

District-wide School Safety Plan

2026-2027

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Policy Statement of the Superintendent of Schools

Emergencies in schools must be addressed in a comprehensive, expeditious manner. As with any other institution, schools must be well prepared to address acts of violence, and natural and manmade disasters. In this regard, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is an inclusive planning effort that focuses on prevention, response, and recovery with respect to a variety of emergencies that schools may encounter.

School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, and the health and property of students, faculty and staff. As such, the Huntington Union Free School District supports SAVE legislation and will continue to facilitate its implementation. As Superintendent of Schools, I encourage and advocate ongoing district-wide cooperation and support of Project SAVE.

A district-wide safety plan has been developed to encompass each of our schools, as well as our Administration building. This safety plan is comprehensive, concise, and specific. It is reviewed and updated annually, prior to the commencement of school in September. Any changes are provided to principals and reflected in building-level safety plans immediately. Appropriate staff training is also provided.

The safety of our students/staff and the protection of our schools is paramount. Again, our plan has been developed and implemented accordingly.

Beth McCoy
Superintendent of Schools

Introduction: Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, as well as from natural and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools. The Huntington Union Free School District (“District”) supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

I. General Considerations and Planning

A. Purpose

The Huntington UFSD District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Huntington Union Free School District Board of Education, the Superintendent of the Huntington Union Free School District appointed a District-wide School Safety Team and charged it with the Development and maintenance of the District-wide School Safety Plan.

B. Identification of District/School Teams

The Huntington Union Free School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, local law enforcement and emergency agencies. The school teams, referred to as School Emergency Response Team, consists of but not limited to administrators, faculty and staff.

C. Concept of Operations

The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan for all schools in the Huntington Union Free School District. The protocols reflected in the District-wide School Safety Plan will be used to guide the development and implementation of the individual Building-level Emergency Response Plans.

The development of the District-wide School Safety Plan was a collaborative effort involving members of the District-wide Safety Team, law enforcement officials, county emergency service coordinators, and Eastern Suffolk BOCES Health Safety Risk Management Services. The plan was further developed utilizing the guidelines provided by the New York State Education Department, in consultation with Homeland Security and the New York State Police.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Huntington Union Free School District consists of the following facilities:

- ✓ Flower Hill Primary School
 - ✓ Jefferson Primary School
 - ✓ Southdown Primary School
 - ✓ Washington Primary School
 - ✓ Jack Abrams Intermediate School
 - ✓ Woodhull Intermediate School
 - ✓ J. Taylor Finley Middle School
 - ✓ Huntington High School
- All information pertaining to an emergency or violent incident will be directed to either the Building Principal/Designee or the District Superintendent/Assistant Superintendent.
 - In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
 - Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his designee will be notified and, where appropriate, local emergency officials will be notified by calling **911**.
 - County and State resources through existing established protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), a summary of this plan was made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the adopted District-wide School Safety Plan are submitted to the New York State Education Department within 30 days of adoption. While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.3. Full copies of the Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

II. Risk Reduction/Prevention and Intervention/Early Detection

This section of the plan is used to identify and describe the District's policies and procedures for reducing the risk of violence; implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate.

Programs have been developed by the Huntington Union Free School District to improve communication among students and between students and staff, and reporting of potentially violent incidents.

A. Prevention/Intervention Strategies

Program Initiatives:

The Huntington Union Free School District regularly conducts age-appropriate programs for students, staff and parents, such as:

- Athletic Programs
- Bullying Prevention Program
- Character Education
- Citizen of the Week
- Citizen of the Month
- Collaboration with the Suffolk County law enforcement and emergency personnel
- Community Partnership Programs
- Counseling Program
- Crisis Prevention Intervention Training (CPI)
- Established anonymous reporting mechanisms for school violence
- Fire Safety Program
- Gang resistance education and training
- Instructional Coaches
- Instructional Support Team
- Internet Safety Program
- Leadership Teams
- National Incident Management System (NIMS) training for emergency response team members
- Natural Helpers Program
- New York State Police Safe Schools Program concerned with bullying and violence prevention
- New York State School Safety Guide (2007)
- Non-Violent Conflict Resolution Training
- Non-Violent Conflict Resolution Training Programs
- Parent Safety Forum
- Peer Mediation
- Positive Behavior Interventions and support
- Project SAVE Violence Prevention Training
- Random Acts of Kindness

