MATTITUCK – CUTCHOGUE UNION FREE SCHOOL DISTRICT

DISTRICT WIDE SCHOOL SAFETY PLAN

Adopted by the Board of Education on August 24, 2023

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PROJECT SAVE
(Safe Schools Against Violence in Education)

MATTITUCK-CUTCHOGUE UFSD
DISTRICT WIDE SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts were required to develop a District Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District Wide Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Mattituck-Cutchogue School District supports the SAVE Legislation. The Superintendent of Schools advocates on-going District Wide implementation of the components of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Mattituck-Cutchogue District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the

Mattituck-Cutchogue School District Board of Education, the Superintendent of Mattituck-Cutchogue School District appointed a District Wide School Safety Team and charged it with the development and maintenance of the District Wide School Safety Plan.

B. Identification of School Teams

The Mattituck-Cutchogue School District has appointed a District Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

Concept of Operations

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

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. Upon the activation of the School Emergency Response Teams, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

County and State resources will supplement the districts efforts through existing protocols.

D. Annual Review

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

Public Hearing – June 11, 2001
Board of Education Adoption – July 10, 2001

Full copies of the District Wide School Safety Plan have been submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed annually by the District Wide School Safety Team and approval by the Board of Education will be reaffirmed at each July Reorganization Meeting.

Section II: Risk Reduction/Prevention and Intervention Prevention/Intervention Strategies

A. Program Initiatives

Programs and activities the district has used for improving communication among students and between students and staff, and reporting of potentially violent incidents, including the following:

- Non-violent conflict resolution training programs.
- Peer mediation programs, youth courts, and mentor programs.
- Exploring an anonymous reporting mechanism for school violence.
- Extended day and other school safety programs.
- Use of Guidance Counselors and Security Staff, ongoing programs on bullying and anti-violence.
- Implementation of DASA.
- 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.
- Safety Stations have been established throughout the district campus.
- The Fire and Police Department will conduct an off-campus evacuation drill.
- We have implemented PBIS (Positive Behavior Intervention System)

B. Training Drills and Exercises

The District has established policies and procedures for annual multi-hazard safety training for staff and students, including the strategies for implementing training related to multi-hazards. The district must certify (via BEDS in October each year) to the Commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components of mental health. New employees hired after the start of the school year should receive the training within 30 days of hire.

- Policies and procedures are specifically outlined in each school plan.

- Staff is trained annually and participates in debriefing and post drill discussions.
- School and district safety baseline calendars, school calendars, weekly calendars – high school and elementary schools.
- All school and District staff are familiar with and have access to policies and procedures and are annually trained in the specifics and practice drills with staff and students – this includes training and access for substitute workers.
- All staff have binders with procedures for multi-hazard events.
- Building Administration consults with local law enforcement regarding procedures on a regular basis.
- DASA
- Child Abuse
- Sexual Harassment
- Code of Conduct

The District has established procedures for the review and conduct of drills and other exercises to test the components of the emergency response plan including the use of tabletop exercises in coordination with local and county emergency response and preparedness officials.

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. Based on the determination of the District Wide School Safety Team and the Building-Level School Safety Teams, at a minimum, the following methods may be used:

- Early go-home drill.
- Live drill including sheltering, evacuation, or lock-down.
- Live drill for specific responses (hostage taking, bomb-threat, etc.).
- Live drill for the evacuation of campus.
- Tabletop exercises.
- Bus drills.
- Emergency Response Team exercises.
- Building pre-clearance searches.
- Classroom exercises and post drill review. □ Functional exercises.

The Mattituck-Cutchogue School District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the Mattituck-Cutchogue School District will invite local agencies to participate in and to help evaluate all exercises. These agencies may include, but not limited to, local Police and Fire Departments, Rescue and Ambulance Services and Local Emergency Management Offices.

Representatives are on the Safety Committees and are involved in drill procedures and debriefing.

Different personnel (faculty, custodial staff, office staff, administrators, and students) will participate in multi-hazard trainings, drills and exercises on an annual basis. The trainings, drills, and exercises will focus on the various components of the Emergency Response Plan and will be used in conjunction with Emergency Response Code
Procedures, emergency communications, evacuations, and the District Incident Command System to test the components of the plan. A schedule of training, drills and exercises will be established by each building safety team. Following a training, drill, or exercise, participants will be debriefed.

- Drills and exercises are conducted continually over the year and local emergency responses representatives are included in tabletop and actual drills.
- In-house N.J.R.O.T.C. Chiefs monitor drills and participate in debriefings with Safety Committees.
- See district and school baseline calendar for drill logs.
- School Safety committee Minutes – file each building – debriefing reports.
- BOCES Drill Reports.

This plan includes a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in school security capacity. All personnel are required to have fingerprint clearance from the New York State Education Department.

C. Safety/Security Officer

School District Chief Emergency Officers

The Chief Emergency Officer and Deputy Emergency Officer have been appointed by the Superintendent of Schools.

The Chief Emergency Officer is Gary Spath: 631-298-8471 Ext. 1901
The Deputy Emergency Officer is Heather Stewart: 631-298-8471 Ext. 1101

The roles include:

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

- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands 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.

District Wide School Safety Team

The District Wide School Safety Team is appointed by the School District Board of Education and will always include the representation noted below at a minimum. The major function of the District Wide School Safety Team is to create the District Wide School Safety Plan and update as necessary.

Members include:

- Board of Education President
- Superintendent of Schools
- District's Chief Emergency Officer
- Deputy Chief Emergency Officer
- District Treasurer
- Director of Technology and District Data Coordinator
- Director of Facilities
- Security Supervisor
- IT Network Administrator
- Elementary Principal
- Secondary Principal
- MCTA Representative
- Community Liaison
- 2 Southold Police Department SRO's
- Local Fire Department Representative
- Student (where applicable)

Safety/security officers and School Greeters regularly encounter a wide variety of safety and security related problems as they monitor and patrol Mattituck-Cutchogue School District buildings and grounds to prevent the endangerment of students, staff, and visitors who lawfully enter Mattituck-Cutchogue School District property. Safety/security officers are hired and managed by Mattituck-

Cutchogue School District, and the number of safety/security officers and their working hours are determined by building site/population needs. Mattituck-Cutchogue School District follows all state mandates and utilizes internal and external organizations regarding the fair hiring and adequate screening of safety/security officers. At the discretion of the building administrator, the duties may include:

- Provide protection for students, staff and visitors.
- Enforce Mattituck-Cutchogue School District policies (i.e., smoking, weapons).
- Assist building administrators in developing Building Level Safety Plans.
- 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.
- Conduct periodic checks of doors, windows and parking areas to prevent trespassing and vandalism.
- Interaction/intervention with students, buses, etc. as required.
- Direct hall traffic (check all passes).
- Greet visitors and distribute passes through use of the Raptor System.
- Provide information and direction as may be required.
- Patrol hallway.
- Intervene in the event of disturbances and contact appropriate officials.
- Guard II's can restrain and engage in disorderly conduct.
- Respond to emergencies such as bomb threats and building evacuations.
- Patrol lavatories (not clean them).
- Door security.
- Alert building administrator or his/her designee about altercations/situations.
- Report vandalism and unsecured areas to building administrator or his/her designee.
- Other duties specific to security purposes as determined by the building administrator.

