

Carle Place Union Free School District

District-wide School Safety Plan

2022/2023

(For Public Viewing – June 9, 2022 through July 8, 2022)

This Safety Plan Template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. The Plan was written in order to comply with the requirements of the New York State Safe Schools Against Violence in Education (SAVE) legislation. This Plan should be customized as necessary to reflect individual school districts compliance efforts. This Plan is a general, overarching document that can be shared with the public and posted on school district websites by October 1st of each school year as required by law. Parts of the Plan which may include names, contact information and personal information can be redacted for posting purposes. This Plan can also serve as a document for both in-district personnel and the public to better understand the overall requirements of the SAVE legislation. This contrasts to the Building-Level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. Appendix B of this Plan has been revised to specifically address Labor Law Section 27-c and how public employers will continue operations during a public health emergency involving a communicable disease.



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Carle Place School District

District-wide School Safety Plan

Policy Statement

The **District-wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and **Education Law 2801-a**) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that **addresses prevention, mitigation, protection, response and recovery** with respect to a variety of emergencies which may occur in the school district and its component school buildings.

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

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

Compliance Requirements	Date Achieved
BOE appoints District-wide School Safety Team	July 5, 2022
District-wide School Safety Team reviews/approves District-Wide School Safety Plan	May 10, 2022
BOE has at least one public hearing on District-wide School Safety Plan	June 9, 2022
BOE establishes 30-day public comment period	June 9 to July 8, 2022
BOE adopts District-wide School Safety Plan	TBD
District-wide School Safety Plan posted on website The URL is (SampleURL.org)	June 9, 2022
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	TBD
BOE adopts Building-Level Emergency Response Plan	TBD
Building-Level Emergency Response Plans enters into SED Business Portal (State police filing)	TBD
Building-Level Emergency Response Plan file with local police	TBD

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

A copy of the District-wide School Safety Plan is available on the School District's website and in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the District-wide School Safety Plan Compliance Checklist

Policies and procedures for:

- responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)
- responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
- contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
- contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
- contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)
- the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

Prevention and intervention strategies, such as:

- collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited CR155.17(c)(1)(iii)
- nonviolent conflict resolution training programs CR155.17(c)(1)(iii)
- peer mediation programs and youth courts CR155.17(c)(1)(iii)
- extended day and other school safety programs CR155.17(c)(1)(iii)

Arrangements and/or Procedures during emergencies for:

- description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies* CR155.17(c)(1)(v)
- the procedures 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* CR155.17(c)(1)(vi)
- the identification of district resources which may be available for use during an emergency* CR155.17(c)(1)(vii)
- description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies* CR155.17(c)(1)(viii)
- a system for informing all educational agencies within such school district of a disaster* CR155.17(c)(1)(xviii)
- The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv)

Policies and Procedures relating to school building security, including, where appropriate:

The use of school safety or security officers and/or school resource officers:

- Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
- security devices or procedures CR155.17(c)(1)(xi)(b)
- Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)

- ❑ **Strategies for improving communication** among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)
- ❑ **A description of the duties of hall monitors** and any other school safety personnel CR155.17(c)(1)(xvii)
- ❑ **A description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- ❑ **A description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- ❑ Protocols for **responding to state disaster emergencies involving public health**; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021
- ❑ The designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)** ensure staff understanding of the district–wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)
- ❑ **Policies and procedures for annual multi-hazard school safety training** for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

The District-wide Safety Plan must be available for public comment at least 30 days prior to its adoption. CR155.17(3)(i)

- ❑ Such district-wide 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. CR155.17(3)(i)
- ❑ Each District shall **submit its District-wide Safety Plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be

- submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law 2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. **Education Law §2801** requires School Districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their School Safety Plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following, at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix B (School District Pandemic Plan)

School District Chief Emergency Officer

The Superintendent of Schools is the Chief Emergency Officer and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.

- Coordination of safety, security and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all School District staff understands the District-wide School Safety Plan
- Assurance that the District-wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-wide School Safety Team

The District-wide School Safety Team will always include the following representation at a minimum. (Specific information not included for posting purposes). The major function of the District-wide School Safety Team is to create the District-wide School Safety Plan. The Team will meet routinely and did in the 21-22 school year on October 19, 2021, February 8, 2022 and May 10, 2022. Minutes will be kept for each meeting and attendance documented (See Appendix A).

- School Board Member: Joseph LoCurto
- Student Representative: Harleigh Buck
- Teacher Representatives: Jeananne Sullivan-MS/HS
Joy Champion-Rushmore
Diane Cecere-Cherry Lane
- Administrators: Dr. Philip Molnar-Assistant Superintendent for Special Ed/PPS
- Parent Organizations: LouAnn Bonomi
- School Safety Personnel: Greg Cantiello-Security
Don Flynn-Security Consultant
Joe Fowler-Supervisor of Security
- Others: Jerry Baratta-Assistant Principal, MS
Jennifer Bambino-District Director of Instructional Technology
Aliza Cohn-Guidance Counselor, CL/RU
Dan Como-Special Education Chair, MS/HS
Anthony DeBlasio-Director of Guidance
Joanna DeMartino-Assistant Superintendent for Business
Mary Jo Dellino-Psychologist, Rushmore
Michael Drance-NYSIR Representative
Dr. Christine Finn-Superintendent
Allen Foraker-Assistant Principal, HS
Dr. Christopher Grieco-Psychologist, MS/HS
John Hendricken-NYS Director of Facilities III
Peter LaDuca/Stephanie Curcio-BOCES Office of Health & Safety
Margaret McGovern-Nurse/MS/HS
Nick Michael-Social Worker, Cherry Lane/Rushmore
Dr. Michele Pakula-Psychologist, Cherry Lane
Problem Oriented Police Officer-Nassau Co. 3rd PCT.
Ty Scarlett-Athletic Director
Lindsay Waskowitz-Psychologist, MS/HS