- Restorative Practice
- Sandy Hook Promise
- Mindfulness Club
- Social Work Program
- Stanford Harmony social and emotional learning program
- Student Mentoring
- Student Safety Forum
- Student Study Circles
- Student Support Group with Tri-CYA
- Teacher Mentoring with Tri-CYA
- Homework Help with Tri-CYA
- Technology Mentoring
- Transition Program for students entering Grade 4, Grade 7 and Grade 9 (This includes vertical articulation regarding at-risk students)
- Transportation Safety Program
- World of Difference Program
- Youth Court

Additionally, the District has installed a robust security surveillance system with 24-hour monitoring and video capability, as well as a Visitor Management System.

B. Training, Drills, and Exercises

The Huntington Union Free School District has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The District has established the following procedure(s) for multi-hazard school safety training for staff and students:

- Annual review of building emergency response procedures with staff and students
- All buildings conduct 12 emergency drills of which four (4) are lockdown drills that include practicing the Shelter-in-place, Hold-in-Place, and Secure Lockout protocols
- All buildings participate in the Annual Early Dismissal - Go Home Evacuation Drill
- The district has conducted drills and other training exercises to test components of the emergency response in coordination with the following agencies:
 - ✓ Suffolk County Office of Emergency Services
 - ✓ Suffolk County Police Department
 - ✓ Greenlawn Fire Department
 - ✓ Halesite Fire Department
 - ✓ Huntington Fire Department
 - ✓ Huntington Manor Fire Department
 - ✓ New York State Police
 - ✓ Eastern Suffolk BOCES Health Safety Risk Management Service

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the District will invite local agencies to participate in and to help evaluate all exercises. These agencies may include, but not be limited to, the police and fire departments, rescue and ambulance services, local Office of Emergency Management and the local BOCES Health & Safety Office. At least one such exercise will occur in each school building every school year.

Note: Directly following each test or drill, a debriefing will be conducted to evaluate the exercises and determine if changes to the emergency response plan are necessary.

C. Implementation of School Security

Security Guards in the Huntington Union Free School District are hired under the title of Security Guard from a competitive Civil Service list or on a non-competitive basis for the title called Guard. Essentially, both titles do the same kind of work. Each of these individuals are interviewed, must be fingerprinted and must also have a valid New York State Security Guard license prior to hiring. The District performs local records check on each of these individuals. The security guards currently work throughout the District on various shifts assigned by the Administration. Guards are required to go through a series of training techniques, which include: fire and evacuation drills, Lockdown drills, pupil dismissal procedures, acts of violence procedures, etc. The guards work with building-level administrators and staff throughout the school year during the planning of drills and drill exercises in order to ensure student and building safety.

General responsibilities of school security guards are posted at the school security guard office. Responsibilities include but are not limited to:

- Patrolling building and grounds
- Enforce school rules
- Ensure the safety of students, staff and visitors
- Prevent damage to the facilities
- Establish rapport with students in order to provide an atmosphere that is safe and conducive to the proper functioning of the school
- Assist students or refer them to the proper staff members for assistance with any problems
- Assists with the implementation of the visitor management system
- Does related work as required such as attending after school activities and athletic events
- Security guards regularly monitor the district security cameras

D. Vital Educational Agency Information

The Huntington Union Free School District has eight (8) educational agencies (buildings):

- ✓ Flower Hill Primary

- ✓ Jefferson Primary
- ✓ Southdown Primary
- ✓ Washington Primary
- ✓ Jack Abrams Intermediate School
- ✓ Woodhull Intermediate
- ✓ J. Taylor Finley Middle School
- ✓ Huntington High School

Each Building Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and the business and home telephone numbers of key officials, and telephone numbers of key educational officials. These plans also include relocation and reunification locations.

E. Early Detection of Potentially Violent Behaviors

The Huntington Union Free School District has policies and procedures for dissemination of information regarding the early detection of potential violent behaviors. Informative materials are distributed on an ongoing basis at faculty meetings throughout the school year. Staff development is conducted during Superintendent Conference Days and/or other conference days in order to develop awareness and provide training for staff regarding this issue.

This material is also available to parents and the community during various committee or workshop meetings. The district also has a Crisis Response Team which is present in each building in order to respond effectively and appropriately to a crisis involving violent behaviors as well as participate in threat assessment practices. This Crisis Response Team is also available for questions from the staff, students, parents and community.

