



District-Wide

School Safety

Plan

2020-2021



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District-wide Safety Plan

Policy Statement

The Districtwide Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and the Nassau BOCES Board Policy #8130 School Safety Plans and Teams) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the Nassau BOCES and its component school buildings.

The Board has appointed, under the direction of the District Superintendent, an Districtwide 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 District Superintendent 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 Nassau BOCES Safety Coordinator will assist in development of protocols for accessing these services.

The Districtwide Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire District community. The Districtwide and Building-Level Plans were formally adopted by the Board after at least one public hearing. As required by law, the Districtwide Safety Plan is posted on the Nassau BOCES website by October 15th of each school year and will be reviewed annually by the Districtwide 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 15th of each school year.

The Nassau BOCES 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. The Nassau BOCES 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 or retaliated against.

A copy of the Districtwide Safety Plan is also available upon request at central administration in the District Superintendent's Office. Although the Building-Level Emergency Response Plans are linked to the Districtwide Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plans 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

- ✓ Identification of sites of potential emergencies
- ✓ Designation of the District Chief Emergency Officer
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering
- ✓ Responses to an implied or direct threat of violence
- ✓ Responses to acts of violence including threats made by students against themselves including suicide
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; and other school safety programs
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies
- ✓ Plans for identification of District resources and coordination of such resources and manpower available during an emergency
- ✓ Designation of the Chain-of-Command (Incident Command)
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves
- ✓ School building security
- ✓ Dissemination of information regarding early detection of potentially violent behavior

- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests
- ✓ Annual school safety training for staff and students
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping
- ✓ Strategies for improving communication and reporting of potentially violent incidents
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity
- ✓ Information about the Nassau BOCES including population, staff, transportation needs and telephone numbers of key school officials
- ✓ Documentation and record keeping

Chief Emergency Officer

The District Superintendent of Schools has been designated by the Board as the Chief Emergency Officer and will provide:

- Coordination of communication between school staff, law enforcement, and 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 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

Districtwide Safety Team

The District-Wide School Safety Team was appointed by the Nassau BOCES Board on **July 2, 2020**, and will include representation as noted below, at a minimum. The Team will meet routinely and are scheduled to meet in the 2020-2021 school year on dates yet to be determined. Minutes will be kept at each meeting and attendance documented (Appendix A). The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan and update, as necessary. After a public meeting, the Plan was made available for public comment on **August 20, 2020**, and was adopted by the Board on **September 24, 2020**.

Representative of:	Name
Board Member	Mrs. Fran Langsner
Central Administration <i>(Team Chairperson)</i>	Dr. Robert Dillon
Safety and Health	Mr. Steve M. Jacob
Security	Mr. Thomas Roccanova
Business Services	Ms. Jean Gribbins
CIT - Health and Allied Services	Dr. Linda Mancz
CIT - Health and Safety	Mr. Peter LaDuca
CIT – Technology Services	Ms. Pamela Christensen
Facilities Services	Mr. Anthony Fierro
Food Services	Mr. Tim Holahan
Human Resources	Ms. Mary Guerriero
Regional Schools and Instructional Programs	Ms. Judy Hynes
Special Education	Ms. Barbara Longo
Communications Office and Strategic Initiatives	Ms. Angela Marshall
Transportation	Ms. Lisa Rice
Transportation	Ms. Louise Flynn
CSEA	Ms. Denise Derosiers
Educational Administrators Association	Dr. Linda Mancz Mr. Peter Dalton
NABCOT (Teacher Representative)	Ms. Lori Gross
Technical Administrators Association	Ms. Marion Fine
Parent Organization	

Responsibilities of the District-Wide School Safety Team

The District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the Nassau BOCES to violence and recommend to the District Superintendent and 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 Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health - annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire.**
- 2) Disseminating 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. It will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence: VADIR, DOSH-900 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
- 8) Possible evaluators include County and Local Police Departments, consultants or District-Wide Safety Team Sub-Committee or Building-Level Emergency Response Team
- 9) Recommending improved security measures based on school building inspection results
- 10) Conducting annual school building survey of students and staff to identify the potential for violent incidents
- 11) 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
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- Others

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

- **Emergency Response Team** (Core group of actual responders; not to be confused with the Building-Level Emergency Response Team, which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:

- Appropriate School Personnel
- Medical Personnel
- Mental Health Counselors
- Others (Psychologists, Social Workers, etc.)

