District-Wide

School Safety Plan

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

<table>
<thead>
<tr>
<th>Compliance Requirement</th>
<th>Date Achieved</th>
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<tbody>
<tr>
<td>Board of Education Appoints District-Wide School Safety Team</td>
<td>July 2, 2020</td>
</tr>
<tr>
<td>District-Wide School Safety Team reviews/approves District-Wide School Safety Plan</td>
<td>January 20, 2021</td>
</tr>
<tr>
<td>School Board has at least one public hearing on District-Wide School Safety Plan</td>
<td>February 11, 2021</td>
</tr>
<tr>
<td>School Board establishes 30-day public comment period</td>
<td>Feb 11, 2021- Mar 25, 2021</td>
</tr>
<tr>
<td>School Board adopts District-Wide School Safety Plan</td>
<td>Mar 25, 2021</td>
</tr>
<tr>
<td>District-Wide School Safety Plan posted on website</td>
<td>September 1, 2020</td>
</tr>
<tr>
<td>Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan</td>
<td>October 1, 2020</td>
</tr>
<tr>
<td>School Board adopts Building-Level Emergency Response Plan</td>
<td>Mar 25, 2021</td>
</tr>
<tr>
<td>Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)</td>
<td>October 1, 2020</td>
</tr>
<tr>
<td>Building-Level Emergency Response Plan filed with local police</td>
<td>October 1, 2020</td>
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</tbody>
</table>

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
✓ Identification of sites of potential emergencies.
✓ Plans for response to communicable disease.
✓ 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; extended day and other school safety programs.
✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
✓ Designation of the Chain-of-Command (Incident Command).
✓ Plans to contact parents and guardians 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 school district including population, staff, transportation needs and telephone numbers of key school officials.
✓ Documentation and record keeping.

**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 public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan must include the following at a minimum:

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

Details on this Plan are included in Appendix B (Communicable Disease - Pandemic Plan).
Chief Emergency Officer

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

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide School Safety Team

The District-Wide School Safety Team was appointed by the School District Board of Education and will always include the representation noted below. 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 2020-21 school year on Jan. 20, 2021. Minutes will be kept for each meeting and attendance documented.

<table>
<thead>
<tr>
<th>Representative of:</th>
<th>Name</th>
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<tbody>
<tr>
<td>Board Member</td>
<td>Mrs. Fran Langsner</td>
</tr>
<tr>
<td>Central Administration (Team Chairperson)</td>
<td>Dr. Robert Dillon</td>
</tr>
<tr>
<td>Safety and Health</td>
<td>Mr. Steve M. Jacob</td>
</tr>
<tr>
<td>Security</td>
<td>Mr. Thomas Roccanova</td>
</tr>
<tr>
<td>Business Services</td>
<td>Ms. Jean Gribbins</td>
</tr>
<tr>
<td>CIT - Health and Allied Services</td>
<td>Dr. Linda Mancz</td>
</tr>
<tr>
<td>CIT - Health and Safety</td>
<td>Mr. Peter LaDuca</td>
</tr>
<tr>
<td>CIT – Technology Services</td>
<td>Ms. Pamela Christensen</td>
</tr>
<tr>
<td>Facilities Services</td>
<td>Mr. Anthony Fierro</td>
</tr>
<tr>
<td>Food Services</td>
<td>Mr. Tim Holahan</td>
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<tr>
<td>Human Resources</td>
<td>Ms. Mary Guerriero</td>
</tr>
<tr>
<td>Regional Schools and Instructional Programs</td>
<td>Ms. Judy Hynes</td>
</tr>
<tr>
<td>Special Education</td>
<td>Ms. Barbara Longo</td>
</tr>
<tr>
<td>Communications Office and Strategic Initiatives</td>
<td>Ms. Angela Marshall</td>
</tr>
<tr>
<td>Transportation</td>
<td>Ms. Lisa Rice</td>
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<tr>
<td>Transportation</td>
<td>Ms. Louise Flynn</td>
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<tr>
<td>CSEA</td>
<td>Ms. Denise Derosiers</td>
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<tr>
<td>Educational Administrators Association</td>
<td>Dr. Linda Mancz</td>
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<tr>
<td>NABCOT (Teacher Representative)</td>
<td>Ms. Lori Gross</td>
</tr>
<tr>
<td>Technical Administrators Association</td>
<td>Ms. Marion Fine</td>
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<tr>
<td>Parent Organization</td>
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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) 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) Dissemination of information regarding early detection of potentially violent behavior.
3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.

