, will serve as a major component of the District's violence prevention program. The Code of Conduct will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct can be found under the BOE tab on the District website. A printed copy can be provided at the request of a student, staff member or parent.

EMERGENCY RESPONSE PROTOCOLS (not all-inclusive)
Notification & Activation (Internal & External Communication)

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

Internal communication is also of prime importance and will be specifically defined in the Building-Level Response Plan. Depending on the nature of the Emergency, some of the communication methods will include telephone, text, fax, e-mail, agency radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones and others as deemed necessary. Appropriate notifications and methods will be determined by the District Wide Safety Team.

The Superintendent is responsible for notifying all buildings of county-wide emergencies and acts as the Chief Communication liaison.

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

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

- **Bomb Threats** - a detailed response is included with the CONFIDENTIAL Building Level Response Plan. All administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the threat.
- **Hostage Taking** - a detailed response is included with the CONFIDENTIAL Building Level Response Plan
- **Intrusions** - a detailed response is included with the CONFIDENTIAL Building Level Response Plan
- **Kidnapping** - a detailed response is included with the CONFIDENTIAL Building Level Response Plan

- **Implied or Direct Threats** - a detailed response is included with the CONFIDENTIAL Building Level Response Plan

RESPONSE PROTOCOLS

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

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

SCHOOL BUILDING CHAIN-OF-COMMAND

Each school building will designate an Incident Commander Chain-of-Command. In most cases, the chain will account for redundancy so that if one person is not available there is always someone available on-site to step into the role of the Incident Commander. The chain will consist of more or less depending on school size and hours of operation.

School Building	IC#1	IC#2	IC#3	IC#4

EMERGENCY ASSISTANCE & ADVICE FROM LOCAL GOVERNMENT

Depending on the nature of the emergency, the District may need to obtain assistance from local government agencies. During an emergency, the Agency Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted include the Red Cross, local Fire Department(s), Suffolk County Police Department, County Office of Emergency Management (Commissioner), County Department of Mental Health, Private Industry Groups, Religious Organizations, Town of Islip, etc. For specific assistance beyond the scope of the agency’s resources, the County Office of Emergency Management will coordinate the State & Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the Building Level Emergency Response Plans.

AGENCY RESOURCES USE & COORDINATION

Building Level Emergency Response Plans address the identification, availability and use of resources. This includes procedures for coordination of these resources including work force and Chain-of-Command through the District Wide Emergency Response Team as detailed in the Recovery section of this plan.

PROACTIVE ACTION OPTIONS

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

- ★ School cancellation
- ★ Early dismissal
- ★ Evacuation
- ★ Sheltering
- ★ Shelter-in-place
- ★ Lockout
- ★ Hold in place
- ★ Lockdown

NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

NTAS advisories, whether it be alerts or bulletins, encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from threats, as well as help detect and/or prevent an attack. Individuals should review the information contained in the Alert or Bulletin, and based on the circumstances, take the recommended precautionary or prepared measures for themselves and their families.

NTAS Bulletin: Describes current developments or general threats regarding terrorism

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

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

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The **"If you see something, say something"** campaign across the United States encourages the public and community leaders to be vigilant of potential terrorist activity and to follow the guidance provided by the advisory and/or state & local officials for information about threats in specific places or for identifying types of suspicious activity.

RECOVERY - AGENCY SUPPORT FOR BUILDINGS

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

The Agency-Wide Emergency Response Team is available for support when necessary to assist all school buildings in their response effort. This Team will be composed of the following and others in the organization based on their expertise and the needs of the emergency:

- ***Assistant Superintendents***
- ***Department Directors***
- ***District Security Staff***
- ***Public Information Officer***
- ***Food Services Manager***
- ***Others if necessary***

The District Superintendent or Designee will authorize decisions based on the deliberations and recommendations of the Team. Assignments and coordination of staff at the building level will be under the direction of school Principals as per their Department Director.

DISASTER MENTAL HEALTH SERVICES

The Building Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond to crisis situations and help provide disaster mental health services as outlined in the Emergency Response Plan for that school building. The Director(s) of the Department(s) affected may draw upon additional resources from existing Mental Health & Student Services staff as needed. Depending on the nature of the incident, if a Department doesn't have the needed resources, the Assistant Superintendent will arrange for staff from other departments to assist on the Post-Incident Response Team. Employees will also be encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the scope of the situation the County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

PANDEMIC PLANNING

The District Wide Safety Plan is based on addressing the four phases of emergency management: Prevention/Mitigation, Preparedness, Response, Recovery. This Pandemic Plan is built upon the components already existing in the District Wide Safety Plan that also incorporates the Building Level Emergency Response Plan. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The plan will be discussed routinely as part of the overall exercise of the District Wide Safety Plan. The District Wide Safety Team assumes responsibility for development and compliance with all provisions of the plan and implementation at the building level through the Emergency Response Teams.

