

COMMACK PUBLIC SCHOOLS

District-Wide Safety Plan

2023-2024



Contents

Policy Statement	3
Elements of the District-Wide Plan	4
District-Wide School Safety Team	5
Responsibilities of the District-Wide School Safety Team.....	6
Training, Drills and Exercises.....	7
Implementation of School Security.....	7
Educational Agency Information	8
Early Detection of Potentially Violent Behavior	8
Hazard Identification.....	9
Responses to Violence	9
Emergency Response Protocols: Notification and Activation	11
Responses to Acts of Violence (Implied or Direct Threats)	13
Responses to Acts of Violence (Actual)	14
Response Protocols	14
School Building Incident Commander Table.....	14
District Resources Use and Coordination	15
Protective Actions	15
Homeland Security System.....	15
Recovery – School District Support for Buildings	17
Disaster Mental Health Services	17
Forms and Recordkeeping	17
Quick Reference Card (SHELL).....	18
Communicable Disease - Pandemic Plan.....	19
EMERGENCY REMOTE INSTRUCTION PLAN	48

Commack School District

District-Wide Safety Plan

Policy Statement

The Commack School District-Wide Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. The purpose of this plan is to provide emergency preparedness and response instructions, information, communications procedures, and guidelines to protect the safety and well-being of students, staff, and visitors at the time of an emergency. A standardized plan has been developed for all Commack School District (hereinafter known as "District") buildings to promote coordinated preparedness measures and integrated emergency response procedures. The plan will be reviewed by the district-wide safety team at least annually, updated as necessary and adopted by the school board by September 1 each year. Prior to adoption, the district will hold a public hearing to provide for school personnel, student, and public participation, and made available for public comment for at least 30-days. Upon adoption the plan will be posted on the district website and filed with Local and State Police within 30 days of adoption. The URL will be submitted to the Education Department via the annual Basic Educational Data System (BEDS) collection each October to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption

The Board of Education has appointed, under the direction of the Superintendent of Schools, a District-Wide School Safety Team to develop, implement and maintain all provisions of the Plan. This plan correlates all School Building Emergency Response Plans that have been developed by the Building Level School Safety Teams appointed by the Building Principals. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the School Building Emergency Response Team. Upon activation of the School Building Emergency Response Team the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The District Safety Team will coordinate with local BOCES Health & Safety Office for assistance in the development of protocols for accessing these services.

The school district does not tolerate violence or threats of violence on school grounds and by implementation of this Plan will make every effort to prevent violent incidents from occurring. Accordingly, appropriate authorities and budgetary resources have been provided in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. This plan assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide Plan is available upon request and is available at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the Building-Level Plan will remain confidential and not be subject to disclosure.

Elements of the District-Wide Plan

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

District-Wide School Safety Team

Name	Title	Contact Information
Dr. Jordan Cox	Superintendent of Schools	631-912-2010
Laura Newman	Assoc. Superintendent for Business	631-912-2005
Brenda Lentsch	Public Information Officer	631-912-2165
Stephanie Popky	Interim Director of Facilities	631-858-3600
Timothy Russo	Asst. Superintendent for Curriculum, Instruction and Assessment	631-912-2082
Justin Varughese	Board of Education Representative	631-912-2055
Carrie Lipenholtz	School Principal – High School	631-912-2100
Michael Larson	School Principal – Middle School	631-858-3500
Daniel Ciccone	School Principal – Burr Road School	631-858-3636
Brian Simpson	School Principal – Indian Hollow	631-858-3590
Kathy Rihm	School Principal – North Ridge	631-912-2190
Jessica Santarpia	School Principal – Rolling Hills	631-858-3570
Michelle Tancredi-Zott	School Principal – Sawmill	631-858-3650
Michelle Collison	School Principal – Wood Park	631-858-3680
Christine Wright	Nurse Representative	631-858-3687
Matthew Cardinale	Teacher Representative	631-912-2288
Nicole Perez	Parent Representative	862-452-4640
Robert Jinks	2 nd Pct. Police Department Representative	631-304-5081
Derek O’Haire	4 th Pct. Police Department Representative	631-352-8596
Tom McFadzen	Fire Department Representative	631-831-2915
Julia Leahy	Student Representative	631-912-2170

Responsibilities of the District-Wide School Safety Team

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

1. Recommending training programs for students and staff in violence prevention.
2. Dissemination of information regarding early detection of potentially violent behavior.
3. Developing response plans to acts of violence.
4. Communicating the Plan to students and staff.
5. Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (OSHA 300 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
6. Making recommendations necessary for updates and changes.
7. Annual security analysis including the inspection of all buildings and recommendations for improved security measures.
8. Conducting annual school building survey of students and staff to identify the potential for violent incidents.
9. Reviewing survey results and recommending actions that are necessary.

Risk Reduction/Prevention and Intervention Strategies

1. Non-violent conflict resolution training programs.
2. Mentors for students concerned with bullying/violence.
3. Anonymous Threat Reporting: the following URL is posted on the District's web site: <https://www.anonymousalerts.com/commackufsd>. Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s).
4. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students shall be informed of reasons for testing emergency plans and given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. Based on the determination of the District-Wide School Safety Team and the Building-Level School Safety Team, 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.)
- Table top exercises
- Emergency Response Team exercises

The school district recognizes that ongoing evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. At least one exercise will occur in each school building every school year.

