

DISTRICT-WIDE EMERGENCY RESPONSE PLAN

MAHOPAC CENTRAL SCHOOL DISTRICT
2023-2024

Revision Date: July 6, 2023

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.

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SECTION I: GENERAL CONSIDERATIONS/PLANNING GUIDELINES

PURPOSE

The Mahopac Central School - District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 by a team appointed by the Board for this purpose. The team consisted of representatives from the Board, the student body, parents, teachers, administrators, school safety personnel and other school personnel.

IDENTIFICATION OF THE TEAM

The School District has created a Health & Safety Committee, consisting of, but not limited to, representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school

Christine Tona - Superintendent/Chief Emergency Officer	tonac@mahopac.org
Michael Tromblee - Assistant Superintendent for Curriculum	trombleem@mahopac.org
Troy Bilyeu - District Wide DPO and Administrator for School Safety, Security and Compliance	bilyeut@mahopac.org
Paul Maglietta- High School SRO	magliettap@mahopac.org
Elizabeth Blessing – Lakeview Elementary Principal	blessinge@mahopac.org
Leonor Volpe –Director of Transportation	volpel@mahopac.org
Mary Brunetti- School Nurse	brunettim@mahopac.org
Valarie Nierman – Health Coordinator, Safety Committee Chairperson	niermanv@mahopac.org
Gary Ziegelhofer - Assistant Principal-HS	ziegelhoferg@mahopac.org
Tom Vasquez – Senior Network Technician	vasquez@mahopac.org
John Russell- High School Head Custodian Megan Wisotsky – Austin Road Teacher Patrick Keevins-Assistant Principals-MS Claire Pierson, Middle School SRO	russellj@mahopac.org wisotskym@mahopac.org keevinsp@mahopac.org piersonc@mahopac.org
Alicia Balzano, Fulmar Road Building Secretary Frank Guglieri – BOCES Shanna Siegel, PCDOH	balzanoa@mahopac.org fguglieri@pnwboces.org <i>Redacted</i>
Ryan Moran, NYSIR	<i>Redacted</i>
Andrew Roberto- Mahopac Volunteer Fire Department	<i>Redacted</i>
Jim Ciulla - Mahopac Fire Department	<i>Redacted</i>
Parent Representative(s) TBD	<i>Redacted</i>
Ben DiLullo- BOE Representative	dilullob@mahopac.org
Adam Savino- BOE Representatives	savinoa@mahopac.org

CHIEF EMERGENCY OFFICER

The designated Chief Emergency Officer is Christine Tona. The CEO's role may include the following activities:

- Coordination of the communication between school staff, law enforcement, and other first responders
- Lead the efforts of the Safety Team in the completion and yearly update of the District Wide Safety Plan and the coordination of the District Wide Safety Plan with the Building Level Emergency Response Plans
- Ensure staff understanding of the District Wide Safety Plan
- Ensure the completion and yearly update of Building Level Emergency Response Plans for each school building
- Assist in the selection of security related technology and development of procedures for the use of such technology
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan
- Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807
- Ensure the completion and yearly update of Building Level Emergency Response Plans by the dates designated by the commissioner
- Ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

CONCEPT OF OPERATIONS

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

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team with support from the District Emergency Response Team.

PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner's Regulation 155.17 (c) (3), the original Plan was made available for public comment prior to its adoption. The District Wide and Building Level Plans were adopted by the school board only after at least one public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The Plan was formally adopted by the Board of Education.

In subsequent years, the Plan will be reviewed periodically and will be maintained by the Mahopac Central School District. The required annual review of the Plan will be completed on or before Aug 1 each year. Updates to staff rosters and team lists will be made prior to October 1 each year. The plan will be made available for public comment and it will be presented to the Board of Education for adoption at the first board meeting in September.

While linked to the District Wide School Safety Plan, 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.