4) Communicating the Plan to students and staff and providing written information about emergency procedures by October 1st of each school year.

5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (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
- 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 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 involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities. Staff training includes CPI and SCIP. For students in the middle and high schools, restorative justice and collegial circles are used. In RSIP, it is run by staff at Town Hall meetings. It is not used in all SPED programs.

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. In RSIP, the training takes place with new staff. In SPED, strategies or trainings used vary based on the students’ functioning.

4. Peer Mediation
   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. This program is not used in all programs.

5. Creating a forum for students concerned with bullying/violence
   Some programs have faculty mentoring of students. Bullying is addressed in counseling sessions and through classroom intervention. In RSIP, this is done through Guidance. In SPED, bullying is addressed by classroom staff and psychologists and social workers. Further, each building has a Dignity for All Students (DASA) Coordinator. DASA Coordinators will investigate bullying.

6. Diversity Awareness
   Where appropriate for the population, this is an integral part of programs. Employees are trained through GCN.

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 reinforcement, sensory strategies/ techniques, 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. This is done in some schools, not all. 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-R) 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 to incorporate 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. This is done through Guidance and Counselors.

10. Parent Support
    Parent groups, programs, resource networks, and training will be conducted in some of the buildings. SPED has some remote parent groups and we provide parent training for a few students as noted on their IEP. PPS staff support parents during remote counseling sessions.
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 School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home 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
- Tabletop 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.

Emergency Drills (2020-21 School Year)

**Education Law 807**

<table>
<thead>
<tr>
<th>12 Drills (Previous School Year)</th>
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<tbody>
<tr>
<td>4 Lockdowns, 8 Evacuations</td>
</tr>
<tr>
<td>• September (2019)</td>
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<td>• October (2019)</td>
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<td>• November (2019)</td>
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<td>• June (2020)</td>
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<tr>
<td>• July (2020)</td>
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<tr>
<td>• August (2020)</td>
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**8 Drills Before December 31st**

**4 Drills Remainder of School Year**

**2 Drills During Summer**
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 aids 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 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. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- 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.
- 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;
- 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 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:

- Nearby highways and major roadways;
- Ongoing construction projects, asbestos abatement 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
- Schools located south of Southern State Parkway- Jerusalem Ave, Carman Road
Neighboring gas station for Jerusalem Ave.

**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 or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

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

**Reporting:**

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

- Report it to the Police Department.
- 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 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 or 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 school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

**Code of Conduct:**

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on July 2, 2020, 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 a mass notification system to notify all superintendents of the member districts.

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. 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 report this information to the principal’s office.
➢ The principal or designee will notify security, if available, and approach the intruder to determine the nature of their presence and ask them for identification.
➢ The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
➢ If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
➢ If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
➢ The District 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, 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. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
➢ The District Superintendent will be notified.
➢ The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
➢ Parents will be notified immediately if the student is located.
➢ After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
➢ Gather any information available on the student and their departure from school.
➢ Advise parent/guardian to contact friends.
➢ Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
➢ Ask parent/guardian to re-contact school if student is located.

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

Response actions in individual buildings will include:

➢ Implementation of the Incident Command System.
➢ Use of staff trained in de-escalation techniques.
➢ Inform building Principal.
➢ Determine level of threat with District Superintendent (Activate Threat Assessment Team).
➢ Contact law enforcement agency, if necessary.
➢ Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