D. Implementation of School Security

Mattituck-Cutchogue School District has identified staff members who will be responsible for the effective administration of safety/security regulations and shall provide the necessary

time and resources to those employees. Mattituck-Cutchogue School District shall establish and implement an ongoing mechanism to provide schools with availability of school safety/security personnel for appropriate security in the hallways, entrances, exits, and parking lots. Building administrators will review the security needs of their facilities and make recommendations to implement the required changes.

Mattituck-Cutchogue School District provides appropriate staff, security devices and training available to all sites to ensure the safety and security of students, staff, and visitors. Security devices include, but are not limited to, detection alarms, phones (regular/cell phones), intercom systems, District Wide radios, and the RAVE app.

Required training and required knowledge shall include the items listed below. These policies and procedures are in place and noted in school plans. Procedures are also detailed in the District Code of Conduct.

- School violence prevention and intervention training including initial non-violent crisis intervention training and refresher courses.
- Site-specific training, including review of all manuals (e.g. Mattituck-Cutchogue School District policies, School Safety Plan, Staff Handbook, etc.).
- Right-to-Know training.
- Blood borne pathogen training.

Schools use a single point of entry system whenever possible.

- All doors locked.
- Main entrances are staffed with greeters and sign in sheets via the RAPTOR System. Visitors must sign in and out.
- Visitors must wear passes at all times and report to the nearest teacher in case of an emergency or evacuation. Teacher will report the location of the visitor on the accountability sheet.
- Visitor access is limited to specific locations.
- Substitute teachers will wear identification tags.
- Chaperones and security guards are on duty at all events, sports, activities, cafeteria periods and all school activities.
- Parking lots are checked and supervised whenever school is in session.
- Select areas in the schools, including computer rooms, have specialized alarm systems.
- Staff is asked to inquire about any unknown persons whether directly or indirectly to ascertain their propriety on school property.

- The District will periodically investigate other security equipment and measure such as additional surveillance cameras, panic buttons, strobe lights and keyless entry systems.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

Mattituck-Cutchogue School District shall promote an ongoing assessment of safety and security concerns of student's staff, and visitors to maintain a safe learning environment.

E. Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information. The district maintains certain information about each educational agency located in the school district, including information on: school, population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency:

Just Kids Early Childhood Learning Center .....(631) 315-7073

F. Early Detection of Potentially Violent Behaviors

Early detection of an anxiety state in a student result in the elimination of a large percent of the potential for a crisis. Therefore, personnel involved with Mattituck Cutchogue School District students shall receive training on warning signs and symptoms of suicide and violent behavior. Building administrators will coordinate training in conjunction with social workers, psychologists, and guidance counselors.

In order to provide and maintain a safe and secure environment for all personnel, it is imperative to establish policies and procedures for annual school safety training. Mattituck-Cutchogue School District shall implement a staff development program in order to assure that staffs incorporate the necessary knowledge and skills to assure their own safety, as well as the safety of students and visitors. Training shall be implemented as follows:

- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk 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: http://www.p12.nysed.gov/sss/documents/MentalHealthRecourcesforEducators.pdf and http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf
- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses.
- Violence prevention training on regular conference days (annually).
- Right-to-know training (as required by law).
- Blood borne pathogen training (as required by law).
- Additional building-based training based on site discretion and needs.
- Knowledge of Mattituck-Cutchogue School District Board Policies related to safety and security.
- Videotapes related to security and crisis situations.
- Training in the use of security devices as needed.
- Threat of Harm.
- Crime Scene Management.
- DASA legislation review.

Dissemination of Information

Each building-level plan shall include mechanisms such as direct mailings, newsletters, meetings, presentations, and counseling sessions for disseminating materials.

The following early detection of potentially violent behaviors will be considered:

- Annual review of student handbook and Code of Conduct as early in the school year as practical including Zero tolerance policies for school violence.
- Review and explanation of policies and procedures for bomb threat drills, intruder drills, and evacuation drills prior to actual drills.
- Classroom and/or assembly orientations on security and safety issues annually.
- Nonviolent conflict resolution and peer mediation which are currently a part of the Mattituck-Cutchogue School District Safety Plan.
- School safety programs as determined by the building safety committees.

Other Vehicles of Dissemination

- **www.mufsd.com/departments/.buildings_and_grounds:/districtwidesafety-plan**
- Team meetings, PTA/PTSA Meetings
- District Newsletters, District Website
- District events calendar, weekly calendar high school and elementary school
- Annual violence prevention workshop
- School Social Worker outreach
- North Fork Coalition
- Junior High Dean involvement

G. Hazard Identification/Sites of Potential Emergencies

The District Wide Comprehensive School Safety Plan requires each building level school safety team (Cutchogue East Elementary School and Mattituck-Cutchogue Junior Senior High School) to identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population.

It will be the responsibility of the building level teams to determine sites of potential emergency situations. Sites shall include, but are not limited to:

- LIRR by Mary's Road
- Rt. 48
- Main Road (Rt. 25)
- Orient Point Ferry
- United Riverhead Terminal (Northville Petroleum)

Section III. Response

Each building administrator shall establish an ongoing rapport with local law enforcement officials in order to develop appropriate safety and security policies and procedures.

A. Notification and Activation (Internal and External Communications)

In the event of a violent incident, personnel will notify the main office regarding the nature of the incident and initiate RAVE App. Office personnel will immediately contact the Building's Principal and or designee and Central

Office if a building administrator cannot be immediately reached. At that time, if appropriate to the situation, the ICS determined in the building and district will be initiated.

Mattituck-Cutchogue School District recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each School Building Emergency Response Plan specifically addressing threats of violence, armed intruders, hostage/kidnapping, fire and explosion, medical emergencies, natural hazards, system failure and weapons of mass destruction. Each Building level School Safety Team will be responsible for reviewing and updating these responses and communicating them to students and staff.

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, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, Auto-Call, and others as deemed necessary. The District Wide School Safety Team will determine appropriate notifications and methods.

The district policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident includes maintaining a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The system that has been established for informing all educational agencies within a school district of a disaster or an act of violence includes the following forms of communication:

Sonar Cloud	Social Media
RAVE app	School Messenger
Telephone	Intercom
Fax/Mail	Local Media
District Radio/TV System	Emergency Alert System (EAS)

B. Procedures Related to School Security Officers

See MOU Agreement with the Town of Southold Policy Department (attached).