Full copies of the District Wide School Safety Plan and any amendments will be posted to the district web page. The URL for the plan will be submitted to NYSED via the BEDS report.. Building Level Emergency Response Plans will be submitted to the state police by uploading to the business portal. Hard copies of the plan will be supplied to local law enforcement.

SECTION II: RISK PREVENTION AND INTERVENTION

Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility or the occurrence, or reduce the impact of an emergency if it does occur.

CODE OF CONDUCT

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. No student shall be subjected to harassment and/or bullying by District staff or students on school property or at school functions. Nor shall any student be subjected to discrimination by District staff or students on school property or at school functions based upon his/her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code"). Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. Refer to your school building's code of conduct located on their website.

[MCSD CODE OF CONDUCT](#)

PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

Each school within the Mahopac Central School District has programs in place to educate students in conflict resolution and prevention of violent behavior.

Program Name	Austin Road Elementary	Falls Building	Fulmar Road Elementary	Lakeview Elementary	Middle School	High School
Anti-Bullying	X		X	X	X	X
Character Education Program	X		X	X	X	X
After-School Programs			X	X		X
Mentoring Programs						X
Peer Mediation						X
Student Support Groups		X Falls Academy				X
Anger Management Groups						X
Character Education Clubs - Including but not limited to the diversity club, search for change, students against destructive decisions and the gay straight alliance					X	X
Dialectic Behavioral Therapy Skills Support		X Falls Academy			X FSP	X FSP and MHS Academy
Dignity Act Compliance Program(s)	X	X	X	X	X	X

TRAINING, DRILLS, AND EXERCISES

All District personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the District's multi hazard response on an annual basis. This training will occur prior to September 15th, or within 30 days of hire. The orientation will focus on the District policies, and procedures for evacuation, emergency communication and the incident command system. (Substitute teachers and teacher's aides will receive a fact sheet on the District's policies and procedures upon initial assignment). Emergency procedures will be practiced on an annual basis as part of a regularly scheduled staff meeting to test the District communication system.

- Four of the required drills will be through identified secondary means of egress.
- Building evacuation procedures will be practiced a minimum of 8 times per school year.
- Lockdown procedures will be practiced 4 times per year.
- The District will conduct one go home early drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures.
- All personnel who regularly answer telephones will receive updated training on protocols for data gathering in the event of a bomb threat made over the telephone

Each drill will be assessed carefully, and modifications will be made to existing procedures based on the feedback. Members of outside agencies may be asked to assist in the assessment of training, drills, exercises and tabletop exercises as deemed appropriate by the district administration.

IMPLEMENTATION OF SCHOOL SECURITY

- Each building, as a part of developing the Building-Level Emergency Response Plan, examines specific security needs for their building
- Each building develops and enforces restrictions about students loitering in parking lots, hallways, bathrooms, and other areas.
- All Facilities staff as well as key office staff in each building have a communication system allowing for communication among key staff in an emergency.
- All employees are required to wear photo ID badges.
- All visitors are required to sign in/out, present government issued identification (if applicable), and to wear identification stickers to indicate their “visiting” status.
- School Safety/Emergency Teams meet routinely to review and discuss issues related to school safety and security.
- The hiring and screening of all staff is in accordance with District policies and in conformance with SAVE legislation.
- School buildings have staff specifically assigned to monitor their building and grounds • Each building has a single point of entry. All other doors are locked, and they are checked periodically throughout the day
- Some areas within the District are monitored by security cameras.
- Local Youth officers are provided by local law enforcement and provide law enforcement, law-related counseling, and education to students and staff. Currently the Putnam County Sheriff's Department and the Carmel Police Department provides this link.
- School personnel are encouraged to greet strangers and direct them to sign in if they have not and report any visitors who have not signed in to the security personnel on duty.
- All building security personnel will be trained by building level administrators on safety processes, protocols, and procedures
- All hiring and screening procedures for security personnel goes through the Human Resources Department

VITAL EDUCATIONAL AGENCY INFORMATION

The Mahopac Central School District will maintain this information at the district office and each building will place this information within the building level emergency response plan.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Each year, the District staff attends workshops and training that address issues related to threat assessment strategies, characteristics in children that predict violent behavior, and the appropriate actions to be taken. Parents will be supplied with information regarding early detection of potentially violent behaviors either through the building level parent teacher organization, through district mailings or via the district website.