PREVENTION & MITIGATION:

Pandemic information can be accessed at:

<https://www.cdc.gov/coronavirus/2019-ncov/index.html> and
<http://www.cdc.gov/flu/pandemic-resources/national-strategy/>

The Superintendent and other district staff have been certified in FEMA IS 520 Pandemic Planning. Other staff have received training to be contact tracers.

PREPAREDNESS:

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. All district administrative staff will complete the IS 100 (Introduction to Incident Command), IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses, which are available on-line through FEMA and can be facilitated through the District's Security Consultants.

Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, and the public media. As such, the District will auto-enroll all designated contacts for students, faculty and staff in the Remind App, which will be able to push out emergency notifications, regardless of opt-outs, to cell numbers in an emergency situation. The District will continue to utilize 'School Messenger' for email and phone calls to all district contacts. An Agency Public Information Officer (PIO) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with the Director of Curriculum & Instruction and the Director of Instruction and Technology to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication

systems as possible are available. We have tested/exercised the communication systems on multiple dates.

Continuity of operations and business office function could be severely impacted by a loss of staff. As such, the Districts plan will include procedures for maintaining essential functions and services. This will include:

- **Overall Operations** - we have defined the following decision making authority for the agency: Superintendent of Schools, Assistant Superintendents, Non-Instructional Directors.
- Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. The District's primary communication will be through a normal phone system followed by hand held radios, cell phones, text and phone, mail, e-mail, agency automated phone notification system and any application designated to enhance the communication.
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas especially the Purchasing Agent, the Payroll Supervisor and the Assistant Payroll Supervisor. Recognizing the need for job cross training, individuals in the **Business Services Department** have received training to perform essential functions. The District has also established the ability to maintain these essential functions from remote locations as follows:

★ **The Director of Facilities** or back-up designee will keep the Superintendent or designees and the business office informed of building and grounds status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process is annual.

★ **Human Resources** will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to agency policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in

non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.

- ★ Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - o Hard copy, self-directed lessons
 - o Use of mobile media storage devices for lessons (external hard drives, shared drives as well as off-site backup)
 - o On-line instruction; on-line resources; on-line textbooks
 - o Communication modalities for assignment postings and follow-up : telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

RESPONSE

1. The District Wide Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
2. The entire Incident Command Structure at both the Agency and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
3. The PIO will work closely with the Assistant Superintendents to re-test all communication systems to assure proper function. The District Wide Safety Team and Building-Level Emergency Response Teams will assist in this effort.
4. Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of the District Wide Safety Plan as it specifically applies to pandemics.
5. The Assistant Superintendent of Business & Operations will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent of Business & Operations will monitor utilization of supplies, equipment, contracts, and provided services and

adjust as necessary.

6. The Director of Facilities will meet with staff and monitor the ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principals and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Superintendent of Business & Operations or designee to implement different phases of the Plan as necessary.
7. The Assistant Superintendent of Administration & Personnel will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent of Administration & Personnel will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
8. Based on recommendations from Local and State Authorities, schools may be closed. The Plan for continuity of instruction will be implemented as previously described.

RECOVERY

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

**PUBLIC EMPLOYER HEALTH EMERGENCY PLAN FOR CONNETQUOT CENTRAL
SCHOOL DISTRICT - APPROVED ON MARCH 23, 2021**

This plan has been developed in accordance with NYS Legislation S8617 / 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 amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the Connetquot Principal and Director Association, the Unit of Supervisors and Administrators, the Connetquot Teacher Association, the Association of Teaching Assistants and Aides, the Connetquot Clerical Association, the Connetquot Operations and Maintenance Unit, and the Connetquot Transportation Unit, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

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

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



Joseph Tanen Centamore, Ed.D.
Superintendent of Schools

July 30, 2024

RECORD OF CHANGES:

Date of Change	Description of Change	Implemented by:

PURPOSE, SCOPE, SITUATION OVERVIEW & ASSUMPTIONS:

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

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

Situation Overview: On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. The plan that was developed to operate under the COVID-19 pandemic, was included in totality in the 2021-2022 Connetquot Central School District Emergency Plan. The following is the pandemic plan in place to operate in case there is a future declaration of a public health emergency.