F. Hazard Identification

The identification of sites of potential emergencies is located in *Maps & Diagrams* in each Building-level Emergency Response Plan. The location of potential hazards, such as: chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented on a building and facility diagram. Potential off-site hazards are identified in the County/Town Hazard Assessment in each of the plans.

G. Silent Panic Alarm

A silent panic alarm that has been implemented by the Huntington UFSD is the use of the RAVE application which all building level administrators have downloaded onto their personal cellular devices. The RAVE application connects school district administrators to other organizations and those who protect, by providing innovative solutions to prepare better, respond faster and communicate more effectively during emergencies, in crisis situations, or for planned events. Additionally, all schools are equipped with a “911 Call Box” in the main office which directly contacts a 911 operator in cases of emergency.

H. Workplace Violence Prevention

All district employees will be trained in Workplace Violence Prevention.

III.

Response

A. Notification and Activation of Internal and External Communications

- The District policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in each Building-level Emergency Response Plan. All communications during an incident at the school will flow through the Incident Command Center. Emergency services will be requested through the 911 system.
- In the event of an emergency, staff, students and visitors will be contacted in one or more of the following manners:
 - ✓ District's Mass Notification System
 - ✓ Email
 - ✓ Intercom
 - ✓ Local Media
 - ✓ Radio System
 - ✓ Text
 - ✓ Telephone
 - ✓ Verbal message
 - ✓ Others As Appropriate
- The District has established guidelines for staff and students that in the event that they initially discover an emergency situation, or impending emergency, that they will notify the Principal and provide him/her with information on the nature of the event. In the event that the Principal cannot be reached, the Superintendent or the Director of School Safety and Security will be contacted.
- Procedures for School Cancellation/Early Dismissal and Community Notification protocol for contacting parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal are outlined in each Building-level Emergency Response Plan. This includes using local media in some instances, Parent Square, or use of an emergency contact information provided by student's parents/legal guardians if necessary.

B. Situational Responses

The District has developed multi-hazard response plans. These guidelines are present in the Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

Active Shooter	Explosion	Natural/Weather Related
Acts of Violence	Hazardous Materials Spill	Plane Crash
Bomb Threat	Kidnapping/Hostage	Radiological
Earthquake	Loss of Utilities	Railroad Derailment

Others as determined by the Building-level School Safety Team.

These guidelines are not open for public comment or review. Sharing such information could put people or facilities at risk.

The guidelines provide basic instructions for responding to any given incidents such as:

- Notifying school administrators of the incident
- Contacting emergency response agencies
- Assembling the emergency response team and implementing the incident command system
- Moving occupants from an area of danger to an area of safety
- Notifying community/parent
- Sheltering or student release procedures
- Aftermath and recovery

C. Responding to Acts of Violence: Implied or Direct Threats

The Crisis Response Plan Guidelines in each Building-level Emergency Response Plan provides guidance on the district's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- The use of staff trained in de-escalation or other strategies to diffuse the situation
- Informing the Building Principal of implied or direct threat
- Determining the level of threat with Superintendent/Designee
- Contacting appropriate law enforcement agency, if necessary
- Monitoring the situation, adjusting the District's response as appropriate, and include possible implementation of Emergency Response Team

D. Acts of Violence

Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan provides guidance on the District's policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Determine the level of threat with Superintendent/Designee
- Isolate the immediate area and evacuate if appropriate
- Inform the Building Principal/Superintendent
- Initiate lockdown or lockout procedures and contact appropriate law enforcement agency
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures

Note: The Huntington Union Free School District "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

E. Response Protocols

The Incident Command System and the Threat and Hazard Specific Annexes in each Building-level Emergency Response Plan provides guidance on the district's policies and procedures for responding to any act or threat of violence.

The following protocols are provided as examples:

- 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

F. Arrangements for Obtaining Emergency Assistance from Local Government

A section on Emergency Communications in each Building-level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following examples are the types of arrangements that could be used by the District:

- The Superintendent or his or her designee in an emergency will contact the regional emergency dispatch center by calling 911.
- The dispatcher will determine the appropriate services needed by the school.
- The Superintendent or his or her designee contacts highest-ranking local Village and/or Town officials to provide notification and/or request assistance.