HAZARD IDENTIFICATION

Faculty and staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields, and/or office areas to identify, evaluate, and if needed control any potential hazards associated with their work area. All concerns should be forwarded to a member of the faculty's safety committee for further reviews. If necessary, the building principal shall be contacted directly.

The District will continue to work with outside agencies such as NYSIR to evaluate potential hazards associated in transporting and educating our students. The building level response plans have lists of specific hazards for each building.

SECTION III: RESPONSE

NOTIFICATION AND ACTIVATION- INTERNAL AND EXTERNAL COMMUNICATIONS

In the event of an emergency or pending emergency, staff members should immediately inform the building principal or their designee who will:

- Immediately notify the local law enforcement officials if the situation warrants (using 911).
- Notify the District Superintendent.
- Determine if the Emergency Response Team requires activation.

The District Superintendent will determine what other educational facilities within the District must be notified and whether any emergency action needs to be taken at those facilities. The internal phone system as well as the emergency cell phone system will be utilized. The District Superintendent will also determine if the District-Wide Emergency Response Team requires activation.

In the event of an emergency situation, school closing, or delay the following methods of communication will be used to contact parents and staff:

WLNA 1420 AM
WHUD 100.7 FM

Cable Channel 22 and 46
District Mass email
Text and phone calling system

In the event of an emergency situation, and when directed by emergency personnel, the District will contact all educational agencies within the District's boundaries as needed.

School Name	Contact Person	Contact Information
Hudson Valley Christian Academy	Ashley Willis	845-628-2775
Pine Grove Country Day School	Thomas Courtney Deborah Courtney Kerri Senger	845-628-7500 845-621-3530 845-621-1778
Country Knolls Child Center	Susan Harney	845-520-7408
Kids Kottage	Maryanne Russo	845-621-2425
Noah's Ark Nursery School	Patricia M. Struzzieri	845-628-8722
Mahopac Falls Nursery School	Danielle M. Canero	845-444-6206
Happy Kids Playhouse LLC	Ana L. Pinto- Horvath	845-621-2343
Jan's Kidz Childcare, Inc.	Jacob J. Richardson	914-255-5414
Little Scholars Village	Jill M. Pisculli	845-519-2048
Parkside Preschool	Doreen M. Matthews	845-628-2280
YMCA of Central and Northern Westchester	Shannon Sullivan	914-276-2398

MULTI-HAZARD RESPONSE

Mahopac Central School District has developed multi-hazard response plans to the various types of emergency situations. These are maintained within the building level emergency response plans. These protocols cover such events as: violent behavior, threats of violence, medical emergencies, and natural disasters.

THREATS OF VIOLENCE IN SCHOOL

The district is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day. Any acts and/or threats of violence, including bomb threats, whether made orally, in writing, or by email, shall be subject to appropriate discipline in accordance with applicable law, district policies and regulations, as well as the Code of Conduct and collective bargaining agreements, as may be necessary. All staff who are made aware of physical acts and/or threats of violence directed against students, staff or property are to report such incidents to the building administrator, who shall report such occurrences to the Superintendent or designee. Additionally, the building administrator will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, Superintendent or their designee. Local law enforcement agencies may be called as necessary upon the

determination of the Superintendent or designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware to a faculty member or the building administrator. The district reserves the right to seek restitution, in accordance with law, from the parent/guardian/person in parental relation and/or student for any costs or damages, which had been incurred by the district because of the threats or acts of violence in the schools. This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Code of Conduct as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents/guardians/persons in parental relation and will be available to the public upon request

RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

In the event of an implied or direct threat, (threats are alarming statements or behaviors that give rise to concern about subsequent violence) of violence by a student, staff member or visitor to a school, the building administrator should be informed immediately by the threatened individual (or a staff member who becomes aware of the threat). The building administrator or their designee will determine the steps to be taken based on the nature of the threat. The steps may include further investigation, threat assessment, notification of the Superintendent, activation of the Building Emergency Response Team and/or notification of local authorities and notifying the parents of the student against whom the threat was made.