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

Using hand sanitizer and washing hands with soap and water frequently, including:

- After using the restroom
- After returning from a public outing
- After touching/disposing of garbage

- After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible

- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

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

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time to respond with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based on the level of impact the public health emergency has on them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations & other governmental agencies and services may also be impacted due to the public health emergency. This may cause delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based on the specific circumstances and impact of the public health emergency, as well as guidance and direction from public health officials and the Governor of NY.
- Per S8617B / A10832, “essential employee” is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.
- Per S8617B / A10832, “non essential employee” is defined as a public employee or contractor that is NOT required to be physically present at a work site to perform their job.

Concept of Operations

The Superintendent of the Connetquot Central School District, his/her designee, or his/her successor holds that authority to execute and direct the implementation of this plan.

Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of Connetquot Central School District shall be notified by email, as well as by automated phone or text message, with details provided as possible and necessary, with additional information and updates provided on a regular basis. The Suffolk County Police Department Precinct #4 or #5 will be notified of pertinent operational changes by way of email or phone communication. Other interested parties, such as vendors, will be notified by phone and/or e-mail as necessary. The Superintendent or his/her designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Connetquot Central School District, his/her designee, or his/her successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

- Maintain the safety of employees, contractors and our constituency
- Provide vital services
- Provide services required by law
- Sustain quality operations
- Uphold the core values of Connetquot Central School District

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

Essential functions are prioritized according to:

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

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Connetquot Central School District have been identified as:

- ★ **Information Technology** systems, HVAC systems, payroll and accounts payable

systems. IT provides all hardware and software for the school community and maintains the district’s network, phone and other notifications, as well as houses data that is essential to the ongoing operation of the district.

- ★ **Central Office** provides payroll and accounts payable functions to keep essential employees paid and keep essential supply orders flowing, as well as coordinated district wide communications, safety teams, and vendor/contractor responses.
- ★ **Operations & Maintenance** provides repair and uptime continuation of systems such as water, lavatories, kitchens, generators, HVAC systems, and snow removal as necessary to maintain safe access to the buildings.
- ★ **District Administrators** coordinate and provide necessary mental health needs for students, staff and families.
- ★ **Food Service** provides meals for children in need.
- ★ **Security** monitors and protects the grounds and those employees working as “essential”.

Essential Positions:

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential on-site staff.

*Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

<p>Operations & Maintenance</p>	<p>Director of Facilities Custodial Supervisor Head/Chief Custodian Mail Clerk</p>	<p>Director of Facilities and Custodial Supervisor establish all priorities for maintenance and cleaning & organizes staff</p> <p>The Head/Chief Custodians will take the lead on all directives relating to cleaning, sanitization and distribution of supplies within a building and will directly oversee Custodians</p>
<p>Central Office</p>	<p>Superintendent Asst. Superintendents Payroll Accounts Payable District Treasurer</p>	<p>The Superintendent will oversee and coordinate all operations. He/She will act as Chief Communications Officer, unless otherwise delegated. The Superintendent will work directly with the Asst. Superintendents, Emergency Services Personnel, and Building Administrators.</p>

		The Asst. Superintendents will oversee the business, personnel, curriculum and operations offices.
District Administrators	Principals Director of Mental Health & Student Services	The Principals will monitor all functions related to their school buildings, including but not limited to parental concerns, teacher and student needs. The Director of Mental Health & Student Services will continue to report to the Superintendent with any changes related to Health Emergency needs.
Food Service	Cook Manager Food Service Staff	The Cook Manager will coordinate with vendors and the business office for supplies necessary in the event the building closure is necessary and to-go meals need to be provided. At all times throughout the school year, the Cook Manager will ensure at least 1 week's worth of supplies on hand to prepare, package and deliver student meals
Security	Director of Security Security Guards	The Director of Security will maintain an appropriate schedule for all guards on staff on an "as-needed" basis

Reducing Risk Through Remote Work & Staggered Shifts:

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

Remote Work Protocols:

Non-essential employees and contractors able to accomplish their job functions remotely will

be able to do so at the greatest extent possible. Working remotely requires:

- Identification of staff who will work remotely
- Approval and assignment of remote work
- Equipping staff for remote work, which may include:
 - a. Internet capable laptops
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software & databases necessary to perform their job
 - e. A solution for telephone communication (*NOTE - phone lines may need to be forwarded to off-site staff)