Implementation of School Security

School safety personnel will help carry out the School District Comprehensive Safety Plan and may include anyone in the school community. These individuals are not to be confused with school security guards that we employ who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All our Security Guards receive 8-hours of pre-assignment and 16- hours of in-service training along with an additional 8-hours of annual refresher training provided by the District. The district requires that all security guard personnel have at least 5 years' prior experience as a law enforcement officer.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level School Safety Team after review of school building procedures and practices, security surveys, and building-level occupant surveys. Based on these findings we have implemented the following security measures:

- Visitor management / badging procedures – Upon entry into the building the visitor must show photo identification for screening in the District's credentialing system. Upon successful screening, visitor is presented a time-limited access card with specific information as to destination within the building. Anyone in the building without a badge is immediately questioned by building staff and the Principal is informed.
- Video surveillance.
- NYS certified security guards.
- A designated School District Security Director.
- Regular security audits.
- Random searches may be considered if deemed necessary.
- Other methods as deemed necessary by the Safety Team and/or First Responders

Educational Agency Information

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

Early Detection of Potentially Violent Behavior

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention. Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- A description of the school district's Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.

Other methods for informing parents and students include:

- School social worker outreach.
- School counselor involvement.
- Mailings monthly to parents on violence prevention and early recognition.

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with the District-Wide Safety Plan.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-level School Safety Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

- Indoor Chemical Storage –
 - High School – Science Laboratory storage
 - Middle School – Science Laboratory storage
- Major Highways & Intersections –
 - Northern Parkway (Middle School)
- Town Landfill & Incinerator (North Ridge & Commack High School)
- Iroquois Pipeline (CHS & Sawmill Intermediate School))

Responses to Violence

*(Incident reporting, Investigation, Follow-Up,
Evaluation, and Disciplinary Measures)*

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

The Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team (Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with local Police, Fire and EMS and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

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

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per School Building Emergency

- Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Threat Assessment Team (District Administrator, Building Administrator, Security Representative and others as necessary) will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The team conducting the investigation will:

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

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

Emergency Response Protocols: Notification and Activation
(Internal and External Communication)

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

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

The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list

School	Name / Title	Phone	E-mail
Sagtikos	Building Blocks	631-499-1237	dcharbonneau@bdps.com
Long Acres	Kiddie Care	631-543-4949	Kiddiecareic@gmail.com
Smith’s Lane	UCP	631-543-2338	itrouve@ucp-suffolk.org
Cedar Road	SCOPE	631-275-6750	cmarkland@scopeonline.us
Old Farms	Child Care Council of Suffolk	631-462-0303	jdoig@childcaresuffolk.org
Old Farms	R.E.A.C.H. Community and Youth Agency, Inc.	631-549-9417	rmiceli@reachcya.org
Marion Carll Property	Long Island University	516-299-2535	christopher.fevola@liu.edu

In general, parent/guardian notifications will be conducted by means of either website postings, e-mail messages, recorded phone messages or text messages. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

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

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the School Building 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 School Building Emergency Response Plan *Hazard Specific Response Guide* 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 School Building Emergency Response Plan *Hazard Specific Response Guide* procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the Principal's office.
- The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The Principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The Principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911.
- If the situation escalates, plain language will be utilized to notify all teachers to lock doors. Once the alert is announced, administrators will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation 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 School Building Emergency Response Plan Hazard Specific Response Guide 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/Guardians 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 request. No information is to be released to the media.
- To the extent practical, 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 departure from school.
 - Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

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

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 and evacuate if necessary.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

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

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

The following protocols have been implemented for First Responder access to locked buildings and grounds during emergencies:

- Access to school buildings for First Responders is provided through the District's access control system.

School Building Incident Commander Table

School	Primary Incident Commander	Alternate Incident Commander
Hubbs Administration	Dr. Jordan Cox	Laura Newman
High School	Carrie Lipenholtz	Matthew Keltos
Middle School	Michael Larson	Frank Agovino
Burr Road School	Daniel Ciccone	Jeanmarie Powers
Sawmill	Michelle Tancredi-Zott	Evelyn Cardenas
Indian Hollow	Brian Simpson	Dr. Randie London
North Ridge	Kathy Rihm	Jamie Skorupski
Rolling Hills	Jessica Santarpia	Dr. Lori Gary
Wood Park	Michelle Collison	Jenn Flatley

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 Management, Suffolk County Department of Mental Health, Suffolk BOCES District Superintendent, and others as deemed necessary. For specific assistance beyond the scope of the school district's resources, the Suffolk County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response.

District Resources Use and Coordination

School Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including Chain-Of-Command.

