



**FREEPORT PUBLIC  
SCHOOLS  
2022-2023**

# **District-Wide School Safety Plan**



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# **Freeport Public Schools**

## **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 that 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. This plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response 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 **public comment 30 days prior to its adoption** and provided for participation of the entire school community. **By September 1st of each school year**, the District-Wide and Building-Level Plans are formally **adopted by the School Board 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 school 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**.

<b>Compliance Requirement</b>	<b>Date Achieved</b>
Board of Education Appoints District-Wide School Safety Team	
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	
School Board has at least one public hearing on District-Wide School Safety Plan	
School Board establishes 30-day public comment period	Date to Date
School Board adopts District-Wide School Safety Plan	
District-Wide School Safety Plan posted on website. The URL is (SampleURL.org)	
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	
School Board adopts Building-Level Emergency Response Plan	
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	
Building-Level Emergency Response Plan filed with local police	
Written information on emergency procedures provided to all staff and students by October 1 <sup>st</sup>	

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 also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response 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**

**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)(xviii)
- ☐ 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)(xxii)

**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)

## **State Disaster Emergency/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-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a state disaster/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 D (Communicable Disease - Pandemic Plan).**

### **School District Chief Emergency Officer**

The **Assistant Superintendent for Business 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 was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. 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 will meet in the 2022-23 school year on **TBD**. **Minutes will be kept for each meeting and attendance documented (see Appendix B).**

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel



- Others including Bus Drivers and Monitors
- Student Representative (Optional)

## **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 on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams primary responsibilities will include:

- 1) **Annual multi-hazard school safety training will be completed by September 15<sup>th</sup>** 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 1<sup>st</sup>** of each school year. **See Appendix A**
- 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 annual 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 a minimum will include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Bus Drivers and Monitors
- Community Members
- Law Enforcement
- Fire Officials
- 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.)

## Prevention and Intervention Strategies/Risk Reduction

### Program Initiatives in the School District include:

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.
3. **Extended day** and other school safety programs.
4. **Mentors** for students concerned with bullying/violence.
5. We have established an **anonymous reporting process** for school violence and are investigating the **Report It** on-line violence reporting system.
6. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
7. The **Fire Department** conducts annual training in all school buildings.
8. The School District participates in the **Adopt-A-Cop** program.
9. We have implemented **PBIS** (Positive Behavior Intervention System).
10. We utilize Social emotional learning programs and mental health supports including SKY Schools, Sources of Strength, Trauma Informed Care, suicide prevention training, and Stress First Aid along with other programs.

## 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. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill Early Dismissal drill to test communication and transportation (parents to be notified one-week prior to drill).
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational 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 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"> <li>• <u>12 Drills Total Required for School Year</u> <ul style="list-style-type: none"> <li>○ 4 Lockdowns and 8 Evacuations <ul style="list-style-type: none"> <li>▪ 4 of the evacuation drills through secondary means of egress</li> <li>▪ 1 drill during lunch or assembly unless instruction is provided during lunch or assembly</li> </ul> </li> </ul> </li> <li>• <u>2 Additional Drills Required during Summer School</u> (1 during first week)</li> </ul>	
September	
October	<u>8 Drills by December 31<sup>st</sup></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

School safety personnel will help carry out the District-Wide School 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 aides that we employ who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All our Security Aides 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 Director is contracted through a New York State licensed agency and all our Security Aides are also individually licensed.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response 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 guards who received 2 days of staff development every school year.
- The School District has had a Homeland Security/Emergency Preparedness School Site Security Checklist of all school buildings conducted by the Nassau County Police Department's Homeland Security/Emergency Prepare Unit 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 when they enter the building their photo ID will be scanned into the visitor management system, security check is conducted and they are logged into a database. They are then escorted to their destination or wait for a staff member to come to them. Upon completion of their business they will be escorted out of the building and logged out of the visitor management system.
- Visitor Management System – we utilize a Visitor Management System it enables the school to record visitors entering the school while conducting a nationally-compiled sex offender database/Security check on each visitor prior to entering the building and creates visitor badges to be worn during their visit.  
Visitor badge/sign-in procedures – photo identification provided will be scanned and returned to the visitor after they are recorded in VMS as a visitor with security and scanned into the visitor management system. When the security check is satisfactorily completed and the visitor has been approved for entry into the building they will wear a visitor badge that includes their name, photo, destination, date, time and type of visitor they are (parent, intern, vendor, etc...) This printed badge will be placed into a clear plastic holder and attached to a yellow lanyard which they are required to wear while present in the building and returned upon exiting. In addition, each badge is equipped with a time-expiring marking that will reveal a red colored stop sign within twelve hours of issuance alerting security and staff this visitor should be stopped and questioned concerning their presence in the school. When visitors exit the building, they will return their photo identification sticker and yellow lanyard badge.
- Video surveillance – closed-circuit TV security cameras.
- NYS certified security guards.
- A designated School District Security Director.
- On-going security audits.
- Random bag inspections are conducted as necessary. Searches may be considered if deemed necessary.
- We will employ any other appropriate methods deemed necessary and constantly review our current practices.

### **Vital Educational Agency Information**

Each Building-Level Emergency 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 (Information & Training)**

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 (See Appendix C) 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.
- 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://www.p12.nysed.gov/ssd/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/ssd/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:

- 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.
- Conflict resolution programs.

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

### **Hazard Identification**

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response 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:

- Sunrise Highway and Merrick Road.
- Long Island Railroad.
- South Ocean Avenue Public Swimming Pool (Chlorine Storage).
- Flood zone and canals.

### **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 Reporting (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 (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, which includes regulations and protocols for the Dignity for All Students Act (DASA), 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 22, 2022**, 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 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/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team.