C. Contacting Parents, Guardians in the Event of a Violent Incident

School	Phone	Fax	E-mail
Mattituck Jr/Sr High School	631-298-8471	631-298-8544	davidsmith@mufsd.com
Cutchogue East Elementary School	631-734-6049	631-734-4299	abrennan@mufsd.com
Cutchogue West Central Administration Building	631-298-4242	631-298-8520	scpetretti@mufsd.com

Building administrators shall develop policies and procedures for contacting parents or guardians in the event of violent incidents and crisis situations which include suicide. All procedures shall be in accordance with Mattituck-Cutchogue School District code of Conduct and New York State Law, and all anti-violence policies and procedures shall be presented to staff and students annually in a clear and concise format. When a student is involved in any violent situation, a parent or guardian shall be contacted.

EMERGENCY COMMUNICATION PROTOCOLS

By law, all schools have detailed safety plans and conduct regular drills. We work closely with safety experts including the Fire Department and Southold Police Department to make sure that our plans align with best practices. We review these plans periodically and, since no two situations are alike, we discuss our potential responses in depth.

Communication with parents is a vital part of every plan. Our first priority, however, is the safety and well-being of our students and staff. In an unfolding situation, we may not have staff available to take phone calls from parents. Please know that we will provide timely and accurate information to you in one of several ways:

Robocall – a message will go out to the entire district at once via voice, text and email. The more avenues we have to reach you, the more likely you will receive the message quickly. Robocalls are reserved for a situation in which parents require immediate information and/or need to take action such as when we close schools for weather related reasons. Therefore, if you receive a Robocall from the school district, it will contain information you need to know.

Email and Website Posts – we will send an email to all parents and will post on our website to inform you of situations that are not emergencies, require no action from you, and yet are important for you to know.

Phone call or email - Your child's teacher, principal or other staff member will personally call or email you in situations specific to your child e.g. picking up a child who is ill, informing you of a significant school bus delay, etc.

Should you hear from a friend, via the grapevine or on social media, about a school or district-related situation, we ask you to check your phone and email for messages from us and visit our website for the most accurate and up-to-date information.

The guidelines below will be followed by the Superintendent or designees for how, what and to whom to communicate to and with during an emergency response.

SCENARIO	METHOD	COMMUNICATION TO WHOM
Lockdown Emergency	Robocall	All
Lockout Emergency	Robocall	All
Specific Bomb Threat/Police Intervention	Robocall	All
Weather Related Incident/School Closings	Robocall	All
Threating Social Media Posts/Police Intervention	Email & Website Posting	All
Non-Specific Bomb Threat	Email & Website Posting	All
Minor Bus Accident	Call & Email	Student Specific Parents/Guardians
Missing Students	Evaluated on a case-by case basis	TBD
Fire	Email & Website Posting	TBD
Health Emergency	Evaluated on a case-by case basis	TBD

Power Failure	Evaluated on a case-by case basis	TBD
Building Malfunctions	Evaluated on a case-by case basis	TBD

Notes:

"**Robocall**" describes an automated message made to everyone in the District's database. This includes phone calls to all numbers on fire, text and email.

The list above does not represent all emergency issues that can occur. Additionally, the District reserves the right to revise either the method or communication as deemed necessary.

In general, in the event of a violent incident or an early dismissal, parent/guardian notification will be conducted by means of the District automatic telephone message system. Local media will also be utilized.

D. Situational Responses/Multi-Hazard Response

The District's multi-hazard response plans for taking actions in an emergency include the following situations:

Threats of Violence	Explosive/Bomb Threat
Acts of Violence	Hazardous Material
Intruder	Natural/Weather Related
Armed Student	School Bus Accident
Fire	Suicide
Hostage/Kidnapping	Gas Leak

E. Acts of Violence and Response Protocols: Implied and Direct Threats of Violence

The District's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school include the following:

Each building shall develop a Building Level School Safety Plan and shall provide instruction to students, staff, and visitors to prepare them to respond to disaster and emergency situations in a practical way. It shall be standard

operating procedure for staff and students to be familiar with the Building Level School Safety Plan to ensure each individual knows what to do in an emergency and how to do it should the need arise.

Building Level School Safety Plans shall identify potential sites of emergency including, but not limited to, buildings, grounds, buses, field trips, and work sites and shall contain the following elements:

- Procedures for the safe evacuation of students, staff, and visitors in the event of a serious violent incident or other emergency.
- Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local, regional and or state emergency response agencies; other appropriate incident response teams; and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident.
- Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area including access to locked buildings and grounds during an emergency.
- Establishment of internal and external communication systems in emergencies – communications.
- Definition of the chain of command in a manner consistent with the National Interagency Incident Management System/Incident Command System.
- Coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident.
- Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan.
- Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.

The implementation of the District Wide School Safety Plan begins with the adoption of basic preventative measures prior to a crisis. All personnel shall practice these measures daily.

- Each teacher/staff member who occupies a room or area upon first entering.
- The building administrator or his/her designee should be notified immediately if anything looks suspicious.
- After opening the room, staff should key the door in the locked position, if possible.
- When leaving the room vacant, staff should lock and close the door.
- After school begins, all entrances should be locked, except those monitored or where access is controlled.
- All Visitors must report to the main office to obtain a visitor's pass through the Raptor System and all visitor passes must be returned to the main office at the end of the visit.

All Mattituck-Cutchogue school district employees have been trained in appropriate responses to emergencies including but not limited to bomb threats, hostage taking, intrusions and kidnapping via instruction in the Districts Multi-Hazard Response Plan and Emergency Management Guidebooks. The Multi-Hazard Response Plan included in this document, includes step-by-step instructions for responding to threats of violence, acts of violence and other potentially violent and non-violent emergencies. Additionally, zero tolerance policies were considered and discussed at District Wide Safety Planning Team and Code of Conduct meetings. The District Wide Safety Planning team made the recommendation that zero tolerance policies will not be applicable to the Mattituck-Cutchogue School District student population. Alternatively, student incidents will be handled on a case-by-case basis.

F. Response Protocols

The district's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnapping include the following:

- Identification of decision makers-refer to ICS.
- Plans to safeguard students and staff.
- The district plan and high school and elementary school plans contain specific response procedures.
- Information is disseminated at annual safety conferences and faculty meetings and whenever appropriate.
- District Plan protocols and situation procedures.
- Post-Incident Response Team Established with roles and responsibilities.
- Use of staff trained in de-escalation or other strategies to diffuse the situation.

- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform building principal of implied or direct threat.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response, as appropriate, and include the possible use of the Emergency Response Team. If necessary, initiate early dismissal, sheltering or evacuation/relocation procedures.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures o See Code of Conduct for appropriate disciplinary action, definition of implied threat or acts of violence.
    - District Safety Committee minutes and Board of Education minutes for consideration of Zero Tolerance/School plans for policy and procedures.
    - District Plan – individual situations.
    - Threat of Harm
    - Crime Scene Management

G. Arrangements for Obtaining Emergency Assistance from Local Government

Depending on the nature of the emergency, Mattituck-Cutchogue School District Incident Commander or designee may need to obtain assistance from local government agencies. During an emergency, Mattituck-Cutchogue School District will contact 911 to obtain emergency services. Other agencies that may be contracted to obtain assistance may include the Red Cross, fire department, local police, private industry groups, and religious organizations, among others. These contacts will be clearly delineated in the School Building Level Plans. Reference Emergency Management Directory.