Protective Actions

School Building-Level Emergency Response Plans will address the following response actions as determined by the nature of the emergency:

- School Cancellation
- Early Dismissal
- Evacuation
- Sheltering
- Lockdown
- Lockout

Homeland Security System

The New York State Homeland Security System for Schools will be adhered to as follows:

1. LEVEL RED – SEVERE RISK
R1 – Close school before opening
R2 – Close school while in session
R3 - Lockdown
R4 – Short-term shelter in-place
R5 – Transfer to alternate location or emergency shelter
2. LEVEL ORANGE – HIGH RISK
O1 – Complete 02 and activate lockout procedures
O2 – Complete level Yellow; Limit access to facilities; Review building use permits and evaluate field trips.
3. LEVEL YELLOW – ELEVATED RISK Review
building use permits.
Confer with authorities for further action.
4. LEVEL BLUE – GUARDED RISK
Restrict parking and increase surveillance.

5. LEVEL GREEN- LOW RISK
Normal Operations

Recovery – School District Support for Buildings

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

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

Superintendent of Schools	Dr. Jordan Cox
Associate Superintendent for Business & Operations	Laura A. Newman
Interim Director of Facilities	Stephanie Popky
Transportation Coordinator	Amanda Klvana
Food Service Director	Maureen Rice
Lead Nurse	Dawn Abi-Zeid

➤ Others as deemed necessary

Disaster Mental Health Services

A District-Wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services as outlined in our Safety Plan. Depending on the scope of the situation, the Suffolk County Emergency Management Office may be contacted to help coordinate a County or State-Wide effort.

Forms and Recordkeeping

The following forms have been developed for this purpose and will be located in the Forms Section of the School Building – Level Emergency Response Plan.

- Emergency Procedures Notification
- Incident Report Form
- New York SED Bomb Threat Report Form
- Parent/Guardian Notification
- Post-Emergency Review Form
- Red Cross Mass Care Facility Survey
- Red Cross Shelter Agreement

Quick Reference Card (SHELL)

EMERGENCY Response

Commack School District

<u>Shelter-In-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	<u>Lockdown</u>
<p>Used to shelter students and staff inside the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates. 	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates. 	<p>Used to evacuate students and staff from the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates. 	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ul style="list-style-type: none"> • Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates. 	<p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> • When you hear lockdown announced, you should move quickly to execute the following actions. • If safe, gather students from hallways and common areas near your classroom. • Lock your door. Barricade if necessary. • Move students to a safe area in the classroom out of sight of the door. • Leave windows, blinds/lights as they are. • Keep everyone quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P.A. announcements or fire alarm. • Stay hidden until physically released by law enforcement personnel.



Safe Schools NY

<http://SafeSchools.NY.Gov>

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. 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. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

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: The Suffolk County Department of Health will monitor County-wide cases of communicable diseases, including influenza and inform school districts as to appropriate actions.
 - Suffolk County Department of Health
3500 Sunrise Highway, Suite124
PO Box 9006, Great River, NY 11739
 - Suffolk County Coronavirus Hotline: “311” or 631-854-0000
 - Suffolk County Public Health Hotline: 631-787-2200
 - Fax: 631-854-0108
- Dr. Eugene Gerardi will help coordinate our Pandemic planning and response effort. Dr. Gerardi will work closely with the District-Wide School Safety Team that has the 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 Admin. Associate for Instructional Technology will also be an important Team member. The Executive Director of Educational Resources (HR), Business Official, 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 was reviewed on July 20, 2020 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 hand washing, cough/sneezing, and other health-related etiquette and related information through required training for employees via the Global Compliance Network.
- The District is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the District will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover
 - Hand Hygiene
 - Students and staff will be trained on proper hand washing techniques and frequency.
 - Ample supplies will be provided in classrooms, bathrooms and hand sanitizing stations.
 - Students and staff will be required to sanitize and/or wash hands upon entering the building.
- 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 and direct mailings for this purpose.

Protection (Preparedness):

- We have collaborated with our partners to assure complementary efforts. We will invite representatives from the Suffolk County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our future District-Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers

Response

Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely.

Essential Position or Title	Description	
Administration	Superintendent Associate Superintendent Directors Executive Directors Assistant Directors Associates Chairpersons District Treasurer School Personnel Officer	Required to ensure continuity of the response efforts.
Information Technology	Administrative Associate District Data Coordinator Network & Systems Specialists Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Building Administration & Clerical Support	Building Administrators, Directors, Coordinators, District Clerk, Public Relations Director & District Web Master Clerical Support (includes Switchboard and Xerox)	Required to ensure continuity of the response efforts.
Business Operations	Accounting, Payroll, Accounts Payable, Purchasing, Human Resources, Employee Benefits	Where necessary to ensure the continued operation of the District.
Faculty and Staff	Teacher/Related Service Provider Other staff as necessary	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teacher/related service providers may be deemed essential on an as needed basis.

Custodial and Maintenance	Director or Interim Director Asst. Director Crew Leaders Central Storeroom Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
Security	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
Transportation	Transportation Coordinator & Support Staff	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
Health Services	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contact tracing.

(1) Protocols Allowing Non-Essential Employees to Telecommute

PLEASE SEE APPENDIX A ATTACHED

(2) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, Commack Union Free School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.

- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Suffolk County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health 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 Hubbs Administration Building with the alternate at Commack High School and will be activated at the direction of the School District Incident Commander. We have established our District-Wide Incident Command Structure as follows:

School	Primary Incident Commander	Alternate Incident Commander
High School	Carrie Lipenholtz	Matthew Keltos
Middle School	Michael Larson	Frank Agovino
Burr Road School	Daniel Ciccone	Jeanmarie Powers
Indian Hollow	Brian Simpson	Dr. Randie London
North Ridge	Kathy Rihm	Jamie Skorupski
Rolling Hills	Jessica Santarpia	Dr. Lori Gary
Sawmill	Michelle Tancredi-Zott	Evelyn Cardenas
Wood Park	Michelle Collison	Jenn Flatley

- 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.
- We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.
- The school district has designated a COVID-19 safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

School	COVID-19 Administrator	Safety	Alternate COVID-19 Safety Administrator
High School	Carrie Lipenholtz		Andrea Allen
Middle School	Michael Larson		Frank Agovino
Burr Road School	Daniel Ciccone		Jeanmarie Powers
Indian Hollow	Brian Simpson		Dr. Randie London
North Ridge	Kathy Rihm		Jamie Skorupski
Rolling Hills	Jessica Santarpia		Dr. Lori Gary
Sawmill	Michelle Tancredi-Zott		Evelyn Cardenas
Wood Park	Michelle Collison		Jenn Flatley

- 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; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. Dr. Michael Inforna and Timothy Russo have been designated to coordinate this effort and act as the central point for all communication. The Public Relations Director will retain responsibility for establishing and maintaining contact with accepted media partners. The Public Relations Director will work closely with our Admin. Associate for Instructional Technology to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Services used to communicate with parents, students, staff, and the school community:
 - School Messenger
 - eSchoolview (Linq)\
 - Instant Connect (Bright Arrow Technologies)
 - Rave App
 - Social Media
 - Twitter
 - Instagram
 - Facebook

We have tested/exercised our communication systems on Wednesday, November 11, 2022.

- 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, Associate Superintendent for Business & Operations, Executive Director of Educational Resources, Executive Director of Instruction and Treasurer. 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 hand-held radios, cell phones, e-mail, district automated phone notification system.

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas. Purchasing Agent backup has been provided for in WinCap by Superintendent, Associate Superintendent for Business & Operations and Treasurer. Payroll functions have been trained and can maintain separate functions along with Treasurer. Recognizing the need for job cross-training, we have trained individuals with the following job titles: Treasurer, Accounts Payable Department, Payroll and Accounting Department. Staff have been given equipment and technology to allow for working remotely whenever necessary.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Interim Director of Facilities or back-up designee (School Maintenance Crew Leaders) will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Interim Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. At no time will products not approved by the school district be utilized.
- The Office of Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by the Office of Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions on 06/27/2023. List those job titles to be trained as back-ups for essential Human Resources functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Office of Human Resources 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
 - Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our District has developed an eLearning model and schedule that is agile and in sync with our onsite program.
 - All instruction will continue to be aligned to the New York State Learning Standards.
 - Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers providing live instruction and lessons to students.

- **Block Scheduling Elementary – Live Virtual Instruction (Example)**
 - AM: Live Core Instruction focusing on literacy and mathematics
 - Lunch
 - PM: Live Special Area Classes and All Support Classes
- **Scheduling Secondary – Live Virtual Instruction (Example)**
 - Course specific live lesson schedules will be developed and established for the duration of remote learning.
 - The majority of lessons will be live. However, some may be prerecorded, content and course specific.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

We have obtained input from curriculum staff in development of these strategies and have tested these methods on October 5, 2020 when we were forced to close a school building and investigate a COVID-19 positive case.

(3) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- When requested, the school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

**Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

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 Director of Public Relations will work closely with the Admin. Associate for Instructional Technology to re-test all communication systems to assure proper function. The District-Wide 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 Director of Public Relations 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. 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 Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Executive Director of Human Resources will meet with staff to review essential functions and responsibilities of back-up personnel. The Executive Director of Human Resources 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.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Western Suffolk BOCES.