All Employees needing access to electronic data have been provided with an internet capable laptop issued by Connetquot Central School District. Those individuals needing essential access to printing for items such as check printing, will also be provided a printer issued by Connetquot Central School District. To the greatest extent possible, communication and documentation will be handled electronically. Access to highly sensitive internal material or data, is provided to administrators, clerical and business office staff through VPN access. All other staff will access files through Google Drive access which requires authentication, but not VPN access. Access to student data is also accessible through authentication to the web accessible student information system and does NOT require VPN access. Telephone communication has been provided to all administrators, first line clericals, and business office staff with a minimum of 2 devices per individual authorized to access and utilize the phone system remotely from devices with internet access. Google Meet accounts are also provided for use by all staff who need to interact with students or other staff members remotely and should use ZOOM or e-mail for all communication.

Staggered Shifts:

Implementing staggered shifts may be possible for personnel performing duties that are on-site but perhaps less sensitive, requiring those on-site duties to be performed within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start/end shift times, Connetquot Central School District will ensure that employees are provided with their typical contracted minimum work hours per week. Staggering a shift requires:

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

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

Personal Protective Equipment (PPE)

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

- Masks
- Face Shields
- Gloves
- Disposable gowns or aprons

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

Protocols for Providing PPE include:

1. Identification of need for PPE based on job duties and work location
2. Procurement of PPE
 - a. Will be procured as specified by regulation and/or public health law declaration.
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner in which will prevent degradation
 - b. Employees & contractors must have immediate access to PPE in the event of an emergency
 - c. The supply of PPE must be monitored to ensure integrity and track usage rates

The District will adhere to all protocols and procedures according to NYS guidance. The needs for each constituent group will be met according to the recommended guidelines. The District will continue to use BOCES, NYS contracts, and other municipal bids, as well as bids that have been developed by the Purchasing Department. The District will have a 3-month supply on hand. This will be immediately accessible by the Director of Mental Health and Student Services, as well as the staff in that building, which includes several clerical support staff. This stock will be maintained and monitored by the Director of Mental Health & Student Services and his/her staff.

Staff Exposures, Cleaning and Disinfection

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

- ❖ If employees or contractors are exposed to a known cause of communicable disease that is the subject of the public health emergency
 - The Superintendent and Director of Mental Health and Student Services

- must be notified of all exposed individuals
 - Regulations imposed by state and local departments of health will be followed for notification and isolation purposes.
 - Work areas in which the subject, employee or contractor are present will be disinfected according to current CDC/Public Health protocol
 - The Superintendent or designee will make all final determinations regarding whether an employee's duties are immediately essential to be performed on-site and will notify the affected employee's Supervisor via e-mail of the determination.

- ❖ If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
 - Regulations imposed by state and local departments of health will be followed for notification and isolation purposes.
 - Employees and contractors in the workplace should be immediately separated from other employees, contractors and visitors. They should immediately be sent home with a recommendation to contact their physician and/or test for disease, if available.
 - Employees and contractors who exhibit symptoms outside of the workplace should notify their Supervisor and stay home with a recommendation to contact their physician, and/or test for disease, if available.

- ❖ Persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without use of fever reducing medications, unless CDC guidelines and/or state or local health department guidelines differ.
- ❖ The Superintendent and Director of Mental Health and Student Services MUST be notified in any case where an employee or contractor is exhibiting symptoms.
- ❖ If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
 - Apply the steps identified above as applicable.
 - CDC, state and local health department guidelines will be followed regarding the cleaning, disinfection and reoccupation of spaces previously inhabited by the sick individual

The District recognizes that there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. CDC/Public Health recommendation and requirements will be followed along with coordination from our local public health office for additional guidance as needed.

Cleaning & Disinfecting:

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

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

Employee and Contractor Leave

The Connetquot Central School District will provide leave as codified in each bargaining unit's collective bargaining agreement. Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

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

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on site work, off-site visits. This information may be used by the Connetquot Central School District to support contact tracing within the organization and may be shared with local public health officials.

The Connetquot Central School District may implement, as part of the public health emergency, additional documentation requirements for work hours, both for hourly and salaried employees, where the Connetquot Central School District identifies the need to account for both work performed and contact tracing.

Housing for Essential Employees

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

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Connetquot Central School District will coordinate with the local organizations who can assist with supplies necessary to house employees within the school building(s). The Assistant Superintendent for Personnel and Administration will be responsible for coordinating this effort.