Response Protocols

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

- Implementation of Incident Command System
- Identification of decision makers

- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents o Procedures to notify media
- Debriefing procedures

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Mattituck Jr/Sr High School	David Smith	Heather Stewart	Greggory Wormuth Thomas Kelly
Cutchogue East Elem School	Amy Brennan	Shawn Petretti	Kelly Pickering Thomas Kelly

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency, the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Suffolk County Office of Emergency (Commissioner), Suffolk County department of Mental Health, ESBOCES District Superintendent, Private Industry Groups, Religious Organizations, among others.

H. Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event that the Suffolk County Executive implements Article 2A of the Executive Law, the District Superintendent or designee will obtain advice and assistance, as necessary, both during and post crisis from the Suffolk County Executive's Office (631) 853-4000 and the Suffolk County Emergency Management Office (631) 852-4900.

Additional Resources for District Wide School Safety Team

- Building plans with detailed specific information are in place with local police, fire, and county agencies.
- Southold Town Police (631) 765-2600
- Cutchogue Fire Department (631) 734-6907
- Mattituck Fire Department (631) 298-8833
- FEMA – 1(800) 621-3362

- New York State Office of Mental Health Services – 1(800) 597-8481

I. District Resources Available for Use in an Emergency

Crisis Kits
Each classroom is equipped with a GO BAG and has at least one crisis kit located in the principal's office.

Vehicles
At least one driver education car and school maintenance vehicle are located in the east parking lot of the high school.

J. Coordination of District Resources and Manpower

A Mattituck-Cutchogue School District Support Team will be available when necessary to assist all school buildings in their response efforts. This team will be composed of the district's Incident Command System Team (ICST).
In the event of an emergency, the team will be notified by the Incident Commander or designee and will serve as support to the Building Emergency Response Team which will follow the ICS/Chain of Command. Lists of staff qualified in emergency response in each building are listed in each building plan.

K. Protective Action Options

To account for the variable character of disaster emergencies and the extent of advance warning, there are four differing plans of action to ensure the health and safety of students, staff and visitors: Cancellation Prior to the Start of School, General Evacuation (including evacuation of handicapped individuals), General Go-Home, and General Shelter.

1. **Cancellation Prior to the Start of School**
   The Superintendent/Incident Commander or his/her designee(s) shall make the decision to close schools/offices for the health, welfare, and safety of students, staff, and visitors. Notice will be given to parents and students through the use of Auto-Call, radio and television stations and other appropriate procedures. Each building shall establish and implement a

telephone notification chain for staff and parents if appropriate. As a general statement, staff is expected to report for service as usual unless specifically relieved via the telephone notification chain.

2. **General Evacuation**
This plan shall be used as a guideline when conditions within a building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks. (Building Level Safety Plan)

3. **General Go-Home Plan/Early Dismissal**
This plan shall be used when it is necessary to return students to their homes as rapidly as possible.

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

4. **General Shelter Plan**
This plan shall be used in crisis situations when it has been determined that being inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter.

   a. **In Building Shelter (Safe Areas)**
   Each building shall determine Designated Safe Areas to be used for shelter when conditions allow the safe movement of students, staff, and visitors through the building.

   b. **Off-Campus Shelter Sites**
   This plan shall be used when it becomes necessary to move students, staff and visitors off campus completely and immediately.

5. **Evacuation of Disabled Students, Staff and Visitors**
Each Building Level School Safety Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled. Each building administrator shall work with local emergency responders

to ensure their understanding of the protocols included in their Building Level School Safety Plan.

- Procedures and backup procedures are listed in each school plan are the names of persons responsible.

6. **Evacuation Areas**

Evacuation areas must be identified in the Building Level School Safety Plan and staff should know the location of the evacuation areas where students will be taken during emergencies. Students and parents should only be notified of evacuation areas as needed, due to security considerations and confidentiality. Students remain in designated evacuation areas until dismissed or parental/guardian pickup.

7. **Weather Conditions and Evacuation**

The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Building Level School Safety Plan should address procedures for prolonged outdoor exposure; therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

After law enforcement or fire department personnel have cleared a building, the building administrator or his/her designee shall be responsible for making the decision to reenter the school building. Based upon information received, one of three decisions shall be considered by the building administrator: (1) reoccupy building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

8. **National Terrorism Advisory System (NTAS)**

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

precautionary or preparedness measures for themselves and their families.

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

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

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

Section IV. Recovery

A. District Support for Buildings

The District will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

B. Disaster Mental Health Services

The District Office will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s).

C. Pandemic Planning

Our District Wide School 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 our District Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. 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 tested (exercised) routinely as part of the overall exercise of the District Wide School Safety Plan. The District Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Prevention/Mitigation:

- We will work closely with the Suffolk County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
  - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report,* (DMS-485.7/93; HE-112.4/81) and submit to: Suffolk County Department of Health, Bureau of Infectious Diseases, 360 Yaphank Avenue, Suite 2C, Yaphank, NY 11980 631-852-5700
- The Suffolk County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort. This person will work closely with the District Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District Technology Director will also be an important Team member. The Deputy Chief Emergency Officer, District Treasurer, Facility Director, and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* is reviewed for this determination and has considered issues related to

Planning and Coordination, Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

- The school district will emphasize handwashing and cough/sneezing etiquette through our local health curriculum.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, email and Robo Call for this purpose.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We will invite representatives from the Suffolk County Department of Health, Police Department, North Fork Coalition and others to attend our District Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District Wide Command Center will be at the Cutchogue West Administration Building with the alternate at Mattituck High School Principal's Office and will be activated at the direction of the School District Incident Commander. We have established our District Wide Incident Command Structure as follows:

  - Mr. Shawn Petretti, Superintendent of Schools No. 1
  - Mr. Greggory Wormuth, Chief Emergency Officer No. 2
  - Ms. Heather Stewart, Deputy Emergency Officer No. 3
  - Mr. David Smith, Principal No. 4
  - Ms. Amy Brennan, Principal No. 5

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency

Planning Consortium Website at
www.nassauschoolemergency.org.

- 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. A school district Superintendent of Schools has been designated to coordinate this effort and act as the central point for all communication. The Superintendent will also retain responsibility for establishing and maintaining contact with accepted media partners. The Superintendent will work closely with our Director of Technology and Data Coordinator to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District uses the internet and phone services. We test and exercise our communication systems throughout the year.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our 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 district Superintendent, the District Treasurer, Elementary Education, Secondary Education, the Director of Pupil Personnel Services, and the Instructional Support Administrator. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by handheld radios, cell phones, texting and phone mail, e-mail, district automated phone notification system.
    - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. 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.

- Our Payroll Officer will be essential in monitoring absenteeism. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by District Treasurer. The District Treasurer has provided cross training of staff to ensure essential functions. The Business Office will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in nontraditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Business Office 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:

  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (Jump Drives,
    Google Classroom)
  - On-line instruction; on-line resources; on-line textbooks
  - 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

We have obtained input from curriculum staff in development of these strategies and have tested these methods.