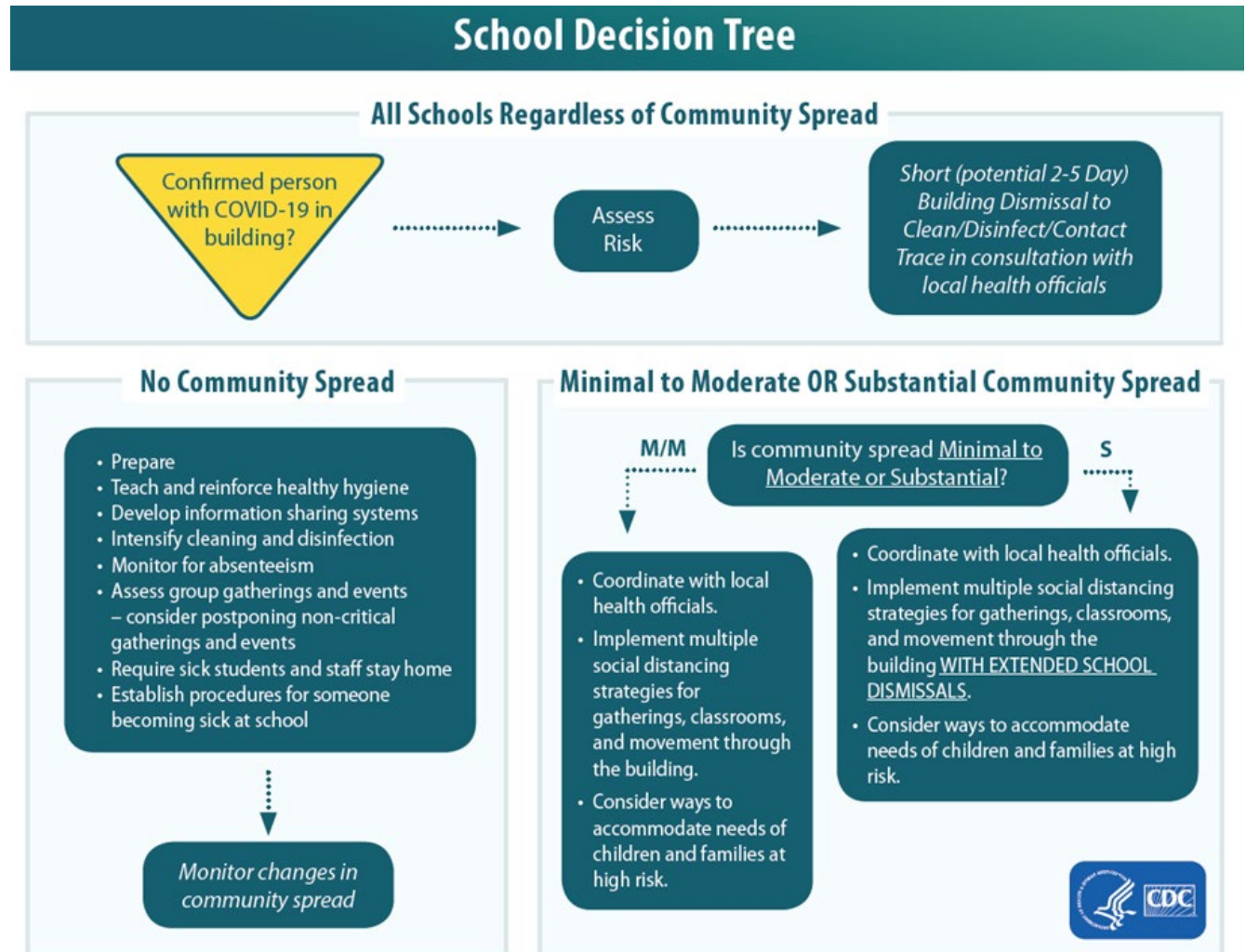
(4) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies

may be most appropriate for their current situation:

Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) Recommendations:



- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven (7) days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC/NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school according to the attached New York State Department of Health PreK-Grade 12 COVID Toolkit.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home as guided in the New York State Department of Health PreK-Grade 12 COVID Toolkit.

The CDC/NYSDOH provides specific guidance for individuals who are on home isolation or quarantine regarding when the isolation or quarantine may end. CDC/NYSDOH protocols will be followed regarding Release from Isolation or Quarantine for Persons with or exposed to COVID-19.

The CDC/NYSDOH may delegate responsibility to the local DOH (Suffolk County), at which time SCDOH guidance will be followed.

Staff Absenteeism

- Instructional staff will call into the Frontline Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The building administration will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The building administration will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff Employee Assistance Program (EAP).
- The Office of Human Resources will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. This information is available to employees via the District Intranet.

Medical Accommodations

- The Office of Human Resources will continue to handle medical and COVID-19 accommodations and adjustments. Requests for COVID-19 accommodations or adjustments can be made by contacting the Office of Human Resources at 631-912-2090.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

Commack UFSD will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.

- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- Commack School District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.

(5) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 45.

Suffolk County School Districts have also established school building shelter sites across the County in cooperation with the Suffolk County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

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 Director of Public Relations 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 re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the Director of Public Relations, Business Office, Human Resources, Facility Director, and Curriculum Supervisor 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.

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.

I. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



**SCDHS - SCHOOL COVID CASE INVESTIGATION
DETAIL FORM**

Section 1: Basic Information

1	Date Suffolk County Department of Health Services was notified:	
2	School District:	Commack
3	Name of the School	
4	School Address	
5	Point of Contact for the School District	
	Name:	Michael Inforna
	Phone Number:	631-912-2076
	Email address:	minforna@commack.k12.ny.us

Complete the following sections for *each* COVID positive case

Section 2: Case Details

1	Name of the case:	
2	DOB	
	Home Phone	
3	Case is a:	**Pick one below**
	Student	
	Teacher/Counsellor	
	Support staff	
	Other (specify role)	
4	Grade (if student)	
5	Address where the case will be isolating	
6	Date of symptom onset (or indicate if case has had no symptoms)	
7	Test date (specimen collection date)	

8	Type of test	**Pick one below**
	PCR	
	Rapid (include name of testing facility [e.g. City MD])	
	Antibody	
	Unknown	
9	<p>Infectious period start date, i.e. 2 days prior to symptom onset, or if case has no symptoms, 2 days prior to test date.</p> <p><i>(Eg., If case started having symptoms or was tested on Sep.4th, the infectious period starts on Sep.2nd)</i></p>	
	<p>List all the dates the case was in the school during the infectious period</p> <p><i>(infectious period start date until the case started isolating himself/herself)</i></p>	