Responsibilities of the District-wide School Safety Team

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

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

Building-Level Emergency Response Team

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

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials

- Ambulance
- Others

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

- Emergency Response Team (core group of actual responders not to be confused with the Building-Level Emergency Response Team, which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- Post-Incident Response Team (individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health
 - Counselors, Others (psychologists, social workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include (these are examples – specific information not included for posting purposes):

District-Wide

Assembly Programs
Child Abuse Prevention Services (CAPS)
CIPA Compliance/Reporting
Code of Conduct Enforcement
CPR/AED Training Program
Crisis Prevention Intervention (CPI)
DASA Training for Staff, Students, Parents
FERPA Compliance
Internet Safety Program
Leader In Me
Student Fundraising

Cherry Lane School

Building Educational Support Team (BEST) Meetings
Building Planning Teams
Bus Safety Programs
Character Education Curriculum
Entrance and Dismissal Procedures
Health Curriculum/Science Curriculum
Kindergarten Health and Safety Program – Yellow Dyno Program – Stranger Danger
Participation in Red Ribbon Week Activities
Peer Modeled Pro-social Behavior Program
Safety Drills
SCOPE Aftercare Program
Second Step Program - Social/Emotional Curriculum
Socialization Groups – Conducted by School Psychologist, Social Worker & Guidance Counselor
Teasing and Bullying Prevention Lessons
The Great Body Shop

Rushmore Avenue School

Advisory Program
Building Planning Teams
Bullying Survey – Grades 3-6
Bus Safety Program
Entrance and Dismissal Procedures
Health Curriculum/Science Curriculum
Instructional Support Team (IST) Meetings
Long Island Tracks Program (LIRR)
Participation in Red Ribbon Week Activities
Peer Mediation Program
Safety Drills

SCOPE Aftercare Program
Second Step Program-Social/Emotional Curriculum – (Stop and think) (Use calming skills)
Sexual Awareness Program, Grade 6
Socialization Groups – Conducted by School Psychologist, Social Worker & Guidance Counselor
Student Council
Teacher Aide Training – providing a positive and safe environment during lunch and recess
Teasing and Bullying Prevention Lessons
The Great Body Shop

Middle School/High School

Advisory Periods
Assembly Programs on Social Tolerance
Bus Safety Program
Choose or Consequences - Part of Driver Education Program
Diversity Club
Health Curriculum/Science Curriculum/Mental Health
Instructional Support Team (IST) Meetings
Key Club
Medical Emergencies – Elective
Reality Rides – Part of Driver Education Program
SADD Club – Grim Reaper Day, Healthy Decisions Day (before Prom) and Safe Driving Day (before Homecoming)
Safety Drills
Social-Emotional Learning (SEL)
Social Skills conducted Psychologists
SPARC
Teacher-Student Mentoring Programs
Unity Day

Training, Drills and Exercises

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

- Early Dismissal drill to test communication and transportation (parents to be notified one-week prior to drill).
- Live drill including sheltering, evacuation, lock-down, lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situation Drills
- Table top exercises
- Emergency Response Team exercises
- Building pre-clearance searches

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. The School District, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-Level Emergency Response Plans, including sheltering, lockdown or early dismissal. Education Law §807 requires (eight) 8 evacuation and four (4) lockdown drills to be completed in each school building every school year. New York State Fire Code §404 additionally requires one evacuation drill to be completed every month. There is clearly some overlap and how many drills are completed in any school year may vary depending on the drill schedule established in each school building. De-briefings will occur after every drill or actual event.

Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

*** Persons in charge of after school events and programs will inform all attendees of building emergency procedures, including evacuation routes, prior to the beginning of the event.**

Emergency Drills (Minimum Every School Year)

EDUCATION LAW 807	
<ul style="list-style-type: none"> • <u>12 Drills Total Required for School Year</u> <ul style="list-style-type: none"> ○ 4 Lockdowns and 8 Evacuations <ul style="list-style-type: none"> ▪ 4 of the evacuation drills through secondary means of egress ▪ 1 drill during lunch or assembly unless instruction is provided during lunch or assembly • <u>2 Additional Drills Required during Summer School (1 during first week)</u> 	
September	
October	<u>8 Drills by December 31st</u>
November	
December	
January	
February	<u>4 Drills for</u>
March	<u>Remainder of</u>
April	<u>School Year</u>
May	
June	
July	
August	<u>2 Additional Drills during Summer School</u>

Implementation of School Security

(Example – specific information not included for posting purposes)

School safety personnel will help carry out the School District Comprehensive Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards that we employ who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All of our security guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Our contracted security company is a New York State licensed agency and all our **security guards** are also individually licensed.