Risk Reduction, Prevention and Intervention Strategies

Program Initiatives in the Nassau BOCES include:

1. School Violence Prevention and Intervention Training
All instructional employees and administrators complete at least one training session in school violence prevention and intervention lasting at least two hours containing the content as specified by the Project SAVE law. Employees of all the instructional departments in the Nassau BOCES attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent's Conference Days.
2. Non-Violent Conflict Resolution Training Programs
Designed to teach staff and students comfortable ways to end disputes. This helps students reach a peaceful solution to student conflicts. Programs vary from building to building, but all involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities.
3. Anger Management, Violence Prevention and Social Skills Programs
Many Administrators, teachers and support staff have had formal training in programs such as Second Step, Lion's Quest, and Positive Behavioral Interventions & Supports (PBIS). School psychologists train individual students in anger management techniques.
4. Peer Mediation Programs
Peer mediators are trained and supervised in many programs. Training includes conflict resolution strategies, dealing with anger, taking responsibility for actions, and health and social issues.
5. Creating a forum or designating a mentor for students concerned with bullying/violence
Some programs have faculty mentoring of students. Bullying is addressed in counseling sessions and through classroom intervention.
6. Diversity Awareness
Where appropriate for the population, this is an integral part of programs.
7. Confidential Reporting
All programs work towards creating a culture of trust for anonymous/confidential reporting to program staff of school violence or the potential for violence. This is linked to staff development. Students are encouraged to confidentially report concerns about others, as well as make self-referrals for help at any time, including during counseling sessions with psychologists and social workers and at other times to any staff member such as the school nurse.
8. Special Education Strategies (Some of these strategies are used in other programs as well.)
Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Psychological services; Counseling; Intensive Support Program (ISP) for psychiatric care; Building Crisis Teams; Crisis/Support rooms; Behavior classes; and high ratio of staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing pro-social skills in students. Crisis Prevention Institute (CPI) training and Strategies for Crisis Intervention and Prevention (SCIP) training is provided to Special Education staff as nonviolent crisis intervention training, including methods for diffusing disruptive and assaultive students and preventing and safely intervening in crisis situations.
9. Regional Schools and Instructional Programs Strategies
Teachers are provided with a continuum of presentations on the topic of Character Education and Service Learning in order to implement the strategies of Student Leadership, Character Education and Citizenry into the school climate. Superintendent's Conference Days are used to provide informational sessions on these topics as well as on behavior management plans, and on gang awareness and bullying prevention. Staff and students are also provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.

10. Parent Support

Parent groups, programs, resource networks, and training will be conducted in some of the buildings

11. Education

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.

12. Others

Useful and effective risk reduction, prevention and intervention strategies will be implemented based on the school population needs.

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 Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill (the Nassau BOCES will not conduct Early Go-home drills before the end of the school day due to transportation issues and concern for Special Education students)
- 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 Nassau BOCES recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the Nassau BOCES will invite local agencies to participate in and to help evaluate 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 Nassau BOCES Office of the District Superintendent. The Nassau BOCES also has staff members involved in incidents and drills fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level School Safety Team debriefs and analyzes these post-incident/drill assessments to help improve the response in the future. The Nassau BOCES, 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. Eight (8) evacuation and Four (4) lockdown drills will be completed in each school building every school year. Debriefings will occur after every drill or actual event.

Annual training is also given at each school building on its Emergency Response Plan, including:

- 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.

Staff receives written information in the form of the School Building Emergency Procedures Quick Reference training pamphlet, which is part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the Nassau BOCES District-Wide Safety Plan.

Implementation of School Security

School safety personnel will help carry out the District-Wide Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards that the Nassau BOCES employs who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. The Nassau BOCES has NYS certified security guards and aides in all schools. All the Nassau BOCES security guards and security aides (both in-house and contract) receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. They have been fingerprinted and required background checks have been completed. The Nassau BOCES' contracted security company is a New York State licensed District and all of their security guards utilized at the Nassau BOCES are also individually licensed.