Please add other information, as needed:

Flowcharts for COVID-19 Decision Making

SEE APPENDIX B



COVID-19 Positive Case Protocols

Commack UFSD

Positive Case Protocols: Overview

1. School administration contacts COVID Response Coordinators (CRCs) to report a positive case.
2. School administration engages in contact tracing and acquire additional information about the case. School administration communicates with individuals as needed.
3. A **determination** regarding the case is made (usually within an hour or two of notifying District Office).
4. **Communicate** with the community, enact **additional District Office protocols**, and school administration begins **school-level protocols** (e.g. cleaning/disinfecting, school-level communication).
5. CRCs review DOH reporting document submitted by school administration and report case to the Department of Health.
6. CRC report to the NYS School COVID Report Card.

Positive Case Protocols: Steps 1, 2, & 3 Details

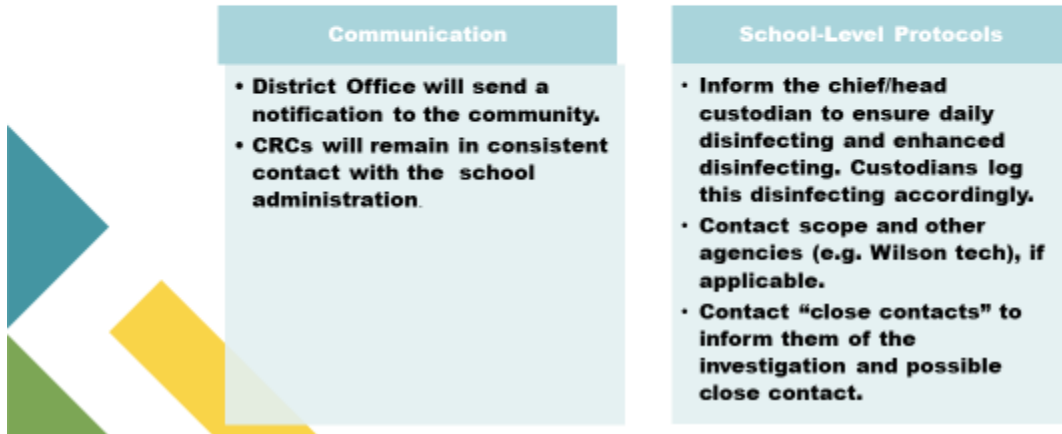
1. School administration contacts COVID Response Coordinators (CRCs) to report a positive case.
2. School administration engages in contact tracing and acquire additional information about the case. School administration communicates with individuals as needed.
3. A **determination** regarding the case is made.

Schools should be prepared with the following information when reporting a possible positive case to the CRCs:

- Name
- DOB
- Last date of attendance in school
- **Date of symptom onset (if applicable)**
- Date of test, if known
- Date of results, if known
- Type of test. If known
- A-Day or B-Day student? Everyday?
- Bus Rider?
- Other Activity? (e.g. SCOPE, Wilson Tech)
- Special Education student?

Positive Case Protocols: Step 4 Details

4. **Communicate** with the community, enact **additional District Office protocols**, and school administration begins **school-level protocols** (e.g. cleaning/disinfecting, school-level communication).



Positive Case Protocols: Steps 5 & 6 Details

4. CRCs review DOH reporting document submitted by school administration and, if appropriate, submit to the Department of Health School Information.
5. CRC report to the NYS School COVID Report Card.



SCDHS - SCHOOL COVID CASE INVESTIGATION DETAIL FORM	
Section 1: Basic Information	
Date Suffolk County Department of Health Services was notified:	
School District:	Commack
Name of the School:	
School Address:	
Point of Contact for the School District:	
Name:	Michael Infante / Jordan Cox
Phone Number:	631-952-2090 / 631-952-2090
Email Address:	mifforme@commack.k12.ny.us / jcox@commack.k12.ny.us
Complete the following sections for each COVID positive case	
Section 2: Case Details	
Name of the Case:	
DOB:	
Home Phone:	
Case # (if applicable):	***Add one below***

Commack Public Schools

**ADDENDUM TO THE DISTRICT-WIDE SAFETY PLAN:
EMERGENCY REMOTE INSTRUCTION PLAN**



OFFICE OF CURRICULUM, INSTRUCTION, & ASSESSMENT

Mr. Timothy Russo

Assistant Superintendent for Curriculum, Instruction, and Assessment

Ms. Lisa DeRienzo, Dr. Michael Inforna, and Dr. Jennifer Santorello
Curriculum Associates

Ms. Alise Pulliam

Executive Director of Instructional Technology

2023

The Commack School District Mission Statement

Within the context of a caring community of learners, our primary mission is to provide an exemplary learning experience that will allow each child to acquire the necessary knowledge, skills, attitudes, and values to become a successful, contributing member within our school community and greater society.

INTRODUCTION

Beginning with the 2023-2024 school year, all public schools must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

This plan outlines how the Commack UFSD will meet this New York State Education Department Requirement, as aligned with the Departments' six required components. The components are as follows:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
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.
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
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.
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.

More information about the requirement for an Emergency Remote Instructions Plan can be found on the [related NYSED website](#).