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate state, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan. Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way

ACTS OF VIOLENCE

Acts of violence by students, staff members or visitors to the schools will not be tolerated. In the event of such an incident, any staff member who feels that it is necessary may call 911. The victim or the staff member who becomes aware of the incident should inform the building administrator immediately. The building administrator or their designee will determine the steps to be taken based on the nature of the incident. The steps may include further investigation, threat assessment, and notification of the Superintendent, activation of the Building Emergency Response Team and/or notification of local authorities. Refer to the building level emergency response plans for more detailed response protocols (building level plans are confidential and are not made available to the public). Depending on the nature of the situation, other actions (e.g., lockdown, hold in place, or emergency evacuation) may be necessary.

CPR CERTIFIED PERSONNEL

All schools are staffed with personnel who are trained to administer C.P.R. and use the A.E.D. Coaches are trained in C.P.R., certified in first aid and the use of A.E.D. Each of our school buildings employs teachers who are also coaches in our district.

Each building will maintain a list of the staff who are CPR/AED and first aid trained.

ARRANGEMENT OF OBTAINING ASSISTANCE FROM LOCAL GOVERNMENT AND OTHER AGENCIES

Mahopac Central School District maintains ongoing communications with local municipal officials, governmental agencies and emergency service organizations. When deemed appropriate, the Superintendent or his/her designee will contact the appropriate local government officials for advice or assistance during an emergency situation.

PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

In an emergency that requires the activation of the District Safety/Emergency Response Team, the coordination of District resources will be through the District Team with the Superintendent of Schools as Incident Commander. If the District Team is not activated, the coordination of resources will be managed through the Office of the Superintendent of Schools. The Director of Facilities will oversee the allocation of custodial and maintenance staff, as well as heavy equipment and non – transportation needs. Where needed, the building principals will coordinate the use of support staff. In cases where computers and related technology are necessary to provide support, the Director of Technology will also become involved.

PROTECTIVE ACTION OPTIONS

During certain emergency situations, one of a variety of protective actions may need to be employed. Summaries of the options are found below. Detailed plans associated with procedures for each school building will be incorporated into each building's school safety plan.

School Cancellation

School cancellation will be used when information regarding a potential crisis is received with enough lead-time to alert all staff and students, such as weather or pandemic related incidents for which ample warning is normally provided. Other situations, such as an incident at the Indian Point Nuclear Power Plant, may also dictate this action to allow Putnam County to use our schools as reception centers as needed. In the case of prolonged closure, the district will implement its Continuity of Operations plan which is incorporated in the building level plans.

Early Dismissal

Early dismissal will be used when school is in session and there is time to return staff and students to their homes before the expected emergency occurs.

Evacuation

Evacuation/relocation will be used when school is in session and it has been determined that an occupied building or location does not provide a safe environment for staff and students

Shelter in Place

Shelter in Place will be used when school is in session and it is determined that Early Dismissal and Evacuation are not safe options.

Hold in Place

Suitable for a variety of responses, shelter in place offers the ability to isolate and control the movement and/or to relocate building occupants by rooms, halls, or areas to other parts of the building determined to be safe.

Lockdown

In response to incidents of actual or potential threats of violence, a lockdown may be initiated.

Lockout

In response to incidents of actual or potential threat from outside the building, a lockout may be initiated.

RESPONSE PROTOCOLS

The Mahopac CSD 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. For reasons of student safety, these specific plans are confidential and will remain secure. Each Building Level School Safety Team will be responsible for reviewing and updating these responses and communicating them to staff and students.