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

School	Principal	Phone	Fax	E-Mail
Freeport High School	Gisselle Campbell-Ham	867-5319	379-7592	Gcampbell-ham@freeportschools.org
J.W. Dodd Middle School	Johane Ligonde	867-5286	379-3493	jligonde@freeportschools.org
Caroline G. Atkinson	Daniel Reardon	867-5270	379-7678	dreardon@freeportschools.org
Columbus Ave. School	Alma Rocha	867-5333	379-6793	arocha@freeportschools.org
Archer Street School	Paula Lein	867-5245	379-6577	plein@freeportschools.org
Bayview Avenue School	Kelly Fairclough	867-5377	379-6906	kfairclough@freeportschools.org
Leo. F. Giblyn School	Amy Lederer	867-5383	379-6887	alederer@freeportschools.org
New Visions School	Jessica Romero	867-3450	867-0392	jromero@freeportschools.org

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, Robo-Call. 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 Building-Level 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 hazard specific 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 notify the security office and report this information to the security 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 another 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 (Implied or Direct Threats)

Response actions in individual buildings will include:

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



- Determine level of threat with Superintendent.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and 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 and the Director of Security.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency via the one button lockdown system.
- 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>	<b>IC #3</b>
Freeport High School	Gisselle Campbell-Ham	Gleni Pena	
J.W. Dodd Middle School	Johane Ligonde	Christopher Porciello	Earl Mitchell
Caroline G. Atkinson	Daniel Reardon	Randy Arnold	George DiGiovanni
Columbus Ave. School	Alma Rocha	Carmen Conde	
Archer St. School	Paula Lein	Judith Friedman	
Bayview Ave. School	Kelly Fairclough	Stephanie Berg	
Leo F. Giblyn School	Amy Lederer	Gloria Medina-Bowers	
New Visions School	Jessica Romero		

### **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:**

Describes 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 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
- Assistant Superintendent for Business
- Director of Facilities
- Transportation Director
- Food Service Director
- Head Nurse
- 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](http://www.nassauschoolemergency.org) under the **Safety Plans** tab.

## **APPENDIX A**

### **Parents/Students/Staff Annual Notification**

# FREEPORT PUBLIC SCHOOLS

## EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The Freeport Public Schools have always been serious about being prepared for emergencies. Each year, the District's entire Emergency Plan is reviewed and updated to meet New York State regulations. The plan addresses an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

When an emergency occurs, the first and foremost concern of every staff member is the safety of the children in our care. This guide provides a brief description of how the school district will manage an emergency and how parents can support those vital efforts.

### GENERAL INFORMATION:

The Freeport Union Free School District has established a **District-Wide School Safety Plan (which is posted on our website at [www.freeportschools.org](http://www.freeportschools.org))** and a **Building-Level Emergency Response Plan** for each School Building in the District. **The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public.** Each of these plans is coordinated with police, fire and other officials in the county and state-wide agencies.

### WHAT ARE THE SCHOOL SECURITY PROCEDURES?

All doors that lead to the outside are locked when school is in session. In order to enter the building, the parent/visitor may only enter through the main entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or designee. Unauthorized persons will be asked to leave. School personnel are required to wear photo ID badges for identification purposes. Children are instructed to look for these ID badges. Visitors are required to wear a temporary badge which indicates an individual is an authorized visitor.

### HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

The Superintendent of Schools or Designee may implement one of the following emergency response procedures:

1. **Go-Home-Early:** Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family/guardians, and identify students with special needs. **No student will be released to an empty home.**
2. **Shelter:** Keeps students and staff in their buildings in a secure location when it is safer to stay inside than go out. Generally, sheltering is for a short time until it is safe to either evacuate to another building, or to send students home. However, the District is prepared to shelter students as long as necessary. This option may even be utilized during a bomb threat if specific procedures are followed.
3. **Evacuation:** Requires all building occupants to leave the building and go to a pre-determined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. It could also mean going to the evacuation site with the intention to be **transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
4. **Lockout:** A lockout is a procedure which allows the school to continue with a normal day inside the building, but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. **Students will not be released to parents/guardians when a lockout is in progress.**

5. **Lockdown:** A lockdown of the building requires all students and staff to remain in the room that they are in, lock all doors and stay out of sight. Students and staff that are in the hallway are to go to the nearest classroom. The presence of an intruder is one reason to invoke this type of response. The only way a lockdown can end is by emergency responders physically releasing all locations that are locked down. **Students will not be released to parents/guardians when a lockdown is in progress.**

#### **WHAT KIND OF EMERGENCIES DOES THE SCHOOL DISTRICT'S EMERGENCY PLAN ADDRESS?**

- Criminal offenses such as bomb threats, kidnapping or violent behavior
- Natural hazards such as severe weather
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member

#### **ARE THERE EMERGENCY PLANNING DRILLS?**

**Yes,** New York State regulations require school districts to test their emergency plans in each school building through exercises and drills. Parents/guardians will be informed of these drills, without specific details, to ensure safety.

#### **SHOULD I PICK UP MY CHILD AT SCHOOL DURING AN EMERGENCY?**

**Not unless directed to do so.** While every parent's natural instinct in an emergency is to go to the school to protect his/her own child, it is important to realize that doing so may significantly affect the District's ability to respond to the situation. For example, cars driving up to the building will restrict access by emergency vehicles that are responding to the emergency, or school buses that are loading children to evacuate them or take them home. The building's staff will be actively working to ensure the safety of all students. It may seem logical that every student taken home by a parent reduces the responsibility of the staff, but in a fast moving situation that requires a great deal of careful coordination and communication, it actually makes the critical task of keeping track of students more difficult.

#### **HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?**

An area will be designated for parents to pick up students. Photo identification must be shown in order for a student to be brought to the reunification area.

#### **WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?**

Every school building has a plan of action to evacuate any student with special needs.

#### **WHERE CAN I GET INFORMATION DURING AN EMERGENCY?**

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you through automated calling systems and our website. The schools have every child's emergency contact information that they have readily available for emergencies. Other sources of information include the PTA Presidents. School officials may utilize the parent organizations to activate their phone chains. TV News 12 and local media will also be utilized.

#### **WHAT CAN I DO TO PLAN AHEAD?**

The two most important things you can do are:

1. **Make sure your child's school has the most up-to-date emergency contact information.**
2. **Review with your child any alternative arrangements you have made in case an emergency prevents you from being home.**

**PRINCIPAL'S TELEPHONE NUMBERS:**

<b><i>School</i></b>	<b><i>Principal</i></b>	<b><i>Contact #</i></b>
<i>Freeport High School</i>	<i>Gisselle Campbell-Ham</i>	<i>516-867-5305</i>
<i>J.W. Dodd Middle School</i>	<i>Johane Ligonde</i>	<i>516-867-5286</i>
<i>Caroline G. Atkinson School</i>	<i>Daniel Reardon</i>	<i>516-867-5265</i>
<i>Archer Street</i>	<i>Paula Lein</i>	<i>516-867-5250</i>
<i>Bayview Avenue</i>	<i>Kelly Fairclough</i>	<i>516-867-5255</i>
<i>Leo F. Giblyn</i>	<i>Amy Lederer</i>	<i>516-867-5260</i>
<i>New Visions</i>	<i>Jessica Romero</i>	<i>516-867-5265</i>
<i>Columbus Avenue</i>	<i>Alma Rocha</i>	<i>516-867-5240</i>