Appropriate school building security measures and procedures have been determined by the District-Wide 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:

- All potential Nassau BOCES employees undergo a rigorous screening and hiring process (Board Policy 9240), including required fingerprinting.
- Entrance guards and hall monitors/foot patrol guards receive staff development every school year.
- Special Education employees whose duties include entrance and/or hall monitor duties, as well as all teacher aides, receive Crisis Prevention Institute (CPI) and/or Strategies for Crisis Intervention and Prevention (SCIP) training, so that they may assist in crisis intervention, de-escalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior, as needed. They are required to identify and promptly report safety hazards to designated building personnel. They are to report possible intruders to the Building Incident Commander. They receive annual training in the Emergency Response Plan.
- Trained Crisis Teams in place in the Special Education Programs are activated, as needed.
- Employees are required to wear picture IDs with signature, provided by the Nassau BOCES.
- In locations with card access, ID cards are tied into the system.
- Signs are posted, which will direct visitors to go to the main office or reception desk in all buildings.
- Visitor badge/sign-in procedures – Visitors to the building are questioned upon entry into the building as to their business and if they have an appointment. If there is any question, the building Principal is consulted. If this has been confirmed, they show identification, sign in, and are issued a visitor badge. Visitors shall be escorted to their destination. Upon completion of their business, visitors shall be escorted out of the building.
- All employees, including entrance and hall monitors, are authorized to question persons without visitors' badges and send and /or accompany them to the main office.
- There is indoor and outdoor video surveillance in key locations at all buildings– closed-circuit TV security.
- Intercoms are located at the entrances with locked doors and buzz-in system in most locations.
- All perimeter doors, other than the main entrances at all buildings, are kept locked from the inside.
- Security guards with a license certified by NYS are positioned at all school facilities.
- The Nassau BOCES shall designate a Supervisor of Security.
- Contractors wear picture IDs, as per RESCUE regulations.
- All Facilities custodial and maintenance staff wear uniforms that include their names and the Nassau BOCES logo.
- Periodic security audits are conducted throughout the school year.
- A "Security Tips" leaflet is provided to staff.
- Random searches may be utilized, if deemed necessary.
- The Nassau BOCES will employ any other methods deemed necessary and constantly review current practices.

Vital Educational District 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

The Nassau BOCES school programs are designed to identify potentially violent behaviors and work directly with students and families. Staff in these programs have appropriate annual training. The Districtwide Safety Team will make recommendations for additional appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the Nassau BOCES 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;
- Resources available for violence prevention and mental health training including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>
- Crisis Prevention Institute (CPI), Strategies for Crisis Intervention and Prevention (SCIP), and Second Step, to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies;
- Annual Multi-hazard Training on the Emergency Response Plan. This training may address topics including the early detection of potentially violent behavior. Staff receive written information from training programs and in the Emergency Procedures Quick Reference pamphlet and the Nassau BOCES Security Tips sheet;
- A description of the 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; and
- Post-drill or actual event review by classroom teachers with students.

Other methods for informing parents and students include:

- Gang awareness programs with parental involvement;
- Problem Oriented Police (POP) Officer/ Adopt a Cop
- Intensive Police Patrols/ Stop and Talks
- Youth Pride;
- School social worker outreach;
- School counselor involvement;
- First- and Second-Step programs;
- Anger Management programs;
- Mailings to parents on violence prevention and early recognition; and
- Conflict-resolution programs

Records are maintained of all participants. Trainers are knowledgeable and familiar with the Nassau BOCES District-Wide 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:

- Nearby highways and major roadways;
- Ongoing construction projects
- Custodial shops (chemicals, tools and equipment);
- Career and technical education shops, Transportation & Graphics (chemicals, tools and equipment);
- Art classrooms (art supplies and kilns);
- Building layout; and
- Student population
- Neighboring companies to Barry Tech

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

The Nassau BOCES requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by the Program Administrator. With the realization that employees and students may otherwise be reluctant to come forward, all the Nassau BOCES programs maintain confidentiality. Individuals are 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 Districtwide 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 (POP - Problem Oriented Police officers, Fire and Emergency Medical Responders) are asked to 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, who should take the following steps:

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

Investigation:

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

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

Follow-up:

The Nassau BOCES 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 at the Nassau BOCES 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 Districtwide Safety Team (Threat Assessment 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 Nassau BOCES Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The Nassau BOCES has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of the Nassau BOCES 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 and adopted by the Board on July 2, 2020, and then 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 through the 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 Plans.

Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan. Depending on the nature of the emergency, 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 Districtwide Safety Team.

The Nassau BOCES District Superintendent is responsible for notifying all Nassau districts of county-wide emergencies and acts as the chief communication liaison for all Nassau County educational agencies.

In general, parent/guardian notification will be conducted by means of a mass notification system (i.e., Blackboard Connect) or the phone tree of emergency contacts established in each school building. 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 Nassau BOCES 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 the Nassau BOCES school 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-Level Emergency Response Plans. The **FBI Bomb Threat Call Checklist** is available at reception areas and main offices.

