

***Carle Place  
Union Free School  
District***

***Comprehensive  
District-Wide  
School Safety Plan***

***2017/2018***

***(For Public Viewing – July 27 through August 25, 2017)***



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# *Carle Place School District Comprehensive School Safety Plan*

## **Policy Statement**

The School District **Comprehensive School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, 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 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 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 Comprehensive School Safety Plan**

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

## **District-Wide School Safety Team**

The District-Wide School Safety Team will always include the following representation at a minimum:

- School Board Member: Joseph LoCurto
- Student Representative: Hector Rivera
- Teacher Representatives: Erik Tonner-MS/HS  
Terri Cottell-Rushmore  
Diane Cecere-Cherry Lane
- Administrator: Philip Molnar-Assistant Superintendent for Special Education/PPS  
Seth Katz-Middle School Assistant Principal
- Parent Organizations: LouAnn Bonomi
- School Safety Personnel: Greg Cantiello
- Others: Joy D’Anca-Director of Guidance  
Richard Greenberg-Executive Director of Technology  
John Hendricken-Director of Facilities  
Monique Mouton-Nurse  
Mary Jo Dellino–Psychologist  
Dr. Christopher Grieco-Psychologist  
Dr. Michele Pakula-Psychologist  
Nick Michael-Social Worker  
Dr. Lisa Laudante-Social Worker  
Peter LaDuca-BOCES Office of Health and Safety  
Problem Oriented Police Officer-Nassau Co. 3<sup>rd</sup> PCT.  
NYSIR Representative

### **Responsibilities of the District-Wide School Safety Team**

The School District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet triannually 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 Comprehensive Safety Plan to determine its success in violence prevention. Some of the team’s primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (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 Safety Team Sub-Committee or Building-Level 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.

## **Risk Reduction/Prevention and Intervention Strategies**

### **Program Initiatives in the School District include:**

#### **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  
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 and Social Worker  
Teasing and Bullying Prevention Lessons  
The Great Body Shop  
Too Good for Drugs

#### **Rushmore Avenue School**

Advisory Program  
Big Buddy Program  
Building Planning Teams  
Bullying Survey – Grades 3-6  
Bus Safety Program  
Conflict Resolution Program  
Entrance and Dismissal Procedures  
Health Curriculum/Science Curriculum  
Home Fire Safety Plans  
Instructional Support Team (IST) Meetings  
Key Club  
Long Island Tracks Program (LIRR)  
Make a Difference and Children Against Bullying  
Participation in Red Ribbon Week Activities  
Pedestrian Safety Program



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 and Social Worker  
SPARC  
Student Council  
Teacher Aide Training – providing a positive and safe environment during lunch and recess  
Teasing and Bullying Prevention Lessons  
The Great Body Shop  
Too Good for Drugs

### **Middle School/High School**

Advisory Periods  
Assembly Programs on Social Tolerance  
Bus Safety Program  
Carle Place Mentoring Program  
Choose or Consequences - Part of Driver Education Program  
Diversity Club  
Grim Reaper Program  
Health Curriculum/Science Curriculum  
Instructional Support Team (IST) Meetings  
Key Club  
Medical Emergencies – Elective  
Reality Rides – Part of Driver Education Program  
Red Ribbon Week Activities  
Red Watchband Program  
Safety Drills  
S.L.A.T.E. Project  
Social Skills and Conflict Resolution/Mediation Groups – Conducted by School Counselors,  
Psychologist and Social Worker  
Social Work Presentations to Health Classes  
SPARC  
Students Against Destructive Decisions (SADD)  
Teacher-Student Mentoring Programs  
Teen Intervene  
[www.drugfreeworld.org](http://www.drugfreeworld.org)

### **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 – scheduled annually by the Superintendent of Schools
- Live drill including sheltering, evacuation, lock-down, lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)

- 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. At least one exercise will occur in each school building every school year in addition to the Early Go-home Drill.

### **Implementation of School Security**

School safety personnel will help carry out the School District Comprehensive Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. 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 individually licensed 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.

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 (Pride Survey). Based on these findings we have implemented the following security measures:

- The School District has had a security audit/assessment of all school buildings conducted by the Board of Education.
- On-going security audits.
- Entrance guards and hall monitors.
- Visitors sign-in procedures.
- Video surveillance.
- NYS certified security guards.
- The Director of Facilities is the designated School District Security Director.
- Random searches may be considered if deemed necessary.
- Review and revision of current practices, as needed.