Response:

- The District Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Suffolk County Department of Health and other experts. Each Building- Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District 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.

    - The Chief Emergency Officer (CEO) will work closely with the Director of Technology and Data Coordinator to re-test all communication systems to assure proper function. The Districtwide

  School Safety Team and Building-Level Emergency Response Teams will assist in this effort.

- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the CEO will utilize the communication methods previously described to alert the school community of the activation of our District Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. The ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Deputy Chief Emergency Officer will meet with staff to review essential functions and responsibilities of back-up personnel. The Deputy Chief Emergency Officer will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.

- Based on recommendations from Local and State Authorities, schools may be closed. Our 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 our normal process. We will use all described communication methods and our CEO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and reimplement 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 School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the CEO, Business Office, Facility Director, and Instructional Support Administrator will be vital to this effort. The District Wide School 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, as needed.

Communicable Disease Response Protocols

Purpose

Section 2801-a(2)(m) of the Education Law mandates that school districts include protocols in all safety plans for responding to a declared public health emergency involving a communicable disease.

1. **Essential Personnel.** The following positions are deemed essential in the event of a health emergency.
    a. Administrators (*District Wide and Building Level*) – will execute the protocols outlined in this document; will oversee the remote learning plan (https://www.mufsd.com/community/corona_virus).

b. District Clerk – will assist the Superintendent and the Board of Education in identified responsibilities.
c. Clerical (*all buildings and departments*) – will assist administrators.
d. Custodial Staff (*including grounds crew*) – will execute assigned tasks from the Director of Facilities.
e. Teachers – will continue student learning via remote teaching.
f. Teacher Assistants – will assist teachers and will support students to remain in compliance with student IEPs.
g. Head of Security – will perform assigned tasks from the Superintendent or Principals.
h. Security Guards (*Full Time*) – will perform assigned tasks from the Head of Security.
i. Business Office Personnel – will continue in traditional roles.
j. Technology Contractor (CORE) – will assist the Director of Technology; will assist teaching staff; will assist students/families.
k. ENL Community Liaison – will coordinate with ELL families; provide translation service; coordinate Food Bank.
l. Guidance Counselors, Social Workers, and Psychologists – will provide SEL service to all students.

2. **Non-Essential Personnel**. The following positions are deemed non-essential in the event of a health emergency. As noted, some of these positions will be able to telecommute. Other positions will be assigned work as needed.
    a. Contracted Food Service – District Business Official will coordinate with the food service if assistance is required.
    b. Bus Drivers – Director of Transportation will coordinate if remote bus runs will be implemented.
    c. Cutchogue East Greeter – this position will telecommute with a provided district device (*laptop or Chromebook*).
    d. Security Staff (*part time*) – no telecommute required.
    e. Director of Transportation – will telecommute with a provided district device (*laptop*).
    f. Contracted Consultants – will telecommute if deemed necessary by the Director of Special Education and Pupil Services.
    g. Facility Contractors – will be coordinated (*if necessary*) by the Director of Facilities.
    h. District nurses and health aides – will telecommute with a provided district device (*laptop or Chromebook*).

3. **Workplace Adjustments** (*Staggered Hours or Locations*) – the Administrative team will adjust work shifts and/or locations to allow essential workers to have a safe environment.
    a. Personnel with single office space will work from those locations.
    b. Teachers will work from classrooms. In the event that teachers share a classroom, adjustments will be made to ensure safe social distancing.
    c. Custodial shifts will possibly be staggered as per the Director of Facilities.
    d. Shared office space – individuals will be assigned alternate locations to create single space environments.
    e. Consideration (and adjustments) will be made for individuals utilizing public transportation (to reduce overcrowding on public transportation).

4. **Description of PPE protocols**.
    a. The facilities and business offices will work together to ensure the district is purchasing all necessary PPE and cleaning supplies.
    b. The facilities director will identify the required supplies based upon the latest recommendations from the CDC. Some items will include, disinfectant, cleaning equipment and supplies, masks, and gloves.
    c. The district has already purchased supplies for the 2020-2021 school year to build an inventory level in the event of shortages.
    d. In coordination with building level administration, the facilities department will develop a plan to prioritize sanitization based on high impact areas. Locations such as cafeterias and bathrooms will be given the highest level of priority as they will be used most frequently by the largest number of people.
    e. Building usage will be dynamic throughout the year and our prioritization plan will be continually updated to reflect the changing needs of our facilities. Sanitization of areas will include disinfecting foggers and sprayers as well as wiping down other commonly touched items and areas.

5. **District response to a positive case**. The following protocols will be taken in the event of a positive case. These steps can also be found in the Continuity of Learning Plan https://www.mufsd.com/community/corona_virus
    a. Symptomatic staff or students in the building will go to an established isolation room and will be monitored until they can

safely leave the building. The school nurse will record all locations the symptomatic person has visited.

b. The school nurse will notify the building administrator, who then will notify the Superintendent of Schools.
c. The Superintendent of Schools or Covid Response Coordinator will notify the Suffolk County Health Department regarding the suspected or confirmed case. The Health Department will assist the district to determine a course of action.
d. The suspected or confirmed case will be safely transported to home or a health care facility as appropriate.
e. The facilities department will be advised of the location(s) where the suspected or positive individual was based. The location will close and any additional individuals will isolate. The location will be disinfected using CDC and LHD protocols

6. **Documentation Protocols**
   a. The Covid Response Coordinator will maintain all documents related to suspected and/or positive cases. The Superintendent of Schools will have a copy of these documents.
   b. The tracking documents, issued from the Suffolk County Department of Health, will be utilized to track all cases.
   c. Use of electronic door access card information may be used for the purpose of contact tracing and identification of possible exposure.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities **http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf**).

Further information on pandemic influenza can be found at **www.pandemicflu.gov**.

1. Planning and Coordination:

Completed	In Progress	Not Started	
☐	☐	☐	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
☐	☐	☐	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
☐	☐	☐	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
☐	☐	☐	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
☐	☐	☐	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
☐	☐	☐	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
☐	☐	☐	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
☐	☐	☐	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
☐	☐	☐	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
☐	☐	☐	Participate in exercises of the community's pandemic plan.
☐	☐	☐	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
☐	☐	☐	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
☐	☐	☐	Implement an exercise/drill to test your pandemic plan and revise it periodically.
☐	☐	☐	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
☐	☐	☐	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
☐	☐	☐	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
☐	☐	☐	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
☐	☐	☐	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
☐	☐	☐	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
☐	☐	☐	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
☐	☐	☐	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
☐	☐	☐	Establish policies for transporting ill students.
☐	☐	☐	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
☐	☐	☐	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
☐	☐	☐	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
☐	☐	☐	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

MULTI-HAZARD RESPONSE PLANS

EMERGENCY MANAGEMENT

Universal Emergency Procedures: Introduction

Universal Emergency Procedures are a set of standards, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

1. Evacuation
2. Reverse Evacuation
3. Severe Weather Safe Area
4. Shelter in Place
5. Lockdown
6. Drop, Cover, and Hold

ACCIDENTS AT SCHOOL

Staff actions:

- Report accident to principal, office. Initiate RAVE App.
- Provide for immediate medical attention including performing necessary life-sustaining measure (CPR, etc.), until trained Emergency Medical Services arrives
- For relatively minor events, have students taken to office or school clinic for assistance

Principal or Team actions:

- Provide appropriate medical attention. Initiate RAVE App.
- Complete appropriate documentation including (list district forms).
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- Post general procedures in the clinic explaining when parents are to be notified or minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Blood borne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

Additional steps for our school/facility (if any):

_____

_____

_____

AIRCRAFT EMERGENCY

Aircraft Crash into Building:

Staff Actions:

- Initiate RAVE App if necessary
- Notify Principal
- Move students away from immediate vicinity of crash

Principal Team:

- Initiate RAVE App
- Notify District Support Team, Central Office
- Determine whether to implement evacuation procedures

- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for first aid, treatment, and removal of injured occupants from school buildings
- Account for all building occupants and determine extent of injuries
- Wait for instructions; you will be advised when it is safe to re-enter the building

Aircraft crash near school site but no damage to building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of crash

Principal Team:

- Initiate RAVE App
- Initiate Shelter in Place plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building

Additional steps for our school/facility (if any):

_____

_____

_____

ALLERGIC REACTION

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
- Restlessness, sweating, fright, shock
- Shortness of breath, vomiting, cough, hoarseness

Staff First Actions:

- If imminent risk initiate RAVE App
- Send for immediate help (Operations: First Aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting "Epi Pen" (Epinephrine) for individuals who carry them
  (usually in backpack) and prescription medications (kept in office)
- If an insect sting, remove stinger immediately
- Notify principal
- Assess situation help student/employee to be comfortable
- Move only for safety reasons

Principal, Team:

- Initiate RAVE App depending on circumstances
- Notify parent or guardian
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
- Observe for respirator difficulty
- Record on an attached label; time & site of insect sting or food ingested, name of medicine, dosage and time administered

Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel
- Bus drivers should have emergency sheets for all known acute reactors
- Encourage employees with special health considerations to alert building director and work associates of any difficulties and possible remedial actions

Additional steps for our school/facility (if any):

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ASSAULT

When student(s) or staff has been assaulted use the following guidelines:

Staff observing the incident:

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

Principal, Team:

- Initiate RAVE App if warranted or notify school law enforcement
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- If threat still persists, determine whether to initiate lockdown
- Notify District Support Team, Central Office as appropriate □ Document actions and complete incident reports

Additional steps for our school/facility (if any):

UNIVERSAL EMERGENCY PROCEDURES are identified in the individual building plans.

- Bomb Threat
- Hostage Taking
- Intrusions
- Kidnapping

Bomb Threat:

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

Hostage Taking:

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

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

Intrusions:

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

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office. o Immediate notification to on-site security staff and Security Director
- A Hold in Place should be called throughout the building until a resolution of the incident
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.

- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre- defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

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

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway or truant determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the Media.
- Parents will be notified immediately if the student is located.
- After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.

- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation. o Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

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

BUS ACCIDENT AND SCHOOL BUS ACCIDENT POLICY

BUS ACCIDENT

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a bus accident:
Staff at the Scene:

- Initiate RAVE App if warranted
- Call Principal
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal, Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all student son the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

Additional steps for our school/facility (if any):

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SCHOOL BUS ACCIDENT POLICY

PROCEDURES TO FOLLOW IN THE EVENT OF A SCHOOL BUS ACCIDENT

1. The Transportation Office receives call regarding accident and appropriate personnel go to the scene immediately. Town, County of State Police are called by Transportation Office.

2. Superintendent or Assistant Superintendent is advised.
3. Building Principals or Assistant Principals are advised.
4. The Health Office is advised by the Transportation Office.
5. **NOTE**: If the accident is of a serious nature as determined by the police and the Transportation Office personnel; nurses, physician and ambulance will report directly to the site of the accident. Volunteer ambulance or rescue squads supervise care of the injured. Seriously injured students are transported to the Emergency Room of the nearest designated Hospital facility.
6. After the police investigation and routine checking of students and driver, the students may then be transported to their destination.
7. Parents of students on bus in route to school will be contacted by school personnel.
8. On P.M. take home runs only, at the appropriate time, the School Superintendent or his designee, releases the students and the determination is made as to whether or not the student will remain in school or be transported home. The School Superintendent or his designee also determines the fitness of the driver to continue as a driver. Substitute drives will be provided if necessary.
9. The school nurse, within 24 hours after the accident, will complete and file with the Superintendent's Office all the necessary accident reports.
10. The Health Office advises the insurance company (broker) regarding the extent of the injuries and completes the necessary accident reports. All other necessary reports such as required by the State Education Department of Motor Vehicles are prepared by a designated Transportation person.

CHEMICAL MATERIAL SPILL

Chemical accidents may originate inside or outside of a building. Examples include toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

Staff actions:

- Notify principal, team
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)

Principal, Team:

- Initiate shelter in place, shut off HVAC units

- Initiate RAVE App, notify District Support Team, Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

- Staff actions
- Notify principal
- Move students away from immediate vicinity of danger

Principal Team:

- Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation
- Initiate RAVE App if warranted, notify District support Team, Central Office
- Initiate evacuation plan; avoid the area where the chemical accident

	Required Component	***Action Plan***
1.	Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. *§155.17(c)(1)(xxi)(a)*	**How will the district determine the need for access to internet in students' places of residence?** *If students need access to the internet at their place of residence, a student can request to borrow a MiFi hotspot from the district's business/technology department.* **How will the district ensure that all students have access to internet?** *The district sends a digital equity survey to students annually to gather this information. In addition, a student's guidance counselor can alert the administration if a student does not have sufficient internet at home.* **How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?** *Students have access to free internet at the town library, as well as various storefronts across town.* **Is your plan consistent with the information provided by families in the Student Digital Resources data collection?** *Yes, the district can accommodate students based on the results of our district-wide Digital Resources survey. All new entrants will fill out the survey upon registration.*
2.	Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. *§155.17(c)(1)(xxi)(a)*	**How will the district ensure that all students have access to a computing device?** *Our school district is 1:1 Chromebooks K-12. All students are provided with devices.* **How will the district disseminate computing devices to students?** *Arrangements will be made for delivery or pickup of devices in grades K-2. These students do not regularly take their devices home.*

How will the district communicate with families about the dissemination of computing devices?

Our district will utilize our mass-communication platform to communicate pertinent information to families.

How will devices be serviced and/or replaced?

Our district has insurance on all our devices. Services or replacements take place immediately or within 1-week of receipt of the device.

If not using computing devices, how will students participate in synchronous instruction?

All students will be utilizing computing devices.

Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

Yes, 100% of our students receive a school-issued device.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. *§155.17(c)(1)(xxi)(b)*

How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

All staff members receive a device from the technology department upon their start date and can also request to borrow a MiFi hotspot from the district.