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 may call 911.
- The school principal or designee will issue the appropriate alert if necessary; will isolate the area and will ensure that 911 has been called.
- The school principal or designee will notify the program Executive Director who will notify the District Superintendent or District Incident Commander
- 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 actions will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unauthorized 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 and dial 911 or other appropriate emergency notification. **NOTE:** Security should be notified before principal approaches the intruder.
- If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The program's Executive Director's office will be notified so appropriate resources can be made available to the school. The Executive Director will notify the District Superintendent or District Incident Commander.
- 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 actions 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.
- A parent/guardian will be notified. If the student is not found, police will be notified.
- The program's Executive Director will be notified. The Executive Director will notify the District Superintendent or District Incident Commander.
- 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, a parent or guardian will immediately be contacted. Parents will be asked to contact the school if the student is located.

- If a student is not legally absent, the student 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.
- Gather any information available on the student and the student's departure from school.
- Advise a parent/guardian to contact the student's friends.
- Advise a parent/guardian to contact police if the student is not located. The school principal or designee should be available for police investigation.
- Ask a parent/guardian to re-contact school if the student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

- Inform the building Principal of implied or direct threat(s)
- Level of threat is determined by the Building Principal in consultation with the Department Executive Director and Central Administration
- Use of staff trained in de-escalation techniques (CPI, SCIP, and Lion's Quest), such as Crisis Response Team
- Contact law enforcement District, if necessary
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

Responses to Acts of Violence (Actual)

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

- Determine the level of threat.
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in crisis/time-out rooms
- Use of staff trained in de-escalation techniques (CPI, SCIP and Lion's Quest). such as Crisis Response Team
- If necessary, isolate the immediate area and evacuate.
- Inform the building Principal. The Principal will inform the Executive Director, who will then inform the District Superintendent.
- If necessary, the Principal will initiate the Hold-in-Place or Lockdown procedure and will contact the appropriate law enforcement District.
- Monitor situation, adjust response as appropriate. If necessary, the Principal will 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

Each school building will designate an Incident Commander Chain-of-Command. In most cases, the chain will be at least four people deep, so that if one person is not available there is always someone available on-site to step into the role of Incident Commander. The chain will consist of more or less depending on school size and hours of operation.

School Building	IC #1	IC #2	IC #3	IC #4
Adult Learning Center	Patrick Silvestri	Lisa Carboy	Gary D'Abreau	Joanne DiCarlo
Barry Tech and Preschool Center	Peter Dalton	William Poll	Sean Johnson	Michele Cohen
GC Tech	Patrick Dunphy	Tara Hamilton	Debbie Rifkin	Tamara Ehrenseld
Long Island High School for the Arts	Chris Bleecker	Erica Giglio	Melissa Stencel	Joann DiCarlo
Career Prep High School	Easton Hazell	Richard Martinez	Floyd Anderson	Christina Berner
Carman Road School	Jeanine Stutz	Lisa Maniscalco	Dawn Covino	Jane Sarnataro
Iris Wolfson High School	Lisa Paolucci	Kelli Fenley	Jeffrey Long	Jill Romano
Jerusalem Avenue (Jer. Ave. and CRC)	Amy Goldstein	Shaundrika Langley-Grey	Kathleen Bulfin-Rella	Jennifer Gielaraowski
Rosemary Kennedy Ctr. (RKS and CCA)	Matthew Zegers	Christopher Korolczuk	Jolie Kowal	James Bertsch
Seaman Neck Middle School	Christine Nardi	Latessa Clairborne	Arthur Lilling	Kathy Izzo
CRC @ Willet Ave Middle School	Amy Goldstein	Heather Soffer	Meredith Cole	Anthony Esposito
Williams School	Joanna Malament	Peter Ostrander	Janice Molinari/ Arthur Golub	Ellen Mollineaux
George Farber Administrative Center	Robert Dillon	RG France/ James Widmer	Valerie D'Aguanno	Anthony Fierro
Lupinskie Center for CIT	Pamela Christensen	Chris Reinertsen	Laverne Mitchell	Sandeep Dhillon
Haskett Drive Complex	Lisa Rice	Lori Rowcroft	Kelly May	Michael Flood

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the Nassau BOCES may need to obtain assistance from local government agencies. During an emergency, the building Principal 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, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the 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 address the identification, availability, and use of resources. This includes procedures for coordination of these resources including work force and Chain-Of-Command through the Nassau BOCES Districtwide Emergency Response Team as detailed in the Recovery section of this Plan.

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 or Delayed Opening** (Conditions warrant making a decision not to open schools or to delay opening)
- **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)**
- **Lockout** (A threat exists outside the school building or in the vicinity)
- **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)

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 – 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.