### **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. Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

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

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:

- 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 on the **Violent and Disruptive Incident Report (VADIR) Form**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality.

Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

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

### **Investigation:**

After the incident has occurred the Threat Assessment Team 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 (Threat Assessment Team) is responsible for recommending to the Board of Education the manner in which an initial school building security analysis will be 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.

**Emergency Response Protocols**

**Notification and Activation (Internal and External Communication)**

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

Internal communication is also of prime importance and will be specifically defined in the Building-Level Response Plan. Depending on the nature of the emergency, some of the communication methods will include land telephones, cellular telephones, Nextel Walkie-Talkies, bull horns, weather radio, intercom, *Connect-ED*, WALK FM 97.5 (1370 AM) radio, 1010 WINS radio, Channel 12 TV, emergency alert system, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team.

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

School	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	Susan Folkson	516-622-6407	516-622-6586	sfolkson@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 School Safety 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 School Building Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The *FBI Bomb Threat Call Checklist* will be available at phone reception areas and as part of the school building training pamphlet, which will be distributed in each building.

### **Hostage Taking:**

The School Building Emergency Response Plan *Hazard Specific Response Guide* procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

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

### **Intrusions:**

The School Building Emergency Response Plan *Hazard Specific Response Guide* procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.

- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- If the situation escalates, the principal or designee will use plain language to notify all teachers to lock doors. Once the alert is announced, administrators will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

### **Kidnapping:**

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

- During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents 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 (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.
- Determine level of threat with Superintendent.
- Use of staff trained in de-escalation techniques.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

## **Responses to Acts of Violence (Actual)**

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

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

## **Response Protocols**

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

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

## **School Building Chain-of-Command Table**

<b>School Building</b>	<b>IC #1</b>	<b>IC #2</b>
Middle/High School	Thomas DePaola	As per Building Plan
Rushmore Avenue School	Catherine Silletti	As per Building Plan
Cherry Lane School	Susan Folkson	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 Management (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 School Building-Level Plans.

## **District Resources Use and Coordination**

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

## **Protective Action Options**

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

### ➤ **School Cancellation**

1. Monitor any situation that may warrant a school cancellation
2. Make determination
3. Contact local media/use available notification systems.

### ➤ **Early Dismissal**

1. Monitor situation
2. If conditions warrant, close school
3. Contact Transportation Supervisor to arrange for transportation
4. Contact local media/use available notification systems to inform parents
5. Set up information center for parent inquiries
6. Retain appropriate district personnel until all students have been returned home

### ➤ **Evacuation**

1. Determine the level of threat
2. Contact Transportation Supervisor to arrange transportation
3. Clear all evacuation routes and sites prior to evacuation
4. Evacuate all staff and students to pre-arranged evacuation sites
5. Account for all student/staff population; report any missing students/staff to Principal
6. Make determination regarding early dismissal
7. If dismissing early, contact local media/use notification systems to inform parents
8. Ensure adult supervision or continued school supervision/security
9. Set up information center for parent inquiries
10. Retain appropriate district personnel until all students have been returned home

- **Sheltering**
  1. Determine the level of threat
  2. Determine the location of sheltering depending on the nature of the incident
  3. Account for all students and staff. Report any missing staff or students to building Principal
  4. Determine other occupants in building
  5. Make appropriate arrangements for human needs
  6. Take appropriate safety precautions
  7. Establish a public information office to respond to inquiries
  8. Retain appropriate district personnel until all students have been returned home
  
- **Shelter-In-Place (weather related)**
  1. Shelter-In-Place is announced by the Incident Commander with intent to move school population to a single or multiple locations in the building
  2. Call 911
  3. Activate Emergency Response Team
  4. Advise the staff and students to proceed to their designated shelter-in-place area
  5. Staff and students proceed to their designated locations in an orderly fashion
  6. Teachers/Staff must take attendance and forward it to the principal or designee
  7. Principal and designees assist emergency personnel as necessary
  8. Consider modified release of students depending on emergency and time of day
  