**Freeport Public Schools**  
235 North Ocean Avenue  
Freeport, New York 11520  
(516) 867-5200

**Superintendent of Schools**  
Dr. Kishore Kuncham  
(516) 867-5205

## **APPENDIX B**

### **District-wide School Safety Team Meeting Minutes and Attendance**



**District-wide School Safety Team Meeting Attendance and Minutes  
September 10, 2022**

**Required Attendance**

<b>Representatives</b>	<b>Name</b>	<b>Absent/Present</b>
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Organization		
School Safety Personnel		
Others Including Bus Drivers & Monitors		
Student (Optional)		

**Additional Attendance**

<b>Organization or School</b>	<b>Name</b>	<b>Title</b>

**Agenda**

1. District-wide Safety Plan Review
2. Incident Review
3. Principal Reports
4. Status of Exercises/Drills
5. Training

**Minutes**

## **APPENDIX C**

### **Suicide Prevention & Mental Health Resources**

**What Every Teacher Needs to Know: Recognizing Suicide Risks in Students (see example on next page)**  
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf>)

**A Guide to Suicide Prevention in New York Schools**  
(<https://www.preventsuicideny.org/wp-content/uploads/2019/08/SchoolsSuicidePreventionGuide.pdf>)

**School Mental Health Resource Training Center**  
(<https://www.mentalhealthdny.org/>)

**Suicide Prevention: Classroom Talking Points**  
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SP-in-the-Classrooms-Bleed-File.pdf>)

**National Alliance on Mental Illness in New York State**  
(<https://www.naminy.org/>)

## IF YOU NOTICE ANY OF THESE WARNING SIGNS, TAKE ACTION!

Signs that a student may be at risk include the following F-A-C-T-S:

- **FEELINGS** like expressing hopelessness about the future, seeming sad and unhappy, being anxious and worried, or getting angry and aggressive.
- **ACTIONS** like withdrawing from activities or friendships, doing risky, dangerous things like drinking & driving, or researching ways to die online.
- **CHANGES** in the normal mood and behavior of your student. In some ways, this may be what is easiest for you to notice. If you observe changes that concern you, reach out to others in the student's life (i.e., parents, teachers, friends, religious leaders, etc.) to see if they've also noticed changes.
- **THREATS** are sometimes direct like "I'd rather be dead". They can also be vague like "I just don't care about anything anymore."
- **SITUATIONS** are events that can serve as triggers for the suicidal behavior. These can include things like getting into trouble at home or school or with the law, experiencing some type of loss or facing a life change that may be too overwhelming for the student to deal with on their own.

## SUICIDE IS PREVENTABLE.

By taking time to notice and reach out to someone you feel is at risk, **you** can be the beginning of a positive solution.



## WHAT EVERY TEACHER NEEDS TO KNOW:

### Recognizing Suicide Risk in Students



[www.PreventSuicideNY.org](http://www.PreventSuicideNY.org)

**Youth Suicide Prevention is Everyone's Business!**

# YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

Are there more requirements, more testing, and less time for you to think—let alone plan?

Are you expected to take more responsibilities for your students, even when they are more challenging and when some of them may be at-risk for suicide?

### Did you know that according to national data:

*Almost 30% of 9th through 12th grade students have felt so sad or helpless during the course of an academic year that they couldn't do the things they normally do?*

*Or that there has been a dramatic rise in the suicide attempt rate for 10 to 14 year olds?*

*Or that suicide is the 2nd leading cause of death for youth in New York State?*



### Who are these kids?

**They're sitting in your classrooms every day.**

Although your job is to teach them, not diagnose them, there are ways that can help you better identify these struggling students and get them to someone who is trained to make a more complete assessment of their needs. Students who are thinking about suicide are not concentrating on school work; they are often preoccupied with problems that seem overwhelming and unsolvable.

*Your role in this process is critical but very limited and is often the first step in getting students the help they need.*

### So how do you accomplish this?

By doing what you do best—simply paying attention to your students and knowing where to send them in your school if you notice anything that concerns you.

The majority of those students who are thinking about suicide show direct or indirect warning signs. These are things that reflect a change in the student's behavior, attitude or feelings from as little as two weeks ago.

Some common warning signs are listed on the back panel of this brochure. If you see any of these, your responsibility is to get that student to the appropriate resources in your building.

**Remember, your job isn't to figure out what the problem is— it's simply to get this student help.**

Be sure to follow up with that resource person to ensure action is being taken and check in with the student to see how things are going. If you continue to be concerned, let that resource person know.

**Suicide risk doesn't immediately disappear once an intervention is made, so keep your eyes open!**

Noticing and referring potentially at-risk students are only the beginning of the suicide prevention equation. Equally important is your role in encouraging students to seek help if they have a problem and to turn to a trusted adult for support.

Help-seeking is called a protective factor, the kind of thing that can buffer us from life stressors.

The single most important protective factor for youth is a relationship with one trusted adult. As you know too well, many of your students may not have very supportive situations outside of school, so their trusted adult is often someone in their school community.

### What does it take to be a trusted adult to a student?

Here's how students describe it:

- Making time to talk, even if your schedule is tight
- Taking my concerns seriously, no matter how trivial they seem
- Not telling me "it will be better tomorrow"
- LISTENING! Recognizing you probably can't fix what I'm worried about but just listening to me talk about it can help
- Being honest if you think you have to tell someone else about my problem
- Taking action when it's necessary
- Remembering what we talked about and asking me about it later

When you review this list, you'll probably find that these are the same things you look for in someone to whom you turn for help— it's no different! While simply listening to a student talk about suicide can be very difficult, remember, it's the first step in the process.

**That critical next step is getting that student to the resources in your school that can offer more help!**

## **APPENDIX D**

### **State Disaster Emergency/Communicable Disease - Pandemic Plan**

## Communicable Disease - Pandemic Plan

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

### Prevention/Mitigation

- (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 District 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 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.

### 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, school nurses for reporting communicable disease, including COVID-19, Influenza, etc., and communicating with the Department of Health:
  - 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 **School Doctor** will help 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 Medical Doctor 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 Director of Technology will also be an important Team member. The Assistant Superintendent for Personnel, Assistant Superintendent for Business, Director of Facilities, Food Service Director, Transportation Director, Public Information Officer and Assistant Superintendent for Curriculum and instruction 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* is under review 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 District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; 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 for this purpose.