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

POLICY REFERENCES

Policy Description	Number
School District Communications	3110, 3120
Emergency Closing of School	3510
Access to Buildings	5646, 3210
Code of Conduct	3410
Unlawful Possession of a Weapon on School Grounds	3411
Threats	3412

Anti-Harassment in School 3420 Safety and Security 5660, Reporting of Hazards 5631

Surveillance Cameras	5730, 5645
School Building Safety	5681
Emergency Plans	5683

DUTIES OF SAFETY & SECURITY STAFF

School Resource Officer (SRO):

School Resource Officers are sworn Law Enforcement Officers responsible for the safety and crime prevention within our schools. SRO's are employed by the Putnam County Sheriff's Office and work closely with administrators in efforts to create a safer environment for both students and faculty. School administrators benefit from the extensive training, knowledge and experience the SRO's have in situations involving possible

weapons violations, identifying dangerous controlled substances, and identifying and deterring trespassers on campus. Some responsibilities of School Resource Officers include: making arrests, responding to calls, and documenting incidents. SRO's typically have additional duties, including mentoring, conducting presentations on current youth-related issues, traffic control and provide additional support/services for school events that are home or away.

In addition, the officer works in collaboration with schools and the community as a resource for safety and security issues.

The SRO is an educator, law enforcer and counselor. As an educator, the SRO visits classrooms and teaches students concepts of safety, traffic laws, general law, and crime prevention techniques. The SRO works closely with individual teachers to create special programs tailored to specific units of study. These presentations help increase student awareness and understanding of laws and personal safety. As a uniformed police officer, the SRO provides a positive image of law enforcement in an effort to help young people make constructive choices in their lives. The SRO's primary duty is to protect the school's safe environment and to maintain an atmosphere where students, teachers and staff feel safe enough to learn.

Special Patrol Officer (SPO):

The SPO is an armed officer that is assigned to the district's three elementary schools as well as district offices. SPO's are also used for after-school activities at the middle school and high school campuses as well. They are contracted through the Putnam County Sheriff's Office.

Typical Work Activities:

- Provides security by standing in and patrolling public buildings and facilities, including interior spaces as well as immediate outside areas
- Maintains order and decorum in public spaces such as courtrooms, waiting rooms, etc.
- Protects and guards employees, students, visitors, and the general public in and around public buildings, facilities and properties
- Screens visitors and checks identification and other necessary documents, as needed
- Provides general information to visitors and the general public on premises
- Subdues and/or physically restrains unruly individuals, as needed
- Safeguards public property
- Provides first aid and/or other assistance in emergency situations
- Maintains and updates records as required; Prepares activity and incident reports
- Distributes and posts appropriate documents and materials
- May be assigned to secure and guard prisoners and/or detainees in a courtroom or related situation
- May provide escort to and from public buildings and facilities, or to and from courtrooms, as needed
- Performs a variety of related activities as required

Monitors:

Responsible for the supervision of students, for student activities, for maintaining order in school buildings, school district libraries and for maintaining safety on school grounds and playgrounds.

Typical Work Activities:

- Seats children in school lunch rooms and/or auditoriums
- Assigns tables in a school lunchroom and/or seating in auditoriums
- Helps keep desks and tables clear and clean
- Maintains order and sees that children eat and behave in an orderly fashion
- Maintains order on playgrounds and may suggest games or planned use of time
- Prevents or intercedes in arguments or scuffles
- Directs children in hallways between classrooms
- Escorts students to and from buses, classrooms, bathroom and lunchroom
- Assists children on and off school buses
- May be assigned to escort students with special educational or medical needs in hallways and/or to and from buses, classrooms, bathroom and lunchroom
- May relieve on switchboard
- May perform a variety of other supplementary duties auxiliary to the prime duties of school monitor
- Performs a variety of related activities as required

Security Guards:

Hired security guards through Brigger Security Services that monitor security cameras, sweep hallways, ensure doors are locked and closed if classrooms are empty. These individuals also are involved in monitoring individuals that enter each campus and each building as well. Click on the following link to see the [Service Agreement with Brigger Security Services](#).