- **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
  1. Activate School Building-Level Safety Team and instruct them to scan common areas for anything unusual and assess the situation
  2. Shelter-In-Place, pending the assessment, is announced by the Incident Commander
  3. Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary
  4. Call 911
  5. If no device is found, decide whether to continue school or evacuate. School district administration may consult with Police to make their decision
  
- **Shelter-In-Place (Specific Bomb Threat)**
  1. Call 911
  2. Activate School Building-Level Safety Team and assess the situation
  3. Shelter-In-Place, pending the assessment, is announced by the Incident Commander
  4. Instruct them to find an internal/external location to relocate the school population
  5. Scan and clear the location and a route to it
  6. Move those in the affected areas to the established and cleared location
  7. Assist emergency responders as necessary
  8. The school district administration makes the decision regarding evacuation, continuation or dismissal of school
  
- **Lockdown**
  1. Lockdown is announced by the Incident Commander
  2. Call 911
  3. Immediately gather students from hallways into classrooms or offices (include common areas and restrooms)
  4. Teachers/Staff follow pre-established instructions to secure doors

5. Move students out of line-of-sight of hallway windows
6. Teachers/Staff take attendance and record students that are in the room, missing and extra students from the hall and await further instructions
7. Teachers are not allowed to open doors for anyone under any circumstances
8. All activities cease; no talking or response to telephones, intercoms, public address systems or other announcements
9. Students/Staff outside building must evacuate to a predetermined, off-campus location, including bus runs and field trips
10. Lockdown will end with the physical release from the room by emergency responders or other authority

➤ **Lockout**

1. Announce Lockout has been implemented
2. If lockout has not been initiated by Emergency Responders, call 911
3. Activate building emergency plan and implement Incident Command in accordance with safety plan instructions
4. Have students who are outside immediately return to the school building
5. Administrators/Custodians/Assigned Staff – lock and secure all exterior doors and windows
6. Monitor one main entrance and allow only authorized personnel into building.
7. Classes may continue as normal
8. The lockout is lifted when the external threat is resolved; notify as appropriate

## **Homeland Security Advisory System For Schools**

### **LEVEL RED – SEVERE RISK**

**First complete Level Orange then decide on action below:**

- R1 – Close school before opening      (or)**  
**R2 – Close school while in session      (or)**  
**R3 – Lockdown      (or)**  
**R4 – Short-term shelter in-place      (or)**  
**R5 – Transfer to alternate location or emergency shelter**

### **LEVEL ORANGE – HIGH RISK**

- O1 - Complete O2 and activate lockout procedures      (or)**  
**O2 - Complete Level Yellow**  
**O3 - Limit access to facilities**  
**O4 - Review building use permits and evaluate field trips**

### **LEVEL YELLOW – ELEVATED RISK**

- Y1 - Complete Level Blue**  
**Y2 - Review building use permits**  
**Y3 - Confer with authorities for further action**

## **LEVEL BLUE – GUARDED RISK**

**B1 - Increase surveillance**

**B2 - Restrict parking near building**

## **LEVEL GREEN – LOW RISK**

**Normal operations (Conduct safety audits; review safety plans, conduct drills)**

### **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 – David Flatley
- Assistant Superintendent for Instruction and Personnel – Eileen Fredericks
- Assistant Superintendent for Business – Anthony Cedrone
- Assistant Superintendent for Special Education/PPS – Philip Molnar
- Executive Director of Technology – Richard Greenberg
- Director of Facilities – John Hendricken
- Transportation Coordinator – Kevin Coffey
- Food Service Director – Nancy Cara
- Nurse – TBD
- Others as deemed necessary

### **Disaster Mental Health Services**

A District-Wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services as outlined in our Safety Plan. Depending on the scope of the situation, the Nassau County Office of Emergency Management 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. The following forms, resources, and training materials have been developed for this purpose and will be located in the Resources Section of the School Building-Level Emergency Response Plan:

>Emergency Procedures Notification

>School Building Training Pamphlet

- |                                       |   |
|---------------------------------------|---|
| >NYS Police Threat Assessment Model   | >Incident Report                          |
| >Verbal De-escalation Techniques      | >Pride Survey                             |
| >Post-Emergency/Post-Test Review Form | >Lockdown – Quick Guide                   |
| >Gotta-Go-Bag                         | >Lockout – Quick Guide                    |
| >Bomb Threat Call Checklist           | >Shelter-In-Place – Quick Guide           |
| >Bomb Threat Response                 | >Training Documentation                   |
| >Parent Information Pamphlet          | >Emergency Exercise Design and Evaluation |

## **Pandemic Planning**

Our Comprehensive Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our Comprehensive Safety Plan which 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 Comprehensive Safety Plan. The District-Wide Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Safety Team.