## (1) Essential Positions/Titles

In the event of a government ordered reduction of in-person workforce, 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 has been completed by and/or in consultation with each department which includes Central Administration, Directors, Clerical Support, Building Administration, Information Technology, Business Operations, Faculty and Staff, Health Services, Pupil Personnel Services, Food Service, Security, Custodial, Maintenance, and Facilities. **Actual information can be found in Appendix E, Essential Employee Worksheets.**

## (2) Protocols Allowing Non-Essential Employees to Telecommute

### Ensure Digital Equity for Employees

#### o Mobile Device Assessments:

- Survey District 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

#### o Internet Access Assessments:

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

**o 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.

***Teachers will continue to have access to various digital platforms, portals, and applications building and district wide pertaining to administration, communication, and instructional learning including, but not limited to:***

• Office 365	• G Suite for Education
• SchoolTool	• 99 Math
• Achieve 3000	• Arriba
• Boardworks	• Book Creator
• Brainpop	• Castle Learning
• Classkick	• Delta Math
• Discovery Education	• EdPuzzle
• Generation Genius	• Glencoe
• Happy Numbers	• iKnowit
• iLit	• iReady
• iStation	• IXL (3K Licenses)
• Kami	• Newsela
• Nearpod	• Problem Attic
• Quizizz	• Raz-Kids
• Read 180	• Screencastify
• Seesaw	• ST Math
• Class Dojo	• Typing Club
• Learning A-Z	• Adobe Creative Suite
• Think Central (K-6 Digital Math Platform for Go Math)	

**Technology & Connectivity for Students - Mandatory Requirements:**

- o 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;
- o To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- o 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 instruction, 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.

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

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

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

The 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 E, Essential Employee Worksheets.**

## 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 **Freeport School High School** with the alternate at **Freeport School District Administration Office** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
  - Dr. Kishore Kuncham, Superintendent of Schools 516-867-5205
  - Idowu Ogundipe, Assistant Superintendent for Business 516-867-5212
  - Glori Engel, Assistant Superintendent for Curriculum & Instruction 516-867-5244
  - Dr. Alice Kane, Assistant Superintendent for Educational & Administrative Services 516-867-5201
  - Dr. Helen Kanellopoulos, Assistant Superintendent for Pupil Personnel & Special Education 516-867-3468
  - Benjamin Roberts, Assistant Superintendent for Personnel 516-867-5202
  - Thomas Hunter, Director of Security 516-867-5342



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 both 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) 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://www.coursera.org/learn/covid-19-contact-tracing>.*

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

<i><b>School/Program</b></i>	<i><b>COVID-19 Safety Coordinator/Administrator</b></i>	<i><b>Contact #</b></i>
<i>Freeport High School</i>	<i>Gisselle Campbell-Ham</i>	<i>516-867-5305</i>
<i>J.W. Dodd Middle School</i>	<i>Johane Ligonde</i>	<i>516-867-5286</i>
<i>Caroline G. Atkinson School</i>	<i>Daniel Reardon</i>	<i>516-867-5265</i>
<i>Archer Street</i>	<i>Paula Lein</i>	<i>516-867-5250</i>
<i>Bayview Avenue</i>	<i>Kelly Fairclough</i>	<i>516-867-5255</i>
<i>Leo F. Giblyn</i>	<i>Amy Lederer</i>	<i>516-867-5260</i>
<i>New Visions</i>	<i>Jessica Romero</i>	<i>516-867-5265</i>
<i>Columbus Avenue</i>	<i>Alma Rocha</i>	<i>516-867-5240</i>
<i>Administration</i>	<i>Benjamin Roberts</i>	<i>516-867-5261</i>
<i>Districtwide/Students</i>	<i>Dr. Helen Kanellopoulos/ for Students</i>	<i>516-867-5468</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) (**Assistant Superintendent for Educational & Administrative Services**) 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 Director of Information Technology to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. School Messenger, District Website and District Emergency Cell Phones.
- 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, Assistant Superintendents, Directors, Building Principals, and other Personnel as needed**). 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 District Phone System followed by cell phones, e-mail, district automated phone notification system. **The Building Principals have the ability to send communication or request communication through the following systems; District Phone System, School Messenger, School/District Website, U.S. Mail Service, Portable Radios, Email System and Emergency Cell Phones.** The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel are essential to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we will cross-train individuals on key Business Office functions. We have also established the ability to maintain these essential functions off-site from remote locations as follows: Off-site operations are checked daily: Boiler

- operations, email, payroll, phone systems and Automated calling system, staff attendance to ensure staffing needs of district are met. Printing of paychecks can be done in conjunction with Nassau BOCES.
- 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 head custodians and designated personnel 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). As necessary, Maintenance/Grounds/Cleaners will be assigned duties essential across the district by the district. Other employees may be asked to assist in desktops disinfection only. Authorized sanitizers and disinfectants will be available so that other staff members can assist and support Health and Safety protocols.
  - The Assistant Superintendent for Personnel will coordinate with building and District Administration to oversee appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Central Office administration in conjunction with the Assistant Superintendent for Personnel. Central Office administration in conjunction with the Assistant Superintendent for Personnel 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, Central Office administration 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
    - On-line instruction; synchronous and A-synchronous instruction, on-line resources; on-line textbooks; on-line student libraries
    - On-line curriculum maps
    - Alternate assessments (e.g., NWEA, Project-Based Learning)
    - 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; social media; District App (if available).

#### **(4) Obtaining and Storing Personal Protective Equipment (PPE)**

##### **PPE & Face Covering Availability:**

- The 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 will be provided to staff and students on proper use of all PPE and safety protocols.
- Masks are most essential in times when physical distancing is difficult.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary.

## PPE Supply Management

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

Disposable Face Covering Supplies					
Group	Quantity per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	6,777 Masks per Week	81,324	40,662	20,331	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	5,900 Masks per Week	70,800	35,400	17,700	5 Disposable Masks per Week per Teacher/Staff
Nurse/Health Staff	120	1440	720	360	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for Total Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	120	1440	10 per week/per staff
Disposable Gowns	120	1440	10 per week/per staff
Eye Protection	24	ordered as necessary	2 Re-usable per staff
Face Shields	24	ordered as necessary	2 Re-usable per staff
Waste Disposal Medium	10	ordered as necessary	1 unit per staff total
N-95 Respirators*	15	180	15 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 Director of 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 coordinate with the Assistant Superintendent for Personnel and other District Administration to review and inform staff regarding essential function and responsibilities during the response. Ability to utilize off-site systems will be tested on an ongoing basis. The Assistant Superintendent for Business will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will communicate 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.