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

- Entrance guards and hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question, the building principal will be consulted. If this has been confirmed, they will be admitted to the building where they will sign in and be escorted to their destination. Upon completion of their business, they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a yellow/red pass badge system. Upon entry into the building, the visitor must show photo identification; the visitor receives a red badge and is escorted to the Main Office. At the Main Office, the person receives a yellow badge and is accompanied to their destination. Anyone in the building without a badge or with a red badge, would be immediately questioned by building staff and the Security Director would be informed.
- Video surveillance – closed circuit TV security.
- NYS certified security guards.
- Greg Cantiello is the designated School District Security Director.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior

The District-wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct.
- Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The District will utilize any resources available for violence prevention and mental health training including those found at the following websites: http://p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- A description of the School District’s Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include (these are examples):

- Gang awareness programs with parental involvement
- Operation Pride through Nassau County
- Youth Pride
- School Social Worker outreach
- School Counselor involvement
- First and Second Step programs
- Anger Management programs
- Mailings twice a year to parents on violence prevention and early recognition

- 21st Century program
- Conflict resolution programs

Records will be maintained of all participants. Trainers will be knowledgeable and familiar with our School District Comprehensive Safety Plan.

Hazard Identification

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

- Old Country Road and Jericho Turnpike
- Glen Cove Road and Westbury Avenue
- Long Island Railroad
- Eisenhower Park Pool and Mineola Pool (Chlorine Storage).
- Flooding areas: Fairfield Avenue and Jerome Avenue.

Responses to Violence

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

All incidents of violence, whether or not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Report (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

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

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

Reporting:

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

- Report it to the Police Department- 911 will always be utilized as the first emergency contact method.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that, while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

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

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

The School District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on June 10, 2021 made available and posted on our website.

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

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

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

The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the School District of a disaster and has established the following notification list (specific information not included for posting purposes):

School	Contact	Phone	Fax	E-Mail
Middle School/High School	Thomas DePaola	516-622-6433	516-622-6515	tdepaola@cps.k12.ny.us
Rushmore Ave School	Catherine Silletti	516-622-6410	516-622-6588	csilletti@cps.k12.ny.us
Cherry Lane School	Lauren Moriarty	516-622-6407	516-622-6586	lmoriarty@cps.k12.ny.us

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

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

Bomb Threats:

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

Hostage Taking:

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

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

Intrusions:

The Building-Level Emergency Response Plan's Hazard Specific Response Guide procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and dial 911 or other appropriate emergency notification.

- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the School District.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

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

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

Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques
- Inform building principal.

- Determine level of threat with Superintendent (Activate Threat Assessment Team)..
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary.

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2
CP Middle/High School	Thomas DePaola	As per Building Plan
Rushmore Avenue School	Catherine Silletti	As per Building Plan
Cherry Lane School	Lauren Moriarty	As per Building Plan

Emergency Assistance and Advice from Local Government

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

others. For specific assistance beyond the scope of the School District's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

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

Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
 - **Shelter-In-Place (weather related)**
 - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

or Bulletin and, based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

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

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

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

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee – Dr. Christine A. Finn
- Assistant Superintendent for Instruction and Personnel – Eileen Fredericks
- Assistant Superintendent for Special Education/PPS – Dr. Philip Molnar
- Assistant Superintendent for Business – Joanna DeMartino
- District Director of Instructional Technology – Jennifer Bambino
- NYS Director of Facilities III – John Hendricken
- Transportation Coordinator – Maureen Barclay
- Food Service Director – Charrelle Mosely
- Nurse – Margaret McGovern
- Others as deemed necessary

Disaster Mental Health Services

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our Building-Level Emergency Response Plan. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary. Forms, resources and training materials have been developed for this purpose and can be obtained on the **Nassau Schools Emergency Planning Consortium Website** at www.nassauschoolemergency.org under the **Safety Plans** tab.

APPENDIX A

District-wide School Safety Team Minutes and Attendance

APPENDIX B

Communicable Disease – Pandemic Plan

Communicable Disease - Pandemic Planning

Our District-wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-wide School Safety Plan. The District-wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective **April 1, 2021**, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with a new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. ***Education institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.*** The Plan addressed the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event of an employee or contractor exposed, exhibits symptoms or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.

- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Recovery

(8) Re-establishing normal school procedures

Prevention/Mitigation

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals and school nurses for reporting communicable disease, including Coronavirus, influenza, etc. and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-227-9639
 - Coronavirus Hotline: 888-364-3065; Fax 516 227-9669
 - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Assistant Superintendent for Special Education/Pupil Personnel Services (Dr. Philip Molnar) will coordinate our Pandemic planning and response effort. This person will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-wide School Safety Plan. The School District's Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the School District's District Director of Instructional Technology (Jennifer Bambino) will also be an important Team member. The Assistant Superintendent for Instruction and Personnel (Eileen Fredericks), Assistant Superintendent for Business (Joanna DeMartino), and the NYS Director of Facilities III (John Hendriken) will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementation of the Plan. The CDC School District *Pandemic Influenza Planning Checklist* was reviewed on November 17, 2020 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures and Communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns, including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings and the district web site for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in District for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential) (**could not work remotely** in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** – brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department, which includes Central Administration, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services and Security (these are examples). Actual information can be found in Appendix C, Essential Employee Worksheets, page 58.