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

The District will utilize procedures outlined in Emergency Communications and the Incident Command System sections in the Building-level Emergency Response Plans for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during county-wide emergencies could include the following:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

- The District has identified resources for an emergency from the following agencies: Suffolk County Police Department, Huntington Manor Fire Department, Huntington Fire Department, Huntington Community First Aid Squad, Greenlawn Fire Department, Halesite Fire Department, American Red Cross, New York State Police, Suffolk County Public Health Department, Suffolk County Sheriff's Department, and Eastern Suffolk BOCES Health Safety Risk Management Services.

H. District Resources Available for Use in an Emergency

A District & Building Resources and Supply Inventory is located in each Building-level Emergency Response Plan which identifies the district resources, which may be available during an emergency, which could include the identification of resources, such as available facilities, blankets, cots, food supply, communications equipment, fire extinguishers, first aid supplies, flashlights, bull horn, district vehicles and buses.

I. Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies

Each Building-level Emergency Response Plan provides a description of the District's procedures to coordinate the use of resources and manpower during emergencies. These sections include the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

J. Protective Action Options

Each Building-level Emergency Response Plan describes the following actions in response to an emergency where appropriate: school cancellation prior to the start of school, early dismissal, evacuation before, during and after school hours, and sheltering procedures.

K. Remote Instruction

In the event that there is a school closure necessitating a shift to fully remote instruction, due to an emergency, including but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the district is prepared to provide remote instruction to all students. All students at Huntington High School, J.T. Finley Middle School, **Jack Abrams Intermediate School** and Woodhull Intermediate School were issued Chromebooks which they bring home from school on a daily basis. Students at the Primary buildings are issued two Chromebooks, one to leave at home and one to have at school. The kindergarten students however will receive one Chromebook for the 2025-2026 school year. The devices are given to students every four years on this schedule: Grade K, Grade 4 and Grade 9.

The following programs are utilized to support instruction during Remote Instruction;

English Language Arts:

Software	Grade Levels	Department	Description
Scholastic Literacy Pro	K-8	ELA	Electronic e-books.
BookFlix	K-3	ELA	Electronic e-books.
iReady	Grades 2-8	ELA	Reading and math diagnostics and personalized learning paths.
Nearpod/Flocabulary	Grades K-12	ELA	An interactive learning platform.
Brainpop	Grades K-8 and 9-12 ENL	ELA	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
PebbleGo	K-3	ELA	Databases Animals, Science, Biographies, Social Studies and Health.
Pebblego Classic	Grades 4-6	ELA	Databases of Biographies, Social Studies, States and Native Americans.
Enchanted Learning	K-6	ELA	An interactive learning platform.
Reading A-Z and RazPlus	K-6	ELA	Online curriculum Resources to support reading
Newsela	Grades 7-12	ELA	Leveled articles on a variety of subjects can be assigned, along with interactive responses.
Castle Learning	Grades 7-12	ELA	Software that creates review activities for a variety of subjects from elementary level through high school.
Intro to Reading	Grades K-6	ELA	Our K-6 Reading program

Formative	Grades 7-12	ELA	Formative is a web and app based interactive student response and assessment tool
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Mathematics:

Software	Grade Levels	Department	Description
iReady	Grades 2-8	Math	Reading and math diagnostics and personalized learning paths.
Nearpod/Flocabulary	Grades K-12	Math	An interactive learning platform.
Brainpop	Grades K-8 and 9-12 ENL	Math	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
IXL Math	Grades 6-8	Math	An interactive math tool
Delta Math Integral	Grades 6-12	Math	An interactive math tool
STMath	K-6	Math	A game-based math tool
Reveal Math	K-6	Math	An electronic math textbook
First in Math	K-6	Math	An interactive math tool
EAI TI 84 Software	Grades 8-12	Math	Calculator software for Chromebooks
Castle Learning	Grades 7-12	Math	Software that creates review activities for a variety of subjects from elementary level through high school.
Happy Numbers	Grades K-3	Math	An interactive Math tool
Formative	Grades 7-12	Math	Formative is a web and app based interactive student response and assessment tool

Social Studies:

Software	Grade Levels	Department	Description
Nearpod/Flocabulary	Grades K-12	Social Studies	An interactive learning platform.