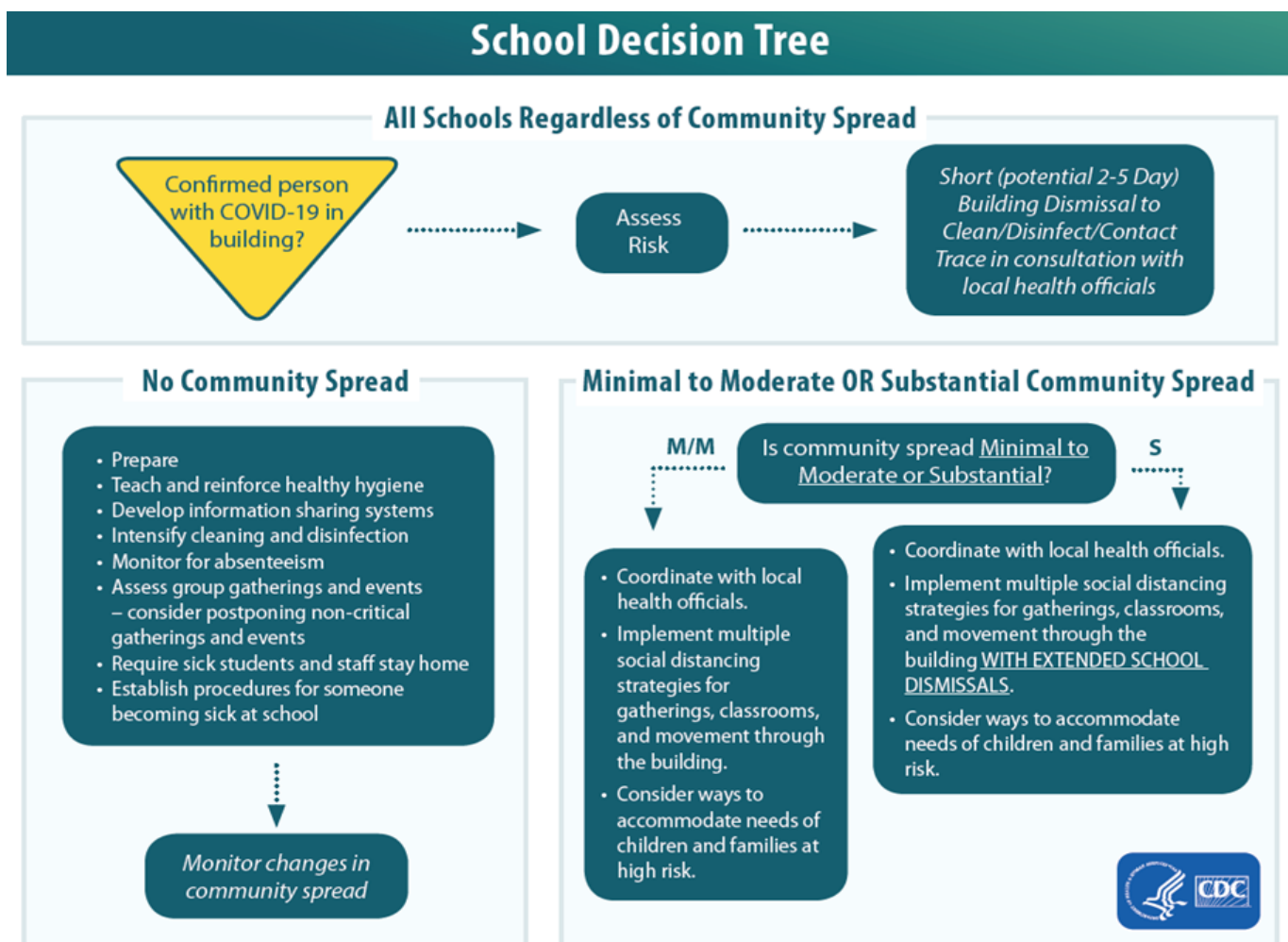
Sanitizing procedures will be reviewed with Building Administration and Custodial Staff. The Director of Facilities will work closely with all Building and District Administration and report to the Assistant Superintendent for Business to implement different phases of the plan as necessary.

- The Assistant Superintendent for Personnel will communicate with all building staff to review essential functions and responsibilities for all personnel. The Central Office administration in conjunction with the Assistant Superintendent for 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 District-Wide School Safety 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 follow the required reporting procedures to 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 facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

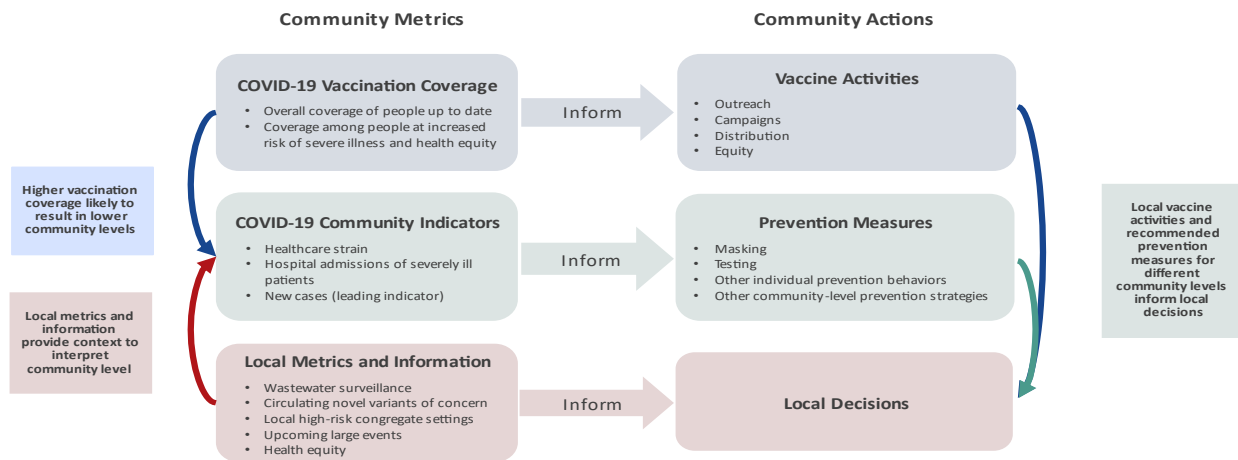


### CDC and NYSDOH Recommendations:

- 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.

- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven 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
<b>Fewer than 200</b>	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%
<b>200 or more</b>	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

### Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

☐ It has been at least ten days since the individual first had symptoms;

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine);
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath; and
- Has been cleared to return by their physician.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

#### **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 Jacobs Substitute Service when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- Leave will be available pursuant to the applicable Collective Bargaining Agreement and any applicable federal or state laws or regulations.
- 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.