What portion of the school day will be spent on synchronous instruction?

Where possible, the plan is to be synchronous 100% of the remote school day. In addition, we will follow the schedules identified below for both the elementary and Jr./Sr. HS

Mattituck Jr./Sr. HS Schedule (When needed)

Mattituck Junior-Senior High School Schedule
Full Remote Learning

Period	*Time*
Morning Announcements	8:00-8:05
Period 1	8:05-8:40
Period 2	8:45-9:20
Period 3	9:25-10:00
Period 4	10:05-10:40
Period 5	10:45-11:20
Period 6	11:25-12:00
Period 7	12:05-12:40
Period 8	12:45-1:20
Period 9	1:25-2:00
Office Hours	2:05-2:45

Cutchogue East Sample Schedule (When needed)

Period	*Time*		*Subject*
Homeroom	8:45 9:00	-	Attendance/Morning Meeting
1	9:00 9:40	-	Core Curriculum
2	9:45 10:25	-	Core Curriculum
3	10:30 11:10	-	(Other than Core)
4	11:15 11:55	-	Core Curriculum
5	12:00 12:50	-	Lunch/Recess
6	12:50 1:30	-	Content Curriculum
7	1:35 2:10	-	Special
8	2:10 2:50	-	Core Curriculum
End of Day	2:50 3:00	-	Class Meeting/Wrap up

Core Curriculum	
ELA Block may include: ▪ *Mini-Lesson* ▪ *Read Aloud* ▪ *Shared Reading/Writing* ▪ *Guided Reading/Writing* ▪ *1:1 Conferences* ▪ *Independent Reading/Writing* ▪ *Language skills* ▪ *Fundations*	**Math Block may include:** ▪ Mini-Lesson ▪ Small group ▪ 1:1 Conferences ▪ Independent Skill/fluency practice

Content Curriculum	
Science	**Social Studies**

Other than Core Curriculum	
K	Early Language Skills/Spanish, Library, *Health, STEAM
½	Spanish, Library, *Health, STEAM
3	Recorder, Spanish, *Library Enrichment, *Health, STEAM
4-6	Coding, Spanish, *Health, STEAM, *(Band Lessons will rotate throughout the day)*

**May not be every week – on rotation according to curriculum scope and sequence.*

How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?

Using NYSED updated guidance, students will be provided ENL services according to their levels of proficiency. In addition to in-school faculty, the District Neighborhood Liaison will provide additional communication and support to families and teachers to address academic and SEL plans and concerns.

Remote learning scaffolds:

- *Individual phone calls to families to determine ongoing needs to provide direction and support*
- *Translation services*
- *Talking points app*
- *Personal check-ins*
- *Family training*
- *Printed out digital texts*
- *Vocabulary cards with images*
- *Bilingual texts with vocabulary and activities*
- *Newcomer packets: basic vocabulary, picture dictionaries, Fundations cards, etc.*

What training is provided to teachers in order to help adapt their instruction to the district expectations?

Faculty and staff will participate in many types of professional growth activities, ranging from in-person and virtual attendance at conferences, peer-coaching, literacy and math consultants, to formal college coursework. Opportunities for development of staff will be designed in line with the District's Professional Development plan and additional needs as necessary.

Professional Development Topics

- *Instructional Technology*
- *Supporting English Language Learners*
- *Collecting Data*
- *Feedback Loops*
- *Learning Gap Analysis*
- *Re-focus and Prioritization of Standards*
- *SEL and Responsive Classroom*

Mentoring will be provided for all new teachers. In addition to already existing topics of mentorship, support and guidance will continue in all teaching models the district employs. Online collaborative tools will be utilized to remain connected to new teachers to maintain a sense of communal support.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not

How will the district determine which students for whom remote instruction via digital technology is not appropriate?

Through the building, mental health and wellness team will identify students where a remote instruction is not appropriate or feasible.

	available or appropriate. *§155.17(c)(1)(xxi)(c)*	**How will the district provide synchronous instruction for those students who do not have adequate internet access?** *Plans will be made based on individual need for the student based on district resources. The district will provide materials physically by dropping off materials to the home, when possible.*
5.	A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. *§155.17(c)(1)(xxi)(d)*	**How will the district ensure that special education and related services will be provided remotely?** *In compliance with NYS guidelines, students' Individual Education Programs (IEPs) and 504 plans will be implemented. All students with Individualized Education Programs (IEPs) will be provided with a Free and Appropriate Public Education in a remote learning model while protecting the health and safety of the students with disabilities.* *Related Services will be provided to students based on their Individual Education Program recommendations. Where the schedule permits, related services will be provided before and after school to minimize the amount of time that special education students are out of the classroom.* *Upon return to school, IEP teams will review student data/student progress to determine whether critical skills were lost during the school closure. CSE meetings will be held to address additional needs that students present with.* *At the start of the school year, parents will be contacted by the student's special education teacher(s) and related services providers to review the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment of sharing resources. Communication will be provided to the parents in their native language.* *Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special*

education services. If a student demonstrates significant lack of progress towards their goals, the service provider will contact the parents and where necessary request a reconvene of the Committee on Special Education to identify if there are additional student needs.

All students will continue to have access to the accommodations, modifications, supplementary aids and services and technology (AT) as indicated on their Individualized Education Programs (IEP).

During Superintendents' Conference Day all staff working with a student with a disability will be provided with copies of the IEP and informed of IEP implementation responsibilities prior to the implementation of a student's IEP.

Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 plan will be communicated as required by federal and state law.

Committee on Special Education meetings will be scheduled using the Google Meets platform but can be conducted in person at the request of the parents.

How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in- person environment?

Should the district need to adjust to a full remote model at any point during the academic school year, each student's Individual Education Program (IEP) will be followed. Special Education providers may use a variety of the methods listed below to address each students' individual needs.

- *Weekly email check-ins with each student on caseload*
- *Virtual meetings with grade level to discuss accommodations/modifications*

- *Use of Google Classroom - Frequent communication and support provided to individual/whole class as needed*
- *Go Guardian - Daily communication and support provided to individual/group(s) as needed via chat*
- *1:1 check in with students via phone call/Google Meet*
- *Whole class Google Meet*
- *Teacher instructional videos as well as academic videos to support the daily lessons*
- *Special Education teachers are supporting students with their assignments in other non-special education classes*
- *Extra help/check- in daily via Google meets*
- *Collaborate with co-teachers to create weekly home learning experiences per the curriculum/instruction guidance in the following section*
- *Create appropriate, differentiated learning experiences for students on their caseload, including study-skills lessons.*
- *Record of home learning experiences distributed to students throughout closure.*
- *Communication to allow progress monitoring of student progress/ IEP goals*
- *Coordinate with co-teacher in order to identify students/families who are not engaging with provided resources and attempt to reach out to those homes*
- *Inform building principals of students/families who are not engaging and are not reachable.*
- *Collaborate with Related Service providers to ensure continuity of instruction throughout the materials provided to students/families*
- *Participate in virtual faculty, department, IST, or CSE meetings.*
- *Videos made for lessons to include, read alouds, Fundations lessons, and math instruction posted directly on the teacher's instructional plan using google slides.*
- *Circle time in conjunction with the speech therapist using Google Meet.*
- *Work continues to be differentiated or modified to meet the various needs of individual students.*

6.	For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. *§155.17(c)(1)(xxi)(e)*	**This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.** **How many hours of instruction will the district plan to claim for each day of an emergency closure?** *The district will claim the following hours of instruction:* *5.25 hours per day for the high school.* *5.17 hours per day for the elementary school.*

Wildfire Smoke Events

In the event a Wildfire Smoke Event creates smoke conditions that lead to unhealthy or hazardous air quality for extended periods the MUFSD will act in accordance with guidance from The Suffolk County Department of Health.