Brainpop	Grades K-8 and 9-12 ENL	Social Studies	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
PebbleGo	K-3	Social Studies	Databases Animals, Science, Biographies, Social Studies and Health.
Pebblego Next	Grades 4-6	Social Studies	Databases of Biographies, Social Studies, States and Native Americans.
Enchanted Learning	K-6	Social Studies	An interactive learning platform.
Newsela	Grades 7-12	Social Studies	Leveled articles on a variety of subjects can be assigned, along with interactive responses.
Discovery Ed	Grades 4-6	Social Studies	A database of videos and on-line information for a variety of subjects
TCI	Grades 4-12	Social Studies	An interactive learning platform for science and social studies.
Castle Learning	Grades 7-12	Social Studies	Software that creates review activities for a variety of subjects from elementary level through high school.
Formative	Grades 7-12	Social Studies	Formative is a web and app based interactive student response and assessment tool

Science:

Software	Grade Levels	Department	Description
Nearpod/Flocabulary	Grades K-12	Science	An interactive learning platform.
Brainpop	Grades K-8 and 9-12 ENL	Science	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
PebbleGo	K-3	Science	Databases Animals, Science, Biographies, Social Studies and Health.
Pebblego Next	Grades 4-6	Science	Databases of Biographies, Social Studies, States and Native Americans.
Enchanted Learning	K-6	Science	An interactive learning platform.

Newsela	Grades 7-12	Science	Leveled articles on a variety of subjects can be assigned, along with interactive responses.
EAI TI 84 Software	Grades 8-12	Science	Calculator software for Chromebooks
Gizmos	Grades 7-12	Science	A tool for math and science simulations
Discovery Ed	Grades 4-6	Science	A database of videos and on-line information for a variety of subjects
TCI	Grades 4-12	Science	An interactive learning platform for science and social studies. Software that creates review activities for a variety of subjects from elementary level through high school. Formative is a web and app based interactive student response and assessment tool
Castle Learning	Grades 7-12	Science	
Formative	Grades 7-12	Science	

English as a New Language:

Software	Grade Levels	Departments	Description
Nearpod/Flocabulary	Grades K-12	ENL	An interactive learning platform.
Brainpop	Grades K-8 and 9-12 ENL	ENL	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
Reading A-Z and RazPlus	K-6	ENL	Online curriculum Resources to support reading Software that creates review activities for a variety of subjects from elementary level through high school.
Castle Learning	Grades 7-12	ENL	

Productivity and Learning Management Systems:

Software	Grade Levels	Departments	Description
Kami	K-12	All Departments	A software tool that allows students to write on electronic PDF documents.

EdPuzzle	Grades 4-12	All Departments	A software tool that allows questions and answers to be embedded in videos.
Castle Learning	K-12	All Departments	Software that creates review activities for a variety of subjects from elementary level through high school.
Bunceer (part of Pebble)	K-12	All Departments	An electronic creation tool.
Padlet	Grades 4-12	All Departments	An electronic bulletin board for sharing ideas
Classkick	Grades 4-12	All Departments	An interactive platform to enhance on-line learning.
Kahoot	K-12	All Departments	A game-based platform good for reviewing and formative assessments.
Screencastify	K-12	All Departments	A tool that allows students and teachers to record their screens and/or themselves.
Google Enterprise: Google Meet/Google Classroom/Jamboards/Docs/Forms/Sheets	K-12	All Departments	Productivity: Google Meet/Google Classroom/Jamboards/Docs/Forms/Sheets
Virtual Reference Collection (VRC)	Grades K-12	All Departments	An online database of references, as well as various resources for a variety of subjects.
Quizlizz	Grades k-12	All Departments	Online learning tool that provides various resources to help students study, such as flashcards and quizzes.
Clever	Grades K – 12	All Departments	A tool that is a repository for all of the software students and teachers can access in the district. In most cases, it provides Single-Sign-On access.
Margie School AI	Grades k-12	All Departments	Artificial Intelligence Platform
Book Creator	Grades K-12	All Departments	A digital tool that enables students to create and read multi modal digital books to enhance student engagement

Miscellaneous:

Software	Grade Levels	Departments	Description
Keyboarding without Tears	K-5	Computer Science	Online tool that teaches keyboarding
Code.org	Grades K -8	Computer Science	Online based coding application.
Nearpod/Flocabulary	Grades K-12	Health, SEL, World Languages, Computer Science, College and Career Readiness and ENL	An interactive learning platform.
Brainpop	Grades K-8 and 9-12 ENL	Health, SEL, World Languages, Computer Sciences, ENL	An interactive learning platform with learning videos, and activities to support a variety of curriculum.
Naviance	Grades 7-12	Guidance	College and Career Readiness
Meet the Teacher	Grades 7-12	All high school and middle school teachers	A video conferencing scheduling tool
ParentSquare	Grades K-12	A 2-way communication platform	An interactive platform used to communicate information to families, students, administrators and teachers.
Read 180/System 44	Grades 4 -8	Special Education	Reading intervention
Read & Write for Google Chrome	K-12	Special Education	Digital Literacy Tools

To ensure all students have internet access, a survey was conducted to determine if any households are without internet connectivity. If internet connectivity is needed for the student(s), the district will configure their Chromebooks to connect to Optimum Wi-Fi without any password or cost to the family. If Optimum Wi-Fi is not available in their area, the household would be provided a Mobile Hotspot after the parent or guardian signs the district's Mobile Hotspot agreement form at no cost to the family.

To provide special education and related services for students with disabilities the district is prepared to provide remote instruction, which may involve video teaching and/or telepractice. If a special education student accesses services through video teaching and/or telepractice, the district shall consider such access as a consent to receive services through that modality. Any parent that does not agree to receive services through that modality should contact the Director of Special Education at (631) 673-2115 or via email at drich@hufsd.edu. If the parent does not consent to the use of video teaching and/or telepractice, the student will be provided instruction in an alternative format, such as through written instructional materials, asynchronous learning opportunities and/or telephone consults. Remote related services will be conducted via video conferencing formats which are in compliance with Education Law 2d privacy/confidentiality requirements (i.e. Google Meets, ZOOM). Specialized instruction will be provided by a special education teacher and will include both synchronous and asynchronous learning opportunities. Consultations with parents via telephone, email and video conferencing communications will be provided.

The district has an expectation that all students will attend the instructional program assigned to them utilizing the district provided technology.

L. Cardiac Emergency Response Plan

This Cardiac Emergency Response Plan is adopted by Huntington UFSD, effective January 12, 2026. This plan was reviewed and approved by medical for HUFSD on November 23, 2025.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction, resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive, or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of Huntington UFSD shall be as follows:

1. Developing a Code Blue Team

- (a) The Code Blue Team shall be comprised of those individuals who have current CPR/AED Certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the SCA location.
- (b) Members of the Code Blue Team are identified in the “Code Blue Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Code Blue Team Coordinator.
- (c) All members of the Code Blue Team shall receive and maintain nationally recognized training, which includes a Certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Code Blue Team during an identified cardiac emergency

- (a) The members of the Code Blue Team shall be notified immediately when a cardiac emergency is suspected via Code Blue Team announcement over the PA system or portable radios and the RAVE APP.

3. Automated external defibrillators (AEDs) – placement and maintenance

- (a) Minimum recommended number of AEDs for HUFSD:

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED that may be out of service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) HUFSD will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual, and the nurse at each building shall maintain a log of the maintenance activity. The nurse will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain trauma shears, latex-free gloves, a towel, antiseptic wipes, and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear signage, so they are easily identified. Locations of the AEDs are to be listed in the “Code Blue Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room, and in all school offices.
 - (2) Adjacent to each AED.
 - (3) In the gym and in all other indoor locations where athletic activities take place.
 - (4) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (5) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff, including the school nurses
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.

- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan, which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable HUFSD to carry out this Plan. (It is recommended that, at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED Certification.) Training shall be renewed at least every two years. The school shall designate a person responsible for coordinating staff training and, if available, a medical contact for school-based AEDs.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, online, or blended instruction, but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. HUFSD shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials, and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. HUFSD shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and recommendations for modifying the CERP, if needed. (It is suggested that the school/school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) HUFSD shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- (c) HUFSD shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) inform the local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

HUFSD shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, including:

- (a) A *post-event review* following an event. This includes a review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The Director of School Safety and Security will be responsible for establishing the documentation process in accordance with each building's Code Blue Team.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
 - (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

IV. Recovery

A. District Support for Buildings

Building-level Emergency Response Plan provides resources for supporting the Emergency Response Team and Post-Incident Response Team at the Huntington Union Free School District. The District's Incident Command System Plan identifies alternates to relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient manpower to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

B. Disaster Mental Health Services

The Administrative team will be advised by the Crisis Response Team (School Psychologists, Social Worker, School Counselors, and School Nurses) who will assist in the coordination of disaster mental health resources through the County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team.