### **Medical Accommodations**

- The Central Office administration in conjunction with the Assistant Superintendent for Personnel and Special Projects will continue to review all written requests for workplace accommodations. All requests should be sent to [broberts@freeportschools.org](mailto:broberts@freeportschools.org) or mailed to the Personnel Office.

### **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:**

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

#### **Classroom/Therapy Rooms:**



The 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.

- o Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- o 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.
- o Hand hygiene stations will be provided and maintained, including hand washing with soap, running 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.
- o 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.
- o Regular cleaning and disinfection of restrooms will be performed.
- o 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.
- o 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.
- o Additional paper towel dispensers may be installed in other designated spaces.

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

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

**Hand Sanitizing:**

- o Hand sanitizer dispensers will be located and installed in approved locations.
- o Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- o 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:**

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

- o No-touch trash receptacles will be utilized, where possible.

## **(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 D, Essential Employee Worksheets.**

## **(7) Emergency Housing for Essential Employees**

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:**

## **(8) Re-establishing Normal School Function**

- 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, Personnel, Director of Facilities, and Assistant Superintendent for Curriculum and Instruction 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 E**

**School District Pandemic Influenza Planning Checklist (page 45)**

**Example of Nassau BOCES Contract Tracing Form (page 48)**

**Flowcharts for COVID-19 Decision Making (page 49)**

**Essential Employee Worksheets (page 53)**

## 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).

### 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, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), 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.



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

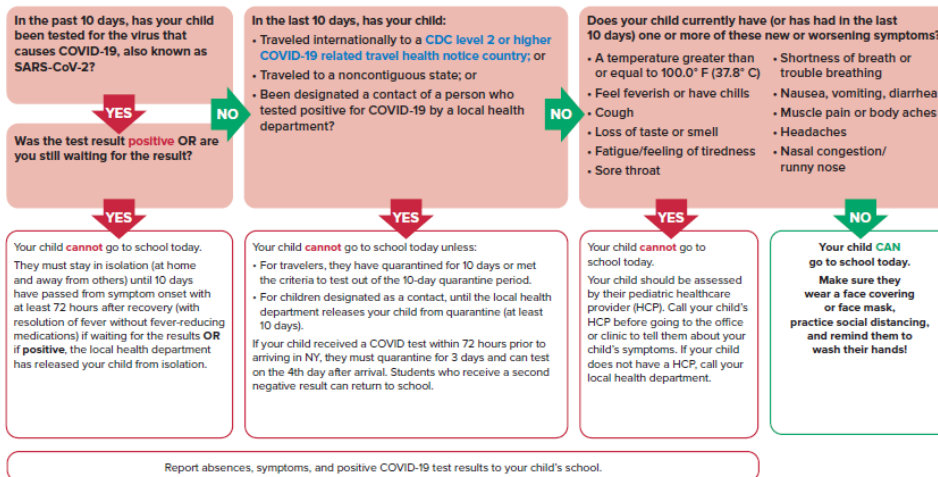
**School Building** Click or tap here to enter text. **Today's Date** Click or tap to enter a date.

<b>Individual Completing Form</b> _____ <b>Telephone #</b> _____ <b>Name of Person Testing Positive:</b> Click or tap here to enter text. <b>Position:</b> <b>Last Date Individual was in the School Building:</b> Click or tap here to enter text.				
<b>Date of Birth:</b> Click or tap here to enter text. <b>County of Residence:</b> Click or tap here to enter text. <b>Telephone #:</b> Click or tap here to enter text. <b>Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC</b>				
<b>Documentation of Lab Confirmed Positive:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Date of Test:</b> Click or tap to enter a date. <b>Laboratory Conducting Test:</b> Click or tap here to enter text. <b>Telephone #</b> Click or tap here to enter text.				
<b>Names of Students in Close Contact (Less than 6 feet for more than 10 minutes)</b> 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)				
<b>NAME</b>	<b>HOME DISTRICT</b>	<b>DATE OF BIRTH</b>	<b>PHONE #</b>	<b>EXPOSURE LOCATION</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
<b>Name of Staff in Close Contact (Less than 6 feet for more than 10 minutes)</b> 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				
<b>NAME/POSITION/ EMPLOYEE ID #</b>	<b>EMPLOYEE DISTRICTS (If Applicable)</b>	<b>DATE OF BIRTH</b>	<b>PHONE #</b>	<b>EXPOSURE LOCATION</b>
1.				
2.				
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## Flowcharts for COVID-19 Decision Making

## NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

### Can My Child Go To School Today?



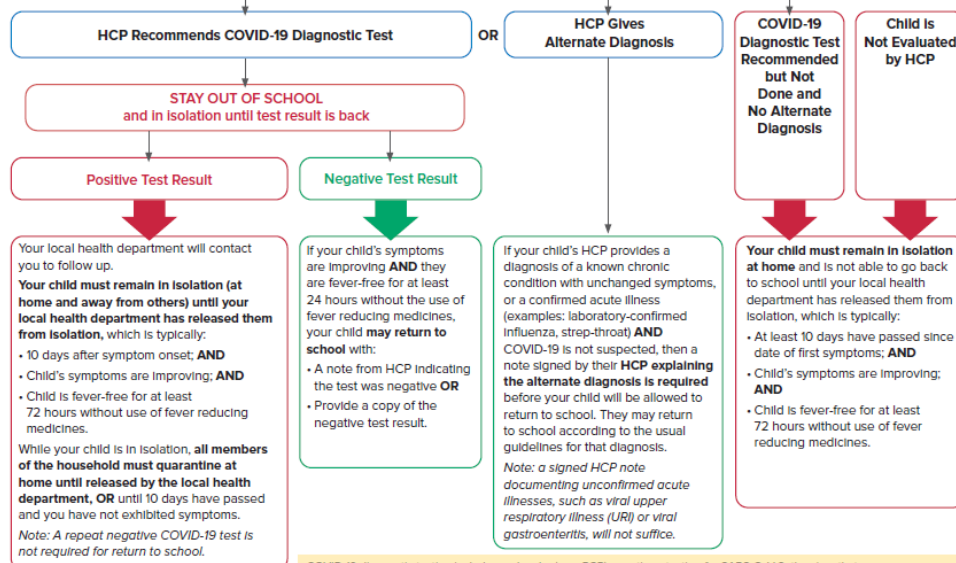
### SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