For the purpose of public readability, this plan is developed into three sections:

What Can Students and Families Expect?
What Can Teachers and Staff Expect?
Technology and Connectivity
Additional Information

EMERGENCY REMOTE INSTRUCTION PLAN

(Note: The six require components are inherent throughout the following sections)

The following plan is in place should the Commack UFSD find itself in need of district or school-wide remote instruction due to an emergency condition.

WHAT CAN STUDENTS EXPECT?

General Expectations

Students will attend school virtually, using their Chromebook, Google Classroom, or other means technology as determined by the District, during regular school hours. Students will follow the standard school schedule.

Students will follow their regular daily schedule.

Instruction will be both synchronous and asynchronous. Synchronous means “live with the teacher or staff member using a District-provided video conferencing platform,” and Asynchronous means “at the students own pace as designed by the teach.

Students are expected to complete the work assigned during the period of remote instruction, and to submit all required assignments by the due dates.

Students are expected to be present and engaged in remote instruction each day within the designated schedule. Attendance will be taken.

Each day during remote instruction, students are expected to access instructional materials, assignments, and video conference links as provided by the teachers and staff.

Students who are eligible for Special Education and Related Services will receive such services.

Students are expected to participate in all synchronous scheduled for lessons, and/or small group instruction, as scheduled:

Elementary School Students (Grades K-5):

- Elementary students will have a minimum of 120 mins. of teacher-led instruction divided into core instructional topics and as scheduled by the school. This time may be delivered in components with varying start times.
- Elementary Special Areas [Art, Music, PE, Library] will have a minimum of 20 mins. of teacher-led instruction, as scheduled by the school.
- Academic Intervention Services & ENL will have a minimum of 20 mins. of teacher-led instruction as scheduled by the school.
- Elementary families are encouraged to seek assistance from teachers and administrators as necessary.
- K-5 Students may be issued some consumable materials [for long term].
- Parent meetings and/or conferences may be scheduled to occur virtually.

Elementary school students will also:

- Follow the schedule provided by the school and attendance will be taken.
- Have a minimum of 120 mins. daily of synchronous instruction in core instructional areas (ELA, Reading, Math, Science, Social Studies). These live sessions may occur at different times throughout the day, as scheduled by the school.
- Special Areas [Art, Music, PE, Library] will meet as scheduled by the school. Students will join Zoom at the beginning of the class for a minimum of 20 minutes of live instruction.
- Academic Intervention Services & ENL will have a minimum of 20 mins. of teacher-led instruction as scheduled by the school. Students will join synchronous lessons at the beginning of the class for live instruction.
- After live instruction is complete, and as appropriate for the grade level, students may be given assignments by their teachers to engage in independently that will be posted in Google Classroom or participate in small group learning.

Secondary School Students (Grades 6-12)

- Students will follow their regular school schedule and period-by-period attendance will be taken.
- Students will join class via video conferencing at the beginning of every class for a minimum of 20 minutes of live instruction and then will work on assignments per teacher instruction, posted in Google Classroom.
- Secondary students are encouraged to seek assistance from teachers, guidance counselors, and advocate for themselves.
- Academic Intervention Services & ENL will have a minimum of 20 mins. of teacher-led instruction as scheduled by the school. Students will join synchronous lessons at the beginning of the class for live instruction.
- Parent meetings and/or conferences may be scheduled to occur virtually.

NOTE: Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via video-conferencing with a teacher to conference about assignments, engage in online discussions and present assignments in individual or virtual group settings.

WHAT CAN TEACHERS AND STAFF EXPECT?

General Expectations

- Teachers and instructional support staff will attend school virtually during regular school hours and follow their regular school schedule. The District will communicate if a teacher will be expected to physically attend the school building to teacher students virtually, or may do so from another location – this may also be driven by State mandate.
- Teachers are expected to develop and implement lesson plans appropriate for the virtual setting, and that are inclusive of the needs for all learners. To this end:
 - Teachers will take attendance during remote instruction in Infinite Campus - daily for the elementary schools and period-by-period for the secondary schools.
 - Teachers and instructional support staff will differentiate and adjust their instruction to meet individual needs for student learning.

- Teachers will provide students with make-up work, flexibility, and support if they are absent from school for any reason.
- Teachers and staff are to plan accordingly to meet the length of time instructional standards as outlined in the *What Can Students Expect?* section above.
- Each teacher will have the ability to adapt and adjust their teaching to meet the setting and needs of their students.
- Teachers will post assignments in Google Classroom.
- K-5 Teachers will provide “live” meeting/lesson instruction via video conferencing, divided into instructional topics.
- 6-12 teachers will provide “live” meeting/lesson instruction via video conferencing for a minimum of 20 mins. at the beginning of each class. The remainder of the class may be dedicated to work on assignments per teacher instruction.
- Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via video conferencing with a teacher to conference on assignments, engage in online discussions and present assignments in individual or virtual group settings.
- Teachers will have a Google Classroom and post assignments and materials for students to access.
- Teachers will work closely with Special Education teachers and Related Service Providers to meet IEP and 504 recommendations – see
- Related Service Providers will follow their schedule and continue to provide services as indicated on IEPs and 504s.
- Paraprofessionals will work closely with classroom teachers on planning and communication with students; participating in Google Classroom; video conferencing meetings; student check-ins; providing support to students with academics and assignments

Notes:

In the event there is a need, teachers and instructional support staff will lead and support instruction in their assigned classrooms during the contractually scheduled workday.