**Human Resources Essential Positions
(Example Table)**

Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute (this is an example)

Ensure Digital Equity for Employees

Mobile Device Assessments:

- Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
- Conduct a cost analysis of technology device needs

Internet Access Assessments:

- Survey agency departmental staff to determine the availability of viable existing at-home Internet service
- Conduct a cost analysis of Internet access needs

Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for and, when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students – Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and Districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs including, but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instructional materials, synchronous distance learning, asynchronous online courses)
- Learning materials and content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location and arrange to deliver devices to those who cannot pick them up.
- Providing multiple ways for students to learn:
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see ***“Instructional Packets” heading on the Remote Instruction Schedule*** page.

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

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

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

The School District will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. *Actual information can be found in Appendix C, **Essential Employee Worksheets**, page 55.*

Protection (Preparedness)

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

The District-wide Command Center will be at the District Superintendent's Office with the alternate at the PPS Office and will be activated at the direction of the Incident Commander. We have established our District-Wide Incident Command Structure as follows:

Dr. Christine A. Finn	Superintendent	622-6442
Eileen Fredericks	Asst. Supt. for Instruction and Personnel	622-6556
Dr. Philip Molnar	Asst. Supt. for Special Education/PPS	622-6502
Joanna DeMartino	Assistant Superintendent for Business	622-6451
Jennifer Bambino	District Dir. of Instructional Technology	622-6576
John Hendricken	NYS Director of Facilities III	622-6425
Thomas DePaola	MS/HS Principal	622-6433
Catherine Silletti	Rushmore Avenue Principal	622-6410
Lauren Moriarty	Cherry Lane Principal	622-6407

Building-Level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command), IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org, or FEMA website. We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://coursera.org/learn/covid-19-contract-tracing>.

The School District has designated a COVID-19 safety coordinator (administrator) for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. ***The Safety Coordinator/Administrator*** shall be the main contact upon the identification of positive COVID-19 cases and is responsible for subsequent communication. The coordinator shall be responsible for answering questions from students, faculty, staff and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

COVID-19

<u>School</u>	<u>Safety Coordinator/Administrator</u>	<u>Contact#</u>
<i>Carle Place UFSD</i>	<i>Dr. Philip Molnar, Assistant Superintendent For Special Education/PPS</i>	<i>(516) 622-6502</i>

Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: websites, school postings; general mailings; e-mails; special presentations; phones and cell phones, texting, reverse 911 systems, and the public media. A School District Public Information Officer (PIO), Superintendent Dr. Christine Finn and, an alternate, Assistant Superintendent Eileen Fredericks 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 our Executive Director of Instructional Technology, Dr. Bryan Frank, to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

The following systems will be available to use if needed:

- Connect-Ed* - District Notification System
- District web site
- Building phone chains

Flyers/mailings/public mailings
Public meetings
District billboard

The communication system will be tested annually by October 15 of that school year.

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

Overall Operations – we have defined the following decision making authority for the District:

- Superintendent–Dr. Christine A. Finn
- Assistant Supt. for Instruction & Personnel–Eileen Fredericks
- Assistant Superintendent for Special Ed/PPS–Dr. Philip Molnar
- Assistant Superintendent for Business–Joanna DeMartino
- District Dir. of Instructional Technology–Jennifer Bambino
- NYS Director of Facilities III–John Hendricken

Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios; Nextel cell phones (push-to-talk), e-mail, phone mail, text messages and district emergency alert system.

The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas:

- Payroll - Dianne Courtney
- Purchasing – Maureen Barclay
- District Treasurer – Zachary Thaler
- Accounts Payable – Patty Lewis
- Transportation – Maureen Barclay

Recognizing the need for job cross-training, we have trained individuals with the following job titles:

- Payroll – Joanna DeMartino
- Purchasing - No one assigned (as per State law)
- District Treasurer – Joanna DeMartino
- Transportation – Maureen Barclay

We have not yet established the ability to maintain these essential functions off-site from remote locations. However, we are in the process of planning for this and anticipate remote access can be established and ready within a 24 hour period.

Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The NYS Director of Facilities III 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 NYS Director of Facilities III has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas, such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on August 17, 18, 19 and September 2, 2021. At no time will products not approved by the School District be utilized.

The Personnel Office and the Office of the Superintendent will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to District policies and procedures to reflect crisis response may become necessary and will be implemented by the Office of the Assistant Superintendent for Instruction and Personnel. This office provided cross-training of staff to ensure essential functions on September 2, 2020.

(List those job titles to be trained as back-ups for essential Personnel Office functions) The Personnel Office will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Personnel Office will help to decide if schools need to be closed.

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested methods on April 13, 2020.