SECTION IV: EMERGENCY REMOTE INSTRUCTION PLAN

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Mahopac Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies:

- [4000.4526 TECHNOLOGY USE POLICY FOR STUDENTS AND STAFF OF MCSD](#)
- [4000.4526.1 INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY](#)
- [5000.5300 CODE OF CONDUCT](#)
- [8000.8130 EMERGENCY PLANS](#)

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction

means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Mahopac Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in Infinite Campus. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

MAHOPAC CENTRAL SCHOOL DISTRICT EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p>POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies:</p> <ul style="list-style-type: none"> • 4000.4526 TECHNOLOGY USE POLICY FOR STUDENTS AND STAFF OF MCSD • 4000.4526.1 INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY • 5000.5300 CODE OF CONDUCT • 8000.8130 EMERGENCY PLANS
<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device (chromebooks). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google Meet/Classroom as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students</p>

	<p>participation and assignment completion Google Classroom. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet: <ul style="list-style-type: none"> ◦ Mute yourself on meets as directed by your teacher ◦ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
RESOURCES	<p>Please review/access the resources found on our</p> <ul style="list-style-type: none"> ◦ K-5 Mahopac Remote Learning Resources ◦ 6-12 Mahopac Remote Learning Resources Site
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
COMMUNICATION PROTOCOL: INTERVENTION	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
SPECIAL SERVICES	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to</p>

	apply a “lens of reasonableness” to their approach. Please see this document for specific guidelines.
<p>NON-INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

NYSED Plan Requirements

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; and
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.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency

conditions, up to the full year’s annual hourly requirement. The district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 31 minutes X 3 days = 19 hours, 33 minutes
2. Grades 6-8: 6 hours, 42 minutes X 3 days = 20 hours, 6 minutes
3. Grades 9-12: 6 hours, 42 minutes X 3 days = 20 hours, 6 minutes
4. **For a district-wide estimated total of 59 hours, 45 minutes**

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SECTION V: RECOVERY

As part of the planning process, a post-incident plan provides a scaffold on which the needs of all individuals are addressed. The Mahopac Central School District Safety/Emergency Response Team is charged with providing support to the Building Teams. Putnam Northern Westchester BOCES Crisis Intervention Team will be available to assist with any recovery support including personnel and informational literature.

SECTION VI: COMMUNICABLE DISEASE PLAN

PROTOCOLS FOR RESPONDING TO A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE FOR THE MAHOPAC CENTRAL SCHOOL DISTRICT

ACTIVATION:

These protocols have been developed to respond to a public health emergency. Directive shall come from New York State Education Department, New York State Department of Health, Putnam County Department of Health, or other appropriate agency for this protocol to be activated.

PURPOSE:

This document has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law 2801-a paragraph 2(m) (as amended by section 1 of part b of chapter 56 of

the laws of 2016). These laws were amended by the passing of N.Y. State Senate, S8617B, 2019 Leg., and N.Y. State Assembly, A10832, 2019 Leg. on 9-7-2020 that requires all public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

The District shall appoint a Coordinator when dealing with a public health emergency who will help in implementation of this plan, and ordering, coordination, and distribution of PPE supplies.

DEFINITIONS

Essential shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(d), NYS Labor Law Section 27-c (1)(d)).

Non-essential shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(e), NYS Labor Law Section 27-c (1)(e)).

Communicable disease shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

(S8617/A10832 section 1(f), NYS Labor Law Section 27-c (1)(f)).

Personal protective equipment shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons. (S8617/A10832 section 1(a), NYS Labor Law Section 27-c (1)(a)).