February 2021 | A-1

## My child has COVID-19 symptoms. When can they go back to school?

### HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)



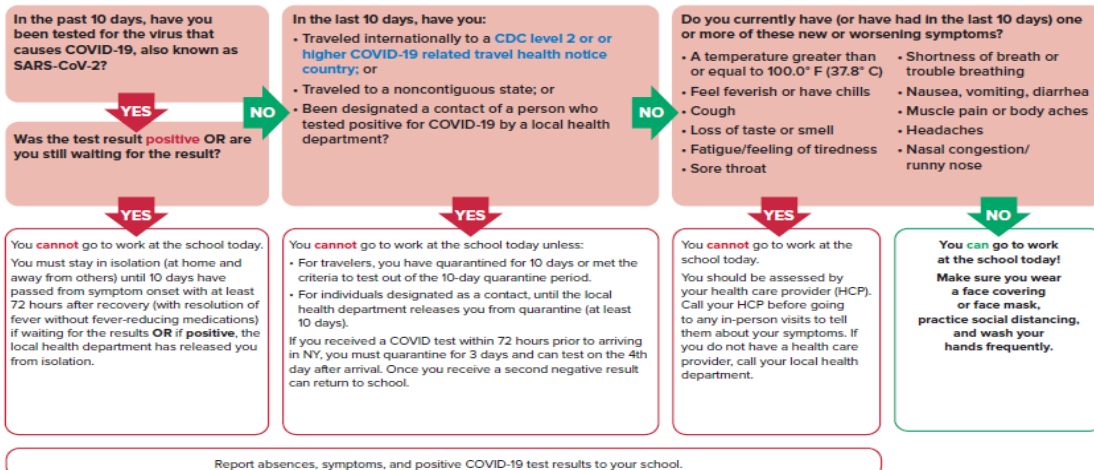
COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

February 2021 | A-2



## NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

### Can I Go to Work at the School Today?



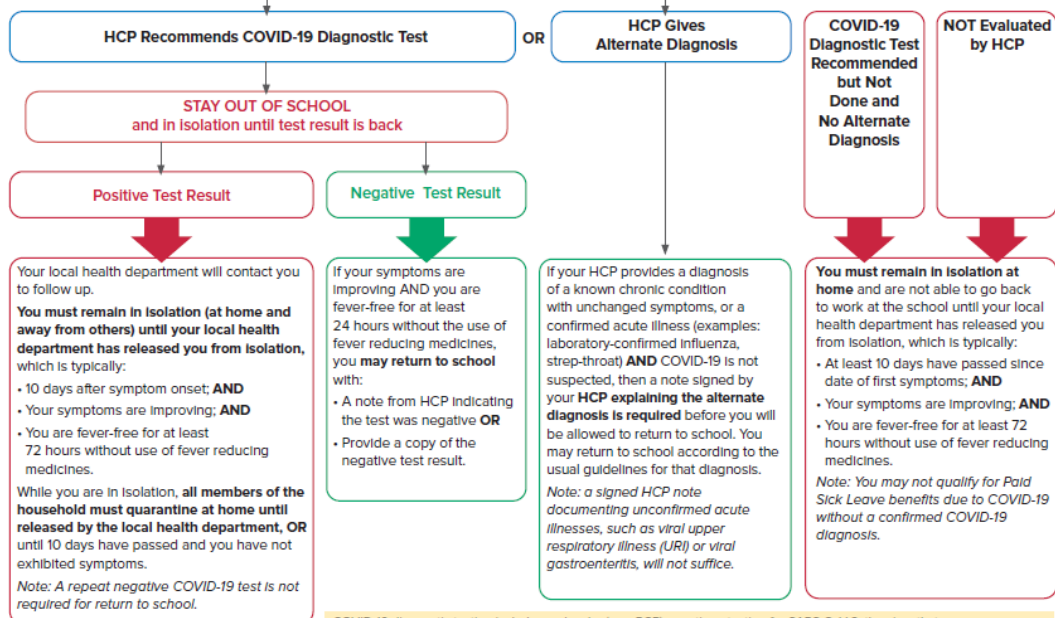
### SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

February 2021 | B-1

## I have COVID-19 symptoms. When can I go back to work at the school?

### HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

February 2021 | B-2

## NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

### COVID-19 Screening Flowsheet for Students and Staff

In the past 10 days, has the student or staff been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

**YES**

Was the test result **positive** OR are they still waiting for the result?

**YES**

The student or staff **cannot** go to school today.  
They must stay in isolation (at home and away from others) until 10 days have passed from symptom onset with at least 72 hours after recovery (with resolution of fever without fever-reducing medications) if waiting for the results **OR** if **positive**, the local health department has released them from isolation.

In the last 10 days, has the student or staff:

- Traveled internationally to a **CDC level 2 or higher COVID-19 related travel health notice country**; or
- Traveled to a noncontiguous state; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

**NO**

**YES**

The student or staff **cannot** go to school today unless:

- For travelers, they have quarantined for 10 days or met the criteria to test out of the 10-day quarantine period.
- For student or staff designated as a contact, until the local health department releases them from quarantine (at least 10 days).

If they have received a COVID test within 72 hours prior to arriving in NY, they must quarantine for 3 days and can test on the 4th day after arrival. Once they receive a second negative result can return to school.

Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Shortness of breath or trouble breathing
- Feel feverish or have chills
- Nausea, vomiting, diarrhea
- Cough
- Muscle pain or body aches
- Loss of taste or smell
- Headaches
- Fatigue/feeling of tiredness
- Nasal congestion/runny nose
- Sore throat

**NO**

**YES**

The student or staff **cannot** go to school today.  
They should be assessed by their health care provider (HCP). If they do not have an HCP, they should call their local health department. If they do not receive COVID-19 testing, or are not cleared to return to school by their HCP, then they are required to be isolated at home. See next page for more information.

**NO**

The student or staff **CAN** go to school today!  
**Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.**

Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

#### CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Change in skin color - becoming pale, patchy and/or blue
- Severe abdominal pain, diarrhea or vomiting
- Racing heart or chest pain
- Lethargy, irritability, or confusion

February 2021 | C-1

### COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

**Student/staff has symptoms consistent with COVID-19:**

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

**HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)**

HCP Recommends COVID-19 Test

OR

HCP Gives Alternate Diagnosis

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

Student/Staff is NOT Evaluated by HCP

STAY OUT OF SCHOOL and in isolation until test result is back

Positive Test Result

Negative Test Result

The local health department will contact you to follow up.  
**The ill person must remain in isolation (at home and away from others) until the local health department has released them from isolation, which is typically:**

- 10 days after symptom onset; **AND**
  - Child/staff's symptoms are improving; **AND**
  - Child/staff is fever-free for at least 72 hours without use of fever reducing medicines.
- While the ill person is in isolation, **all members of the household must quarantine at home until released by the local health department, OR** until 10 days have passed and you have not exhibited symptoms.