(4) Obtaining and Storing Personal Protective Equipment (PPE) (This is an example)

PPE & Face Covering Availability:

- The School District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19, but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators or personal protective equipment.
- Information should be provided to staff and students on proper use, removal and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings, but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as seemed necessary. Those individuals that are required to wear N95 respirators, will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students, however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management: (this is an example)

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

Disposable Face Covering Supplies

Group	Quantity per 100 per group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per week	1,200	600	300	1 Disposable Mask per Week per Student (Supplements parent provided)
Teachers/ Staff	500	6,000	3,000	1,500	5 Disposable Masks per Week per Teacher
Nurse/ Health Staff	1,000	12,000	6,000	3,000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students

Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	N/A	2 Reusable per Staff
Face Shields	2	N/A	2 Reusable per Staff
Waste Disposal Medium	1	N/A	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

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

Response

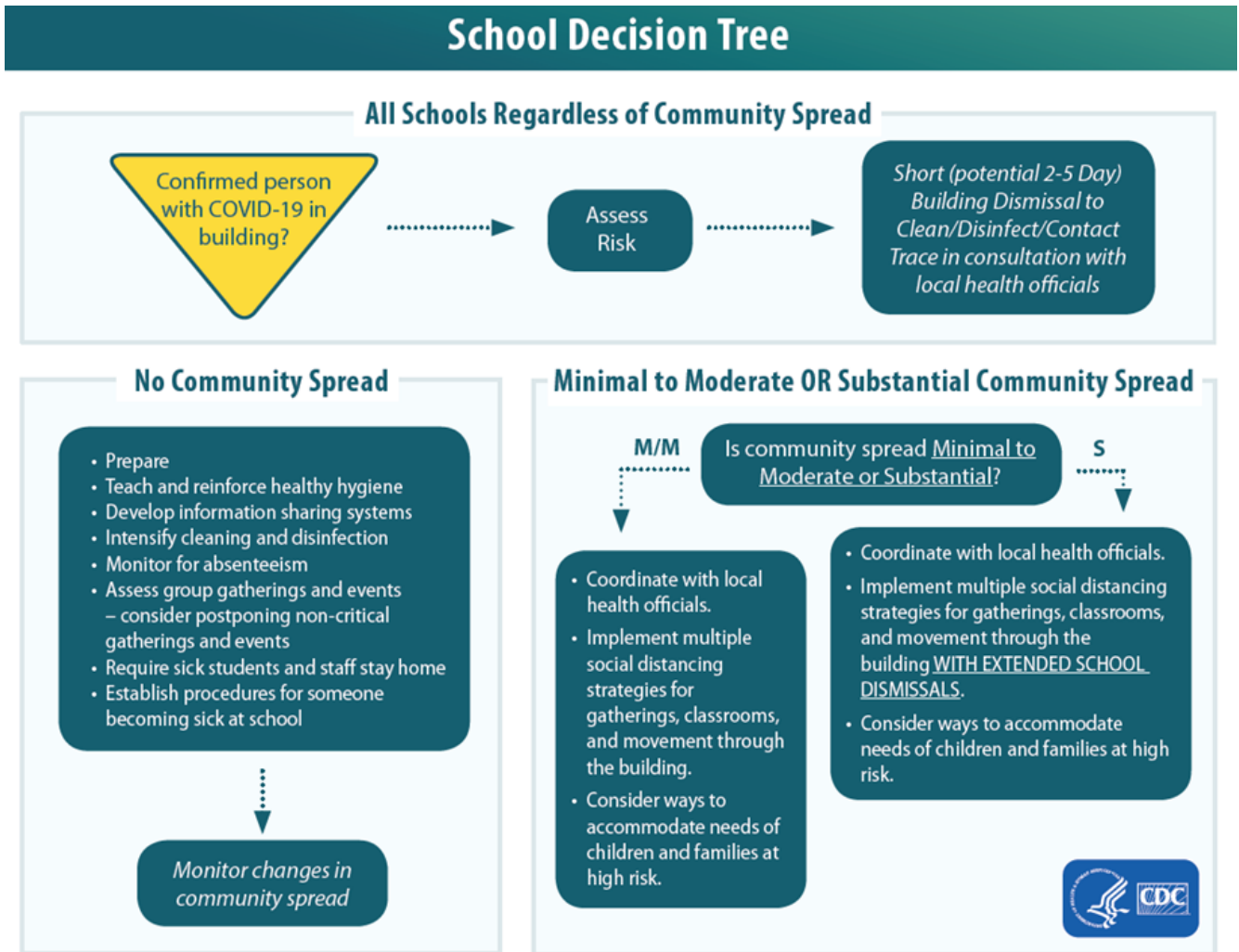
- The District-wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the District Director of Instructional Technology to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO 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 Business 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 Business will monitor utilization of supplies, equipment, contracts and provided services and adjust as necessary.
- The NYS Director of Facilities III will meet with staff and monitor ability to maintain essential function. The NYS Director of Facilities III will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The NYS Director of Facilities III will work closely with the Assistant Superintendent for Business or a designee to implement different phases of the Plan as necessary.