IDENTIFICATION OF ESSENTIAL POSITIONS

In the event of a state ordered reduction of in-person workforce, below is a sample list of essential positions and titles along with the justification for this assignment. (S8617/A10832 Section 1-d & NYS Labor Law Section 27-c (1)(d)) and (S8617/A10832 Section 3-a & NYS Labor Law Section 27-c (3)(a)). The District maintains that while the following positions are considered essential, it is dependent on the emergency, the needs of the District, and the particular duties required that employees be physically present at work each business day during the emergency period. While these positions are essential, this does not mean that all such employees will be required to report to work on campus. It will be up to the individual's immediate supervisor to determine necessary staffing levels, and if an essential employee is to physically report to work on a given day (during the emergency period). As per Labor Law 27-c, such designations may be changed at any time in the sole discretion of the employer.

Position	Title
Information Technology	Technology Coordinator Technicians

Custodial and Maintenance	Director of Facilities Maintenance Personnel Senior Custodians Building Custodians Cleaner/ Groundskeeper
Grounds	Groundskeepers Head Groundskeepers Cleaner/ Groundskeeper
Administration	Superintendent and Asst. Superintendents
Building/District Administrators	Principals Assistant Principals Directors
Faculty and Staff	Teachers/Related Service Providers/Teaching Assistants/School Nurses
Support Staff-Administrative	Clerical Business Office
Security	School Resource Patrol Officers School Monitor
Transportation	Transportation Supervisor Bus Drivers
Food Service	Food Service Director Food Service Worker

TELECOMMUTING PROTOCOLS

Telecommuting Protocols (S8617/A10832 Section 3-b & NYS Labor Law Section 27-c (3)(b))

Listing of Non-essential position titles and contractor titles who will need to tele-commute along with equipment deemed essential to their role.

Non-essential shall refer to that employee who is not required to be physically present at a work site to perform his or her job and may perform his or her job remotely. Based on the District's staffing needs, there may be some positions that are deemed essential who will be permitted to work remotely. Alternatively, there may be some staff who will not be able to telecommute nor will they be able to work on campus. The need for these staff will be determined on a case-by-case basis and by job title. As per Labor Law 27-c, such designations may be changed at any time in the sole discretion of the employer.

The Mahopac Central School District Information Technology Department has protocols in place to allow most employees to work remotely as determined by the Superintendent, Assistant Superintendent and departmental supervisors. Equipment will be issued on a as needed basis after the appropriate administrator makes a formal request to the Assistant Superintendent Curriculum, Instruction and Professional Development.

Below is the listing of non-essential personnel who have been identified as needing equipment.

Non –Essential Position Titles	Equipment assignment		
	Phone	Laptop	RSA
Building Administrators	District Cell Phone	Chromebook or Laptop	All software available via web
Business office off site	CISCO VOIP and/or Call forward	Chromebook or Laptop	VPN Access
District Contractors	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
District Administrator	District Cell Phone	Chromebook or Laptop	All software available via web
IT offsite	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
Nurse	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
Support Staff – administrative	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
Teacher	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
Teacher Assistants & Aides	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web
Related Service Providers	CISCO VOIP and/or Call forward	Chromebook or Laptop	All software available via web

Downloading and installing software and data.

At The Mahopac Central School, any software needed is primarily web-based and accessible. If necessary, a staff member's device can be preloaded or can be given VPN access to the appropriate software for their position. In addition, staff are encouraged to share documents using Google Drive. Some staff will be issued RSAs and a VPN as needed, to allow for access to the departmental files and programs. The appropriate administrator identifies the need for an RSA and VPN. The Assistant Superintendent Curriculum, Instruction and Professional Development or their designee, will review this request, prior to the issuance of the RSA and VPN.

Transfer of phone lines to work or personal cell phones.

In the event of a pandemic, the district may use Cisco VOIP system that will allow transferring of calls to a cell or landline phone number. Voice mail can be accessed using the same VOIP system through employee's and contractor's Mahopac Gmail accounts.