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

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

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

**Response Protocols**

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

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

### School Building Chain-of-Command Table

<table>
<thead>
<tr>
<th>School Building</th>
<th>IC #1</th>
<th>IC #2</th>
<th>IC #3</th>
<th>IC #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning Center</td>
<td>Patrick Silvestri</td>
<td>Lisa Carboy</td>
<td>William Finnegan</td>
<td>Dorothy Ryall</td>
</tr>
<tr>
<td>Barry Tech and Preschool Center</td>
<td>Peter Dalton</td>
<td>William Poli</td>
<td>Maddy Hackett</td>
<td>Michele Cohen</td>
</tr>
<tr>
<td>GC Tech</td>
<td>Patrick Dunphy</td>
<td>Caitriona O’Neill</td>
<td>Sue Pianulli</td>
<td>Tamara Ehrenseid</td>
</tr>
<tr>
<td>Long Island High School for the Arts</td>
<td>Chris Bleecker</td>
<td>Erica Giglio</td>
<td>Melissa Stencel</td>
<td>Peggy Mallon</td>
</tr>
<tr>
<td>Career Prep High School</td>
<td>Easton Hazell</td>
<td>Richard Martinez</td>
<td>Floyd Anderson</td>
<td>Christina Bemer</td>
</tr>
<tr>
<td>Carman Road School</td>
<td>Jeanine Stutz</td>
<td>Lisa Maniscaloo</td>
<td>Dawn Covino</td>
<td>Jane Samataro</td>
</tr>
<tr>
<td>Iris Wolston High School</td>
<td>Lisa Paolucci</td>
<td>Kelli Fenley</td>
<td>Jeffrey Long</td>
<td>Jill Romano</td>
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<tr>
<td>Jerusalem Avenue (Jer. Ave. and CRC)</td>
<td>Amy Goldstein</td>
<td>Shaundrika Langley-Grey</td>
<td>Kathleen Buffin-Rella</td>
<td>Jennifer Gielarowski</td>
</tr>
<tr>
<td>Rosemary Kennedy Ctr. (RKS and CCA)</td>
<td>Matthew Zegers</td>
<td>Christopher Korolczuk</td>
<td>Jolie Kowal</td>
<td>James Bertsch</td>
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<tr>
<td>Seaman Neck Middle School</td>
<td>Christine Nardi</td>
<td>Latessa Clairforne</td>
<td>Arthur Lilling</td>
<td>Kathy Izzo</td>
</tr>
<tr>
<td>CRC @ Willet Ave Middle School</td>
<td>Amy Goldstein</td>
<td>Heather Soffer</td>
<td>Meredith Cole</td>
<td>Anthony Esposito</td>
</tr>
<tr>
<td>Williams School</td>
<td>Joanna Malament</td>
<td>Peter Ostrandor</td>
<td>Janice Molinar/ Arthur Golub</td>
<td>Ellen Mollineaux</td>
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<tr>
<td>George Farber Administrative Center</td>
<td>Robert Dillon</td>
<td>RG France/ James Widmer</td>
<td>Valerie D’Aguanno</td>
<td>Anthony Ferro</td>
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<tr>
<td>Lupinskie Center for CIT</td>
<td>Pamela Christensen</td>
<td>Chris Reinertsen</td>
<td>Laveme Mitchell</td>
<td>Sandeep Dhillon</td>
</tr>
<tr>
<td>Haskell Drive Complex</td>
<td>Lisa Rice</td>
<td>Lori Rowcroft</td>
<td>Kelly May</td>
<td>Michael Flood</td>
</tr>
</tbody>
</table>

**Emergency Assistance and Advice from Local Government**

Depending on the nature of the emergency, Nassau BOCES 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 Nassau BOCES’s resources, the Nassau County Office of Emergency Management will coordinate with NY 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 or operate remotely)
➢ 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 terrorist 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 – Agency Support for Buildings
The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-agency 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

➢ District Superintendent or Designee
➢ School Business Official
➢ Director of Facilities
➢ Transportation Coordinator
➢ Food Service Director
➢ Head Nurse
➢ Public Information Officer
➢ Safety Coordinator
➢ Others as deemed necessary

Disaster Mental Health Services

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

Forms and Recordkeeping

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

www.nassauschoolemergency.org under the Safety Plans tab.
APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance
# Nassau BOCES District-wide School Safety Team Meeting Attendance and Minutes

**September 10, 2020**

**Required Attendance**

<table>
<thead>
<tr>
<th>Representatives</th>
<th>Name</th>
<th>Absent/Present</th>
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<tr>
<td>School Board Member</td>
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<td>Teacher Representative</td>
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<td>Administrator</td>
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<td>Parent/Teacher Org.</td>
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<td>School Safety Personnel</td>
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<tr>
<td>Student (Optional)</