- The Assistant Superintendent for Instruction & Personnel will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Instruction & Personnel will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building, the School District will notify the NYS Education Department and District Superintendent at Nassau BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their CDC has provided the following decision tree to help schools



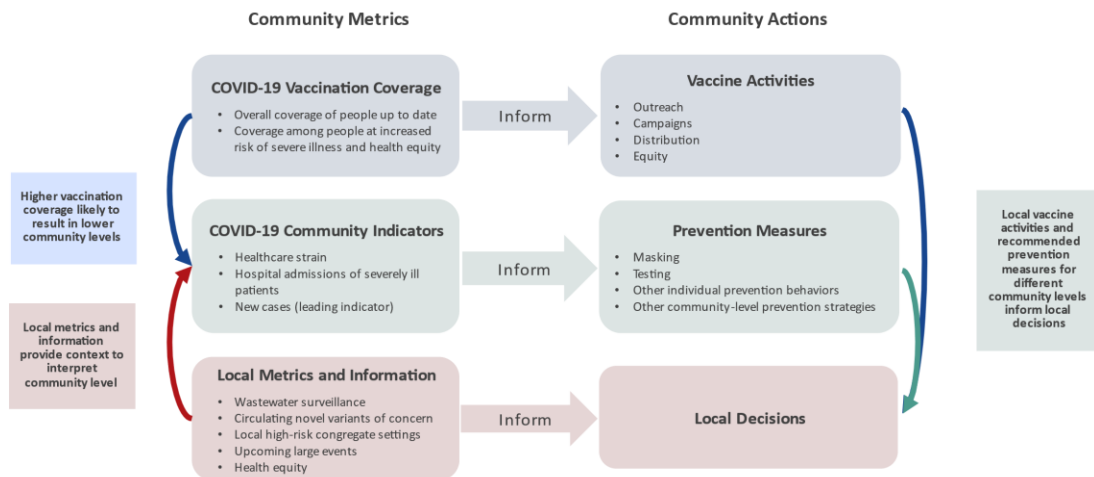
determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;

- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- **Individuals can return to the area and resume school activities immediately after cleaning and disinfection.**
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

CDC Framework for Monitoring and Prevention



CDC's COVID-19 Community Levels and Indicators

New Cases (per 100,000 population in the last 7 days)	Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

The COVID-19 community level is determined by the higher of the inpatient beds and new admissions indicators, based on the current level of new cases per 100,000 population in the past 7 days

Updated Guidance on Responding to Illness:

- The statewide requirement for universal masking in schools has been removed and applies to P-12 elementary and secondary public, charter, private and state-operated schools, including residential schools and programs serving students with disabilities, as regulated by the New York State Education Department.
- Local health departments (LHD) are encouraged to assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs and school districts and private schools may consult and collaborate on masking and testing decisions. Some school districts cross county boundaries. Schools should follow the guidance of the LHD for the county in which the school building is located.
- In all settings, masking continues to be required upon return from isolation during days 6 through 10 after COVID-19 infection.
- Masking, regardless of vaccination status, is strongly recommended for 10 days after a known exposure.
- Testing on Day 5 after exposure is strongly recommended to detect infection among individuals identified as exposed or potentially exposed; identification of exposed individuals may be simplified by using group (e.g., classroom, school bus) rather than individual assessments. Contact tracing (“individual assessments of exposure”) also may be helpful to identify exposed individuals.
- Schools should notify affected families, staff, and teachers of exposure to an individual who reports a new COVID-19 infection.
- All schools are strongly encouraged to use other mitigation measures including improved ventilation, access to and encouragement of vaccination, surveillance testing, and access to free over the counter at-home test kits.

Staff Absenteeism

- *Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.*
- *The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.*
- *The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.*

Employee Assistance Program (EAP)

- *The Human Office of Instruction and Personnel will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.*

Medical Accommodations (this is an example from Nassau BOCES)

- *The Office of Instruction and Personnel will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to COVID19leave@nasboces.org.*

Notifications:

To protect themselves and others and stop the spread of COVID-19 in the household and community, schools should notify through either group or individual level contact tracing affected school staff, students, and their parents/guardians whenever an individual either:

1. Was in the same room as an infected individual and so was exposed or potentially exposed (i.e., in the same classroom as an infected individual for longer than 15 minutes), if schools are employing “group level contact tracing,” or
2. Was identified as being exposed because they were a close contact of an infected individual if schools are employing “individual level contact tracing.”

Note: Group contract tracing, (e.g., classroom, school bus), in #1 above, is expected to alleviate the need for most classic (“individual”) contact tracing in schools. Criterion #2 above should be used if the school is conducting individual-level contact tracing to reduce the number of students affected by masking/testing and in some situations where there might have been exposures outside the classroom setting, such as non-classroom-based extracurricular activities.

Testing in a School Setting with Reduced Mask Usage

In the absence of a statewide masking requirement, COVID-19 testing remains a recommended public health strategy for surveillance and to identify infected individuals quickly so that they can isolate and avoid spreading COVID-19 further. New York State has provided schools with over 20 million tests to support this strategy. Whenever someone in school – student, staff or teacher – is determined to have been exposed or potentially exposed, the individual should be tested for COVID-19 as follows:

- Consider testing immediately upon learning of the exposure or potential exposure,
- At least 5 days after the last date of exposure or potential exposure, regardless of vaccination status,
- If the individual is not fully vaccinated and attending or working at school after an exposure or potential exposure, frequent testing (e.g., daily, every other day, at least twice within 5 days) from the date of the exposure or potential exposure (Day 0) through at least day 5 should be strongly considered and encouraged,
- Exclude from school if a test is positive and/or exclude from school and test as soon as possible if symptoms develop,
- Exception: Individuals with lab-confirmed COVID-19 within the past 3 months do not need to get tested unless they develop symptoms.

Symptomatic individuals, regardless of vaccination status or recent infection, should stay home until tested and if positive or not tested, should isolate for 5 days, or until other criteria are met for school attendance (e.g., resolution of fever), whichever is longer.