The Mahopac Central School District recognizes that in the case of a future public health emergency, there may be items included in this plan that may involve decisional or impact bargaining with the District's Unions. In such a case, there may be modifications necessary to the terms of the plan based on those negotiations.

STAGGERING OF WORK SHIFTS

Description of how the employer will stagger work shifts of essential employees and contractors to avoid overcrowding on public transportation and at work sites. (S8617/A10832 Section 3-c & NYS Labor Law Section 27-c (3)(c)).

The Mahopac Central School District will have several options to comply with this requirement.

- Staff already have staggered work schedules, 6 am through to 9 am are the normal arrival times with corresponding departure times.
- If necessary, we use the predetermined cohorts to stagger and alternate workdays. Depending upon the situation, the Mahopac CSD may be at 25% or 50% on-site capacity following guidance from the NYSDOH and the Governor's Office.
- If necessary, we will limit the number of staff reporting to a skeleton crew to maintain the integrity of operations and facilities.
- Any staggering of work shifts shall be in accordance with any collective bargaining agreements.

PERSONAL PROTECTIVE EQUIPMENT

A description of the protocol the employer will implement in order to procure the appropriate personal protective

equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration. (S8617/A10832 Section 3-d & NYS Labor Law Section 27-c (3)(d)).

Plan to procure PPE

PPE will be purchased using the BOCES bid process, if possible. Otherwise, any reliable source of PPE will be contacted for availability and orders that fulfill the table below will be placed. PPS Staff in conjunction with the business office and the appropriate departments will work together to find reliable sources. Duplicate orders will be placed if there is a potential issue with supply chains.

Minimum PPE Required

Personal protective equipment (PPE) will be procured and stored:

- Facilities will procure & maintain a sufficient inventory of PPE as recommended by NYS Department of Health and NYS Education Department guidelines.
- The equipment will be stored and readily available to any person in need of it.

Additional Supplies:

- Multiple boxes of N95 respirators and several boxes of surgical masks for our school nurses. ● Multiple disposable isolation gowns for our school nurses.

PPE Storage

Plan for storage of PPE- please be aware that PPE stored in cardboard cases may absorb moisture over time, it is important that PPE cases be stored in secure, dry locations.

PPE type	Storage Location
Masks (reusable)	Falls School and at each school building
Gloves	Falls School and at each school building
Face shields	Falls School
Gowns	Falls School
N-95	Falls School

Protocol Following Exposure

A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace.

Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy. (S8617/A10832 Section 3-e & NYS Labor Law Section 27-c (3)(e)).

Communicable disease definition - (S8617/A10832 Section 1-f & NYS Labor Law Section 27-c (1)(f)).

The district will follow current guidance from the Centers for Disease Control and Prevention (CDC) as well as NYSDOH and PCDOH guidelines. The district will utilize strategies such as screening, quarantining, etc. as needed and directed by the appropriate agency with jurisdiction.

DOCUMENTATION

A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis. (S8617/A10832 Section 3-f & NYS Labor Law Section 27-c (3)(f)).

The central office administration, in conjunction with departmental supervisors and building principals will keep an online schedule for purposes of capturing employee hours and locations. Each supervisor will be responsible for maintaining the schedule for his or her department and ensure its accuracy. Visitors to campus are prohibited unless they are conducting essential business and are scheduled and approved in advance by the Superintendent or designee.

EMPLOYEE LEAVE

The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

In the event an employee needs leave time for testing, treatment, isolation or quarantine, employees shall be permitted to use leave accruals. In addition, the District will provide any leave required under federal and/or state law.

EMERGENCY HOUSING

A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

(S8617/A10832 Section 3-g & NYS Labor Law Section 27-c (3)(g)).

If emergency housing for essential employees or contractors is needed to further contain the spread of the communicable disease, the Mahopac Central School District will work with local government agencies to secure adequate housing for employees, which may include, but not be limited to, lodging an essential employee at a local hotel. In the event that the District is unable to secure adequate housing from the local government, the District shall use District buildings to the extent practicable.

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