A debriefing of the Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the District's plan for possible revisions

V. Pandemic Planning

A. Pandemic Planning

The Huntington Union Free School District's Pandemic Plan addresses the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery) and is built upon components already existing in the District-Wide School Safety Plan, the Building-Level Emergency Response Plans and the 2020-2021 School Reopening Plan. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested and evaluated 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. The building level plans include detailed implementation protocols which will be enforced by the Building-Level Emergency Response Team.

During a pandemic, the District will provide data to local and state health departments. The District will coordinate with the local and state-level pandemic plans and participate in any exercises of the pandemic plan as requested. The District will provide resources to the local and state health departments and work to address provisions of

psychosocial support services for the staff, students and their families during and after the pandemic. To support the local communities, available resources, e.g. food distribution, will be provided as needed whenever possible. Variables can be unique to every situation, so refer to the School Reopening Plan located on the District's website for additional information:

http://www.hufsd.edu/assets/pdf/resources/2021/reopening_plan.pdf

B. Prevention/Mitigation

The District will work closely with the Suffolk County Department of Health Services to determine the need for plan activation. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:

- The school administrators and nurses will monitor attendance of students and staff and work with the Suffolk County Department of Health Services should there be clusters of illness/absences associated with symptoms or confirmed cases of influenza.
- After-hours urgent public health issues can be reported to (631) 852-4820.
- The Suffolk County Department of Health Services, Center for Disease Control and Prevention (CDC) and National Institute of Health (NIH) will monitor county-wide cases of influenza and inform school districts as to appropriate actions.
- Building-level nurses will help coordinate the pandemic planning and response effort. These individuals will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team.
- The Assistant Superintendent for Finance and Management Services, Director of Facilities, and Assistant Superintendent for Curriculum and Instruction are vital to the planning effort. Because of the potential importance of technology in the response effort (communication and notification), the school district Network and Systems Administrator has been added to the District-wide School Safety Team. Other non-traditional individuals may also be required to be part of the Safety Team.
- The District-wide School Safety Team will review and assess any obstacles to the implementation of the Plan. The Center for Disease Control and Prevention (CDC), School District Pandemic Influenza Planning Checklist will be reviewed annually to assist with addressing critical Plan components related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication with staff and families.

- The school district will emphasize hand-washing and cough/sneezing etiquette through the use of educational campaigns including staff training administered by Northwell Health, the Global Compliance Network, District-made videos, curriculum for students and signage posted throughout the District. The District will educate and provide information to parents, staff, and students about how to make an informed decision when determining whether or not to stay home when ill. The District's website, mass notification system, Facebook postings and direct mailings may be used to communicate for this purpose.
- Prevention strategies will be implemented as needed such as daily health screening forms, walkthrough temperature detectors, secondary scanning using hand-held temperature scanner, student and staff desk shields/sneeze guards, daily intensive sanitizing, the wearing of masks by all people in the school buildings and on school buses, social distancing protocols reinforced with signage, controlling air quality, and the installation touchless appliances such as toilets and faucets.

C. Preparedness

- The Suffolk County Department of Health Services, Suffolk County Police Departments (2nd Precinct), and Department of Mental Health will collaborate to assure complementary efforts.
- The District-wide Command Center will be at the Administrative Offices located in the **Jack Abrams Intermediate School** with the alternate at Huntington 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:

Person/ Title- Responsibilities/ Contact Phone Number

Beth McCoy	Superintendent of Schools - Primary Incident Coordinator	631-673-2038
Christopher Hender	Deputy Superintendent -Backup Incident Commander	631-673-2185
Brenden Cusack	Asst. Supt. for Curriculum and Instruction-Planning	631 673-2036
Dr. Rubie Harris	Asst. Supt. For Finance and Management Services	631 673-2111
Jarrett Stein	Director of School Safety & Security	631 673-4795
Richard Rouse	Director of Facilities	631 673-2128
Brian Landers	Network Systems Administrator- Technology Planning	631 425-4645

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.

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community in English and Spanish. A school district Public Information Officer (PIO) (Superintendent) has been designated to coordinate this effort and act as the central

point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with the Network and Systems Administrator to assure proper function of all communication systems. The Superintendent of Schools will test our emergency communication systems on an ongoing basis. Communication methods may include: school postings, general mailings, emails, special presentations (social media), phones and cell phones, district's mass notification system, text messages, Public Address system, local news outlets, District website, Facebook, X (formally known as Twitter) etc.