Exposed school staff and students and/or their parents/guardians are primarily responsible for ensuring that recommended testing occurs

Exposed individuals, regardless of vaccination status, may remain in school by appropriately wearing a well-fitting mask and undergoing recommended testing and may participate in school-based extracurricular activities. These individuals also may continue to ride the school bus and attend school-administered childcare programs and programs licensed or permitted by OCFS to care for school age children (whether on-site at the school or off-site at a different location and whether they include students from a single or multiple schools).

CDC Contact Tracing Program Recommendations

- **Universal case investigation and contact tracing are not recommended for COVID-19 as of March/2022.**
- Health department jurisdictions should prioritize specific settings and groups at increased risk.
- Case investigation and contact tracing are separate processes with distinct benefits and goals; decisions to initiate either should be made separately.
- Investigations should focus on COVID-19 cases and close contacts with onsets and exposures in the previous 5 days for those settings and groups at increased risk.
- Health departments should consult with schools, businesses, and organizations that provide essential services to help them implement appropriate COVID-19 prevention measures and support broad-based efforts to notify people of a potential exposure.
- Health departments should support public education to encourage people with COVID-19 to isolate and inform close contacts about their potential exposure so close contacts can quarantine, get tested, wear well-fitting masks, take travel precautions, and seek treatment as appropriate.
- Health departments should offer COVID-19 vaccinations and other proven prevention strategies as part of their case investigation and contact tracing activities.

Health departments have the authority to determine how case investigation and contact tracing should be implemented locally in response to each jurisdiction's needs, context, priorities, and resources.

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:

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

Common Areas:

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

Disinfecting:

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

- *Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.*
- *Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.*
- *Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.*
- *Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.*
- *Regular cleaning and disinfection of restrooms will be performed.*
- *Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.*
- *Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.*
- *Additional paper towel dispensers may be installed in other designated spaces.*

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

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

Hand Sanitizing:

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

Trash removal:

- *Trash will be removed daily.*
- *Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.*
- *No-touch trash receptacles will be utilized, where possible*

Alternate Cleaning Methods:

- The effectiveness of such as ultrasonic waves, high intensity UV radiation, and LED blue light, against the virus that causes COVID-19 has not been fully established.
- In most cases, fogging, fumigation, and wide-area or electrostatic spraying are not recommended as primary methods of surface disinfection and have several safety risks to consider, unless specified as a method of application on the product label.

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

*It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 55.***

(7) Emergency Housing for Essential Employees (This is an example)

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Residence Inn Garden City (516-742-2500)
2. Garden City Hotel (516-747-3000)
3. La Quinta (516-705-9000)
4. Hyatt Place (516-222-6277)
5. Hampton Inn (516-227-2720)
6. Long Island Marriott Uniondale (516-794-3800)
7. Hilton Garden Inn Westbury (516-683-8200)
8. Courtyard by Marriott Westbury (516-542-1001)
9. Holiday Inn Westbury (516-997-5000)
10. Red Roof Plus Garden City (516-794-2555)

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

Recovery:

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

APPENDIX C

School District Pandemic Influenza Planning Checklist

Flowcharts for COVID-19 Decision Making

Carle Place UFSD COVID-19 Preliminary On-Site Investigation Form

Essential Employee Worksheets

Coronavirus (COVID-19) Custodial Checklist for Schools

School District Pandemic Influenza Planning Checklist

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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



Flowchart for COVID-19 Decision Making



People with Known Exposure to COVID-19 Who Do Not Have Symptoms¹ “Quarantine”

	Under age 2 years or unable to wear a well-fitting mask	Age 2 – 4 years	Age 5 - 11 years		Age 12 years - Adult				All ages
			Up-to-Date Fully Vaccinated	Not yet Fully Vaccinated	Up-to-Date Fully Vaccinated and Boosted	Up-to-Date Fully Vaccinated, not yet eligible for booster	Fully Vaccinated, eligible for booster but not yet boosted	Not yet Fully Vaccinated	
Quarantine, Duration	Yes, 10 days (masks not recommended for children under age 2)	Yes, 5 days	No	Yes, 5 days	No	No	Yes, 5 days	Yes, 5 days	No
Attend/work at school and eligible child care programs, (includes transportation)	N/A	Yes, if undergoing recommended testing.	Yes	Yes, if undergoing recommended testing.	Yes	Yes	Yes, if undergoing recommended testing.	Yes, if undergoing recommended testing.	Yes
Testing	Test on whichever comes first: at least 5 days after last exposure (testing recommended but optional if unable to test) or if Symptoms develop If positive, isolate for at least 5 days from symptom onset or (if no symptoms) date test was collected								No test needed. Test if Symptoms develop.

1. See specific guidance for individuals in congregate settings and for furlough for healthcare workers.



Isolation for the General Public²

“Isolation” is for people who have a positive COVID-19 test or who have symptoms and are waiting for the results of a COVID-19 test.

Isolation is the same for everyone, regardless of whether they are unvaccinated, vaccinated, or boosted.