Some activities may include:

- Reducing Outdoor Activity
- Improving Indoor Air Quality
- Monitor and follow sensitive students' asthma action plans
- School Closure

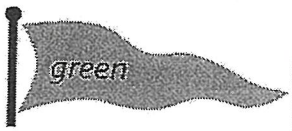
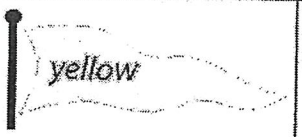
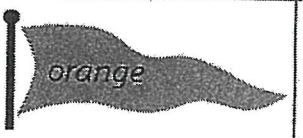
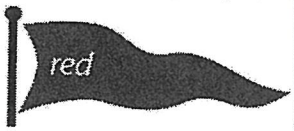
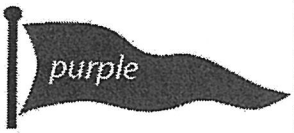
Get current air quality information: https://airnow.gov/

Air Quality Index (AQI)

AQI above 100 Air quality is "unhealthy for sensitive groups". Move recess and lunch indoors. Excuse children with sensitivity to air pollution (e.g., asthma) from outdoor physical education activities.
AQI above 150 Air quality is "unhealthy". Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Move longer and more intense activities indoors.
AQI above 200 Air quality is "very unhealthy". Move all activities indoors or re-schedule outdoor events. If appropriate, close school.
AQI above 300 Air quality is "hazardous". If appropriate, close school.

Air Quality and Outdoor Activity Guidance for Schools

Regular physical activity — at least 60 minutes each day — promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. Check the air quality daily at www.airnow.gov.

Air Quality Index	Outdoor Activity Guidance
 **GOOD**	Great day to be active outside!
 **MODERATE**	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
 **UNHEALTHY FOR SENSITIVE GROUPS**	It's OK to be active outside, especially for **short activities** such as recess and physical education (PE). For **longer activities** such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 **UNHEALTHY**	For **all outdoor activities**, take more breaks and do less intense activities. Consider moving **longer or more intense activities** indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
	Move **all activities** indoors or reschedule them to another day.

* Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur:
The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

Go for 60!

CDC recommends that children get 60 or more minutes of physical activity each day. www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

Plan Ahead for Ozone

There is less ozone in the morning. On days when ozone is expected to be at unhealthy levels, plan outdoor activities in the morning.

Questions and Answers

How long can students stay outside when the air quality is unhealthy?
There is no exact amount of time. The worse the air quality, the more important it is to take breaks, do less intense activities, and watch for symptoms. Remember that students with asthma will be more sensitive to unhealthy air.

Why should students take breaks and do less intense activities when air quality is unhealthy?
Students breathe harder when they are active for a longer period of time or when they do more intense activities. More pollution enters the lungs when a person is breathing harder. It helps to:

- reduce the amount of time students are breathing hard (e.g., take breaks; rotate players frequently)
- reduce the intensity of activities so students are not breathing so hard (e.g., walk instead of run)

Are there times when air pollution is expected to be worse?
Ozone pollution is often worse on hot sunny days, especially during the afternoon and early evening. Plan outdoor activities in the morning, when air quality is better and it is not as hot. **Particle pollution** can be high any time of day. Since vehicle exhaust contains particle pollution, limit activity near idling cars and buses and near busy roads, especially during rush hours. Also, limit outdoor activity when there is smoke in the air.

How can I find out the daily air quality?
Go to www.airnow.gov. Many cities have an Air Quality Index (AQI) *forecast* that tells you what the local air quality will be later today or tomorrow, and a *current* AQI that tells you what the local air quality is now. The AirNow website also tells you whether the pollutant of concern is ozone or particle pollution. Sign up for emails, download the free AirNow app, or install the free AirNow widget on your website. You can also find out how to participate (and register your school) in the School Flag Program (www.airnow.gov/schoolflag).

If students stay inside because of unhealthy outdoor air quality, can they still be active?
It depends on which pollutant is causing the problem:

Ozone pollution: If windows are closed, the amount of ozone should be much lower indoors, so it is OK to keep students moving.

Particle pollution: If the building has a forced air heating or cooling system that filters out particles then the amount of particle pollution should be lower indoors, and it is OK to keep students moving. It is important that the particle filtration system is installed properly and well maintained.

What physical activities can students do inside?
Encourage indoor activities that keep all students moving. Plan activities that include aerobic exercise as well as muscle and bone strengthening components (e.g., jumping, skipping, sit-ups, pushups). If a gymnasium or open space is accessible, promote activities that use equipment, such as cones, hula hoops, and sports balls. If restricted to the classroom, encourage students to come up with fun ways to get everyone moving (e.g., act out action words from a story). Teachers and recess supervisors can work with PE teachers to identify additional indoor activities.

What is an asthma action plan?

An asthma action plan is a written plan developed with a student's doctor for daily management of asthma. It includes medication plans, control of triggers, and how to recognize and manage worsening asthma symptoms. See www. cdc.gov/asthma/actionplan.html for a link to sample asthma action plans. When asthma is well managed and well controlled, students should be able to participate fully in all activities. For a booklet on "Asthma and Physical Activity in the School," see http://www.nhlbi.nih.gov/health/resources/lung/asthma-physical-activity.htm.

EPA United States Environmental Protection Agency

CDC

School Flag Program

EPA-456/F-14-003
August 2014

RESOLUTION 2019-792

ADOPTED

DOC ID: 15556

THIS IS TO CERTIFY THAT THE FOLLOWING RESOLUTION NO. 2019-792 WAS ADOPTED AT THE REGULAR MEETING OF THE SOUTHOLD TOWN BOARD ON SEPTEMBER 10, 2019:

RESOLVED that the Town Board of the Town of Southold authorizes and directs Southold Chief of Police Martin Flatley to execute an intermunicipal agreement between the Southold Police Department and the Mattituck-Cutchogue Union Free School District, for the School District's participation in the School Resource Officer Program, subject to approval from the Town Attorney.

Elizabeth A. Neville

Elizabeth A. Neville
Southold Town Clerk

RESULT: **ADOPTED [UNANIMOUS]**
MOVER: William P. Ruland, Councilman
SECONDER: Louisa P. Evans, Justice
AYES: Dinizio Jr, Ruland, Doherty, Ghosio, Evans, Russell