- Continuity of operations and business office functions could be severely impacted by a loss of staff. As such, the Assistant Superintendent for Finance and Management Services will develop a plan that will include procedures for maintaining essential functions and services. This will include cross-training and/or the development of manuals for the following responsibilities:
 - Benefits
 - Facilities oversight and maintenance
 - Instructional Technology/Network Infrastructure
 - Payroll
 - Purchasing
 - School Safety and Security
 - Transportation
- During the pandemic, personnel will be deemed essential depending on the tasks required to maintain normal district-wide operations. All bargaining units and non-contractual employees are subject to being identified as essential. Tasks could include, but are not limited to, educating students, providing meals to the community, the cleaning/disinfecting of all facilities, all business office functions, all clerical functions, technology support, providing physical and mental health support, and building level administrative support. Central office administration will evaluate what tasks are needed to be performed and will assign "essential" personnel accordingly.
- Recognizing the need for essential individuals to have frequent communication, there are multiple systems available for use. Primary communication will be through the District's Cisco phone system followed by, cell phones, e-mail, text messages, and the district's mass notification system.
- Recognizing that some essential workers will need the ability to work remotely if in a quarantine situation, the District has provided devices and remote access capability to all staff that have the ability to perform some of their job responsibilities remotely. Office phone lines will be transferred to personal cell phones as practical or applicable.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office

informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, walkthrough temperature detectors, hand held temperature scanners, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, the District 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.

- Principals 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. The principals will provide cross-training of staff to ensure essential functions can be performed. This could require the 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.
- 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. The District will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies that the District is prepared to implement in combination as necessary include:
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone; text messages; e-mail; automated notification systems; district's mass notification system, website postings.
 - Hard copy, self-directed lessons
 - On-line or hybrid instruction; on-line resources; on-line textbooks

Input was obtained from curriculum staff throughout the development of the strategies, which will be tested and reviewed on an ongoing basis.

D. Response

- The Incident Commander will determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Suffolk County Department of Health Services 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 levels 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.

- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO (Public Information Office) 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 Assistant Superintendent for Finance and Management Services will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Finance and Management Services will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- Each District building has been provided with Personal Protection Equipment to distribute to all staff and students. Stock is maintained at an 8-month level and excess inventory is stored at the high school building. The oversight of the inventory is performed by the Director of Facilities. The Head and Chief Custodian of each building will monitor their inventory and contact the Office of Buildings and Grounds if restocking is required.
- The Director of Facilities will meet with staff and monitor ability to maintain essential functions. The Director of Facilities will review essential building function procedures with the Principal and command chain. The Director of Facilities will work closely with the Assistant Superintendent for Finance and Management Services or designee to implement different phases of the Plan as necessary.
- Assistant Superintendents will review all essential tasks that need to be performed and establish staggered works shifts to maximize social distancing and reduced contact with others.
- The Hilton Long Island/Huntington, located at 598 Broadhollow Rd, Melville, NY 11747, will house essential workers should this be required to contain the spread of a communicable disease.
- The Deputy Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. The Deputy Superintendent 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.

E. Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The District will work toward a smooth transition from the existing learning methods to normal processes. All described communication methods and the PIO will be utilized to keep the school community aware of the transition process.

- The District will work closely with NYSED to revise or amend the school calendar as deemed appropriate.
- The Director of Facilities or his/her designee will evaluate all building operations for normal function and re-implement appropriate maintenance & cleaning procedures.
- Based on updated guidance from the Suffolk County Department of Health Services, Center for Disease Control and Prevention (CDC) and National Institute of Health (NIH), the District will follow all necessary protocols required if an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or test positive to prevent the spread of the disease. This includes performing contact tracing, notifying the Department of Health, and performing a deep sanitation of all spaces the employee inhabited.
- All employees and contractors may be required to complete a daily health screening form. This will assist with knowing who is in attendance and who is quarantining.
- 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. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect any necessary changes. Information from the PIO, the Assistant Superintendent for Finance and Management Services, Human Resource office, Facilities department, and the Office of Curriculum and Instruction will be vital to this effort.
- Curriculum activities that may address the crisis will be developed and implemented.