**Note:** A repeat negative COVID-19 test is not required for return to school.

If symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, student/staff **may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

If the HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected then a note signed by their HCP **explaining the alternate diagnosis is required** before the student/staff will be allowed to return to school. They may return to school according to the usual guidelines for that diagnosis.

**Note:** a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

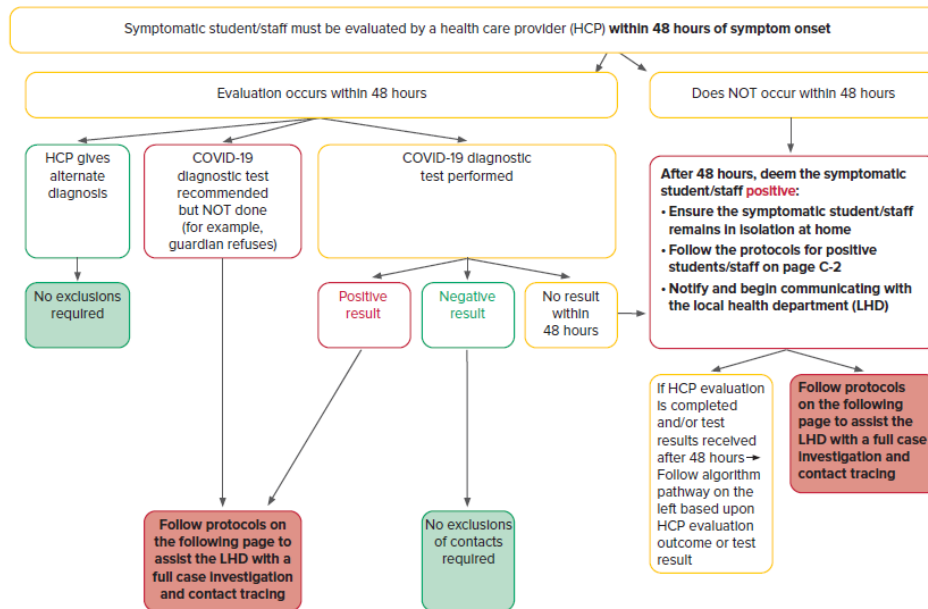
**The person must remain in isolation at home and is not able to go back to school until the local health department has released them from isolation, which is typically:**

- At least 10 days have passed since the day symptoms started; **AND**
- Symptoms are improving; **AND**
- They are fever-free for at least 72 hours without use of fever reducing medications.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health staff should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

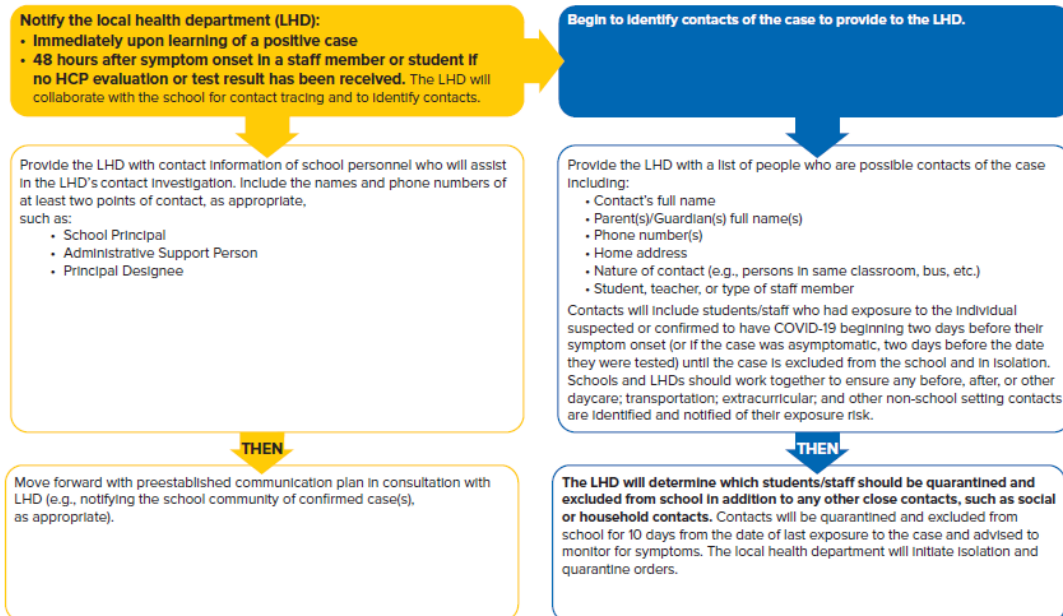
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## COVID-19 exclusion protocol for contacts of symptomatic students and staff



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## COVID-19 School and Local Health Department Coordination for Contact Tracing



### When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.  
The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

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## Essential Employee Worksheets

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 Position	Description	Justification	Work Shift	Protocol
<b>Central Administration, Directors &amp; Clerical Support</b>	Superintendent, Asst. Superintendents, Directors, and Clerical Staff	Required to ensure continuity of essential functions and operations of the District and response efforts.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Building Administration &amp; Clerical Support</b>	Building Administrators and Clerical Support	Required to ensure continuity of essential functions and operations of the District and response efforts.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Information Technology</b>	Manager for Information Technology, and Technicians	This group is needed to maintain the internet capability including remote learning for students and remote work for staff.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Business Operations</b>	Accounting, Payroll, Accounts Payable, and Purchasing	Where necessary to ensure the continued operation of the District.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
Essential Position	Description	Justification	Work Shift	Protocol

<b>Faculty &amp; Staff</b>	Teacher/Related Service providers	To meet needs of student's under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Health Services/ Pupil Personnel Services</b>	District Administrators and staff as deemed necessary	To assist with testing requirements, reporting and contract tracing.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Food Service</b>	Food Service Manager and Food Service Staff	To prepare and distribute meals for students.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Security</b>	Security Coordinator and Security Staff	To provide safety/security throughout entire district.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.
<b>Custodial, Maintenance, Facilities, and Clerical Support</b>	Director, Custodians, Cleaners, Maintenance, Facilities, and Clerical Staff	To maintain the daily operations of the District and to ensure all safety protocols are followed.	Staff will report for their regular work schedules and hours which will be adjusted as needed.	Follow all district-wide safety protocols, will social distance, wear a mask, wash hands, utilize appropriate PPE (Gloves, face shield, desk guards, etc.). Sign-in logs will be utilized to monitor staff attendance and work hours.