The Districtwide Emergency Response Team is available for support when necessary to assist all school buildings in their response effort. This Team is comprised of the following staff members and others in the District based on their expertise and the needs of the emergency:

- District Superintendent
- Associate Superintendent for Business Services
- Associate Superintendent for Curriculum, Instruction and Educational Services
- Executive Director of the Department of Facilities Services
- Executive Director of Department affected
- Safety Coordinator
- Supervisor of Security
- Assistant Director of the Department of Curriculum, Instruction and Technology
- Public Information Officer
- Transportation Manager
- Food Services Manager
- Supervisor of Health and Allied Services
- Others, as deemed necessary

The District Superintendent or Designee will authorize decisions based on the deliberations and recommendations of the Team. Assignments and coordination of staff at the building level will be under the direction of Principals.

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 the Nassau BOCES Building-Level Emergency Response Plan for that building. The Executive Director(s) of the Department(s) affected may draw upon additional resources from existing pupil personnel staff, as needed. Depending on the nature of an incident, if a Department

does not have the needed resources, the Associate Superintendent for Curriculum, Instruction and Educational Services will arrange for pupil personnel staff, such as school psychologists and school social workers from other Departments, to assist on the Post-Incident Response Team. Employees will also be encouraged to seek assistance from the Employee Assistance Program (EAP). 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 the Nassau BOCES Violence Prevention Program will be greatly enhanced by the Nassau BOCES ability to document and accurately report on various elements of the program along with training staff on the Nassau BOCES Plan. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose and can be obtained on the **Nassau Schools Emergency Planning Consortium Website** at:

www.nassauschoolemergency.org under the **Safety Plans** tab.

Drill modification for COVID-19

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

APPENDIX A

Districtwide School Safety Team Meeting Minutes and Attendance

APPENDIX B

Pandemic Plan

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. The Nassau BOCES Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. The Nassau BOCES central administrators and school building principals will complete 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.

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. An District Public Information Officer (PIO) (**Angela Marshall**) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with the Nassau BOCES Executive Director of Curriculum, Instruction and Technology to ensure proper function of all communication systems. This coordination will also help ensure that as many redundant communication systems as possible are available. (**e.g., Blackboard Connect; E-mail blasts; the Nassau BOCES website; radio and television messages**) **We have tested/exercised the Nassau BOCES communication systems on multiple dates.**
- Continuity of operations and business office functions could be severely impacted by a loss of staff. As such, the Nassau BOCES 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 (**District Superintendent, Associate Superintendents; Executive Directors**). Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. The Nassau BOCES' primary communication will be through the Nassau BOCES normal phone system followed by hand held radios, cell phones and phone mail, e-mail, District automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas (**Purchasing Agent; Payroll Supervisor; Assistant Payroll Supervisor**). Recognizing the need for job cross-training, individuals in the **Business Services Department** have received training to perform essential functions. We have also established the ability to maintain these essential functions off-site from alternate locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Executive Director of Facilities or back-up designee will keep the District Superintendent or designees and the business office informed of such status and of the point at which buildings can no longer be maintained. The Executive Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc.), along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process is annual.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to District policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Executive Director of Human Resources or designee has provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department 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, as necessary, include:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPODS)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these options.

Response:

- The Districtwide 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 Executive Director of Curriculum Instruction and Technology to re-test all communication systems to ensure proper function. The Districtwide Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with the Nassau BOCES 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 the Nassau BOCES Districtwide Safety Plan as it specifically applies to pandemics.
- The Associate Superintendent of Business Services will meet with staff to review essential functions and responsibilities of back-up personnel. The ability to utilize off-site systems will be tested. The Associate Superintendent of Business Services will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Executive Director of Facilities Services will meet with staff and monitor ability to maintain essential function. The Executive Director of Facilities will review essential building function procedures with the Principals and command chain. Sanitizing procedures will be reviewed with teachers. The Executive Director of Facilities Services will work closely with the Associate Superintendent of Business Services or designee to implement different phases of the Plan as necessary.
- The Executive Director of Human Resources will meet with staff to review essential functions and responsibilities of back-up personnel. The Executive Director of Human Resources will monitor absenteeism to ensure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. The Nassau BOCES Plan for continuity of instruction will be implemented as previously described.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to the Nassau BOCES normal process. We will use all described communication methods and the Nassau BOCES 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 Districtwide Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facilities, and Executive Directors will be vital to this effort. The Districtwide 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.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