	Symptoms, Waiting for Test Result	No Symptoms, Positive Test	Symptoms , Positive Test	Hospitalized for COVID-19 or Immunocompromised
Duration of Isolation	Until test result is received or 5 days, whichever is first. If test result is negative, isolation can end. If test result is positive, see “Symptoms, Positive Test” column.	5 days (day 0 is the day the test was collected; isolation ends <u>after</u> day 5). 10 days if unable to wear a well-fitting mask If symptoms develop after testing positive, start 5-day count again with day 0 being the day symptoms started.	Minimum of 5 days (day 0 is the day symptoms start; isolation ends <u>after</u> day 5). <u>and</u> when fever-free for 24 hours without fever-reducing medication <u>and</u> symptoms have improved 10 days if unable to wear a well-fitting mask	10 - 20 days, consult healthcare provider
Antigen Test Timing at the End of Isolation	N/A	Optional. If testing is done, it should be on at least day 5 of isolation. If positive, isolate through day 10. If negative, isolation can end but continue to wear a mask through day 10.	Optional. If testing is done, it should be on at least day 5 of isolation (when fever free for 24 hours and symptoms have improved). If positive, isolate through day 10. If negative, isolation can end but continue to wear a mask through day 10.	Consult healthcare provider

2. See specific guidance for individuals in congregate settings and for furlough for healthcare workers.

CARLE PLACE UFSD COVID-19 Preliminary On-Site Investigation

(Fax to Nassau County Department of Health at 516-227-9669)

School Building [Click or tap here to enter text.](#) Today's Date [Click or tap to enter a date.](#)

Individual Completing Form _____ Telephone # _____

Name of Person Testing Positive: Click or tap here to enter text.		Position:		
Last Date Individual was in the School Building: Click or tap here to enter text.				
Date of Birth: Click or tap here to enter text.		County of Residence: Click or tap here to enter text.		
Telephone #: Click or tap here to enter text.		Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC		
Documentation of Lab Confirmed Positive: Yes <input type="checkbox"/> No <input type="checkbox"/>		Date of Test: Click or tap to enter a date.		
Laboratory Conducting Test: Click or tap here to enter text.		Telephone # Click or tap here to enter text.		
Names of Students in Close Contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
NAME	HOME DISTRICT	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
Name of Staff in Close Contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts please write NO CONTACTS across the page)				
NAME/POSITION/ EMPLOYEE ID #	EMPLOYEE DISTRICTS (If Applicable)	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Essential Employee Worksheet

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

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Central Office Administrators	Various responsibilities throughout the District	Oversee all activities and staff throughout the District and answer to the BOE of Education	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE
Principals/Assistant Principals/ Directors/Chair people	Various responsibilities within the building	Oversee all activities and staff within their buildings	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE
Custodians/Maintenance	Various responsibilities throughout the District	Maintaining a clean, safe environment	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE
Security	Necessary in all of the buildings as well as monitoring the cameras throughout the District	Maintaining safety for all individuals on school grounds.	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE
Kitchen Staff	Prepare free and reduced meals for families that meet State requirements	State Mandate	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE
Support Staff	Various responsibilities throughout the District	Support all Administrators throughout the District with meeting Federal and State mandates	Varies	Sign in sheets, agreed upon hours with the Superintendent and the BOE

CORONAVIRUS (COVID-19) Custodial Checklist for Schools

✓ COVID-19 CLEANING GUIDELINES



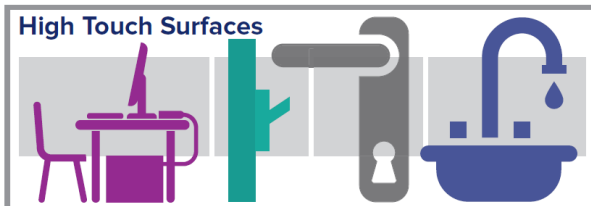
- Clean **before** using disinfectants. Disinfectants don't work on dirty surfaces.
- Follow product label instructions for safe and effective use.
- Pay attention to the "contact time" disinfectants should be left on surfaces to be effective.
- Use products in well ventilated areas.
- Clean, replace and disinfect cleaning tools and supplies after use.
- Wash hands regularly with soap and water for 20 seconds.
- Wear a face covering and appropriate personal protective equipment (PPE) for cleaning.
- Post **Stop the Spread** signage and provide hand sanitizer near all shared equipment to promote hand hygiene.

✓ CLEAN AND DISINFECT MULTIPLE TIMES A DAY



High-Risk Areas

Health offices, classrooms, lunchrooms, athletic rooms, bathrooms and high traffic areas. Establish procedures for surfaces that must be sanitized after use, such as gym mats, health office cots, lunch tables.



High Touch Surfaces

Lunch tables, desks and chairs, light switches, handrails, door handles/push plates, faucets, equipment handles and buttons, shared equipment and electronics, bus seats, and handrails.

✓ MAINTAIN ROUTINE CLEANING



- Dust/wet-mop or auto-scrub floors
- Vacuum high traffic areas
- Remove trash
- Wipe HVAC vents
- Spot cleaning walls and carpets
- Dust horizontal surfaces and light fixtures
- Clean spills

RESTRICT ACCESS TO ANY AREA WHERE SOMEONE WITH CONFIRMED OR SUSPECTED COVID-19 WAS PRESENT UNTIL THE AREA IS CLEANED AND DISINFECTED.



Department
of Health

13176

More information: coronavirus.health.ny.gov/node/541

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