### **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 school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
  - Report suspected and confirmed cases of influenza on the monthly school’s *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
  - Public Health Consultation and Immediate Reporting: 516-571-3471
  - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-Wide cases of influenza and inform school districts as to appropriate actions. This may include daily phone conferences and news updates between the Public Information Officer and Health Department Officials as well as daily attendance surveillance surveys of students and adult staff absences reported by the buildings to the Public Information Officer and submitted by the Public Information Officer on a web-based survey tool set up by the Health Department.
- The Assistant Superintendent for Special Education/Pupil Personnel Services (Philip Molnar) will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the Comprehensive Safety Plan. The school district’s physician and nurses will be vital

members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district's Executive Director of Technology (Richard Greenberg) will also be an important Team member. The Assistant Superintendent for Instruction and Personnel (Eileen Fredericks), Assistant Superintendent for Business (Anthony Cedrone), and the Director of Facilities (John Hendricken) 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 Safety Team will review and assess any obstacles to implementation of the Plan. The Center for Disease Control (CDC) *Pandemic Influenza Planning Checklist* will be reviewed at the first safety team meeting each year 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 emergency alert system – *Connect-Ed*, e-mail alerts and, if necessary, district postings, direct mailings and the district web site for this purpose.

**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 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:

David Flatley	Superintendent	622-6442
Eileen Fredericks	Assistant Superintendent for Instruction and Personnel	622-6556
Anthony Cedrone	Assistant Superintendent for Business	622-6451
Philip Molnar	Assistant Superintendent for Special Education/PPS	622-6502
Richard Greenberg	Executive Director of Technology	622-6576
John Hendricken	Director of Facilities	622-6425
Thomas DePaola	MS/HS Principal	622-6433
Catherine Silletti	Rushmore Avenue Principal	622-6410
Susan Folkson	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](http://www.nassauschoolemergency.org).

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, *Connect-Ed* emergency alert system, and the public media. A school district Public Information Officer (PIO), Superintendent David Flatley 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 Technology Richard Greenberg 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 - David Flatley
- Assistant Superintendent for Instruction & Personnel - Eileen Fredericks
- Assistant Superintendent for Business - Anthony Cedrone
- Assistant Superintendent for Special Education/PPS – Philip Molnar
- Executive Director of Technology – Richard Greenberg
- Director of Facilities – 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), cell phones and phone mail, e-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 – Kevin Coffey
  - Accounts Receivable - John Barodin
  - Accounts Payable - Maryann Ennella
  - Transportation – Kevin Coffey
- Recognizing the need for job cross-training, we have trained individuals with the following job titles:
    - Payroll - John Barodin
    - Purchasing - No one assigned (as per State law)
    - Accounts Receivable – John Barodin
    - Transportation – Jane Giblin
  - 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 Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, 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. 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. Yearly health office procedures will include directions for their use.
  - The Personnel Office and the Office of the Superintendent will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Building secretaries will coordinate reporting of all staff absences to the Personnel Office and the nurses will coordinate the student absences to the Public Information Officer. 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 will provide cross-training of staff to ensure essential functions. This may include support staff as well as building principals. 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, IPODS)
  - 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

**Response:**

- The Superintendent, David Flatley, or his designee 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 Safety 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 Executive Director of Technology, Richard Greenberg, to re-test all communication systems to assure proper function. The District-Wide 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 Comprehensive 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 Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the 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.

### **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 Safety Team and Building-Level Safety Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Office of Instruction and Personnel, Facility Director, Principals and Supervisors will be vital to this effort. The Comprehensive Safety Plan and Building-Level Safety Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

# SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

## I. Planning and Coordination:

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

### 1. Planning and Coordination (cont.):

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

### 2. Continuity of Student Learning and Core Operations:

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

### 3. Infection Control Policies and Procedures:

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

### 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.