In the event of a 2-hour or 3-hour delay, the delay schedule will be followed for remote instruction [Bell schedules will be posted on website].

TECHNOLOGY AND CONNECTIVITY

Access to technology is essential for student participation in remote instruction. The Commack UFSD remains committed to multiyear planning and the implementation of district technologies to ensure equitable access for staff and students. The Districts’ Technology Department has initiated plans that are mindful of student home access to reliable internet and computers.

The Commack UFSD Technology Department will:

- Continue to gather and analyze data through our Digital Equity Survey to identify families’ levels of access to devices and high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity.

- Maintain an inventory of equipment and other assets, and identify which students, families, and staff have district assets in their possession.
- Procure, manage, and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve remote instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in remote learning environment.

The Commack UFSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the District will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate learning during remote instruction through the use of both synchronous and asynchronous instruction. In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Remote Instruction:

- Students in grades K-12 will be provided with a Chromebook and a District-issued Google Account.
- Teachers will have access to a desktop or Chromebook in their classroom. Teachers also have a district-issued Chromebook.
- Students will use their own internet when at home. If no internet access is available, the district will provide a hotspot, if one is available. Students in need of a hotspot will contact the Commack UFSD Technology Department and, pending administrative approval, will be provided with the hotspot as timely as possible.
- If home internet is not available, students may attempt to connect their school device to the district wireless from the school parking lot.

ADDITIONAL INFORMATION

Communication

The closure of schools in accordance with this plan shall be communicated in the same manner as all other school closures - via the District website, district social media accounts (e.g. Facebook), and the SchoolMessenger 'robo-call' system. Information regarding how to access unique links to virtual classes will be communicated by the school.

Attendance

- All attendance policies will remain in effect during remote instruction. All students must login to their classes at the assigned start time. During remote instruction, students will be required to "attend" and have their cameras on during instruction. Attendance will be taken daily in Infinite Campus.
- For students in grades K-5, attendance will be recorded daily, and the secondary level, attendance will be recorded at the beginning of each period.

- At the high school level, students must adhere to the Commack UFSD Attendance Policy to receive credit for each course. Failure to comply can result in loss of credit and non-graduation status.
- School administration and counselors will contact parents if there are concerns about a student's participation in remote instruction or ability to complete assignments.

Delivery of Instruction

Teachers will instruct students live via video conferencing (e.g. Google Meet, Zoom), in a synchronous format. Lesson assignments and materials will be provided by the teacher via Google Classroom. Students will be expected to complete and submit all assignments. Missing and/or incomplete assignments must be completed as per the guidelines outlined in the teacher's grading protocols. If a student has questions pertaining to a specific assignment, the student and/or parent should contact the teacher directly. Teachers are available for parent questions via email during school hours.

Access and Distribution

- All students in Grades K-12 have been issued a Chromebook through the District's one-to-one device program.
- Any student without access to a computer can contact the Commack UFSD Technology Department for assistance.
- Parents should contact the Commack UFSD Technology Department if they need assistance with internet access.
- Technology support will be provided via email or phone and on weekdays during designated hours at a designated location for hardware issues.
- Students are expected to use school devices in full compliance with the District's Acceptable Use Policy. Parents must ensure that proper care is taken when handling the District device.
- If a student is having difficulty with any of the digital platforms and/or devices, the student's parent/guardian should notify the child's teacher.

Students with Individualized Education Plans

1. Students who receive special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, as required by their IEPs, will receive the services delineated in their plans remotely to the greatest extent practicable. Parents are encouraged to contact their child's case manager for specific questions and further information related to the services their child receives.
2. Breakout rooms/ private conferencing features, if available, will enable special education teachers to provide private conference time for students with IEPs so that they can receive assistance without the pressure of an entire class "watching".
3. The breakout room feature also allows teachers to assess student understanding, differentiate instruction and modify assessments based on individual student needs.
4. CST Case Managers will maintain contact with teachers, related service providers, and parents via telephone, email, Google Meet or Zoom meetings. They will attend, when appropriate, class virtual lessons to conduct direct observations of students. Related service

clinicians will maintain contact with teachers, related service providers, and parents via telephone, email, Google Meet or Zoom meetings.

5. All documentation required of CST and related service providers will continue to be maintained in a remote or virtual instructional program.
6. The District Child Study Teams shall continue their functioning remotely as if they were operating in-person. CST members will reach out to parents to schedule Annual Reviews, Re-Evaluation Planning, Evaluation Planning (new referral), or Eligibility meetings.

Extra-Curricular Programs

Depending on the nature of the emergency closure, extra-curricular programs may be canceled if they cannot be offered virtually.

Community Programs

The District will maintain communication with local departments and organizations and share information about local community programs being offered to Commack residents, as appropriate.

Contact Information

For the full Commack UFSD Staff Directory, including contact information for administration, teachers, staff, technology department, nurses, and more, click here:

[Staff Directory \(commackschools.org\)](http://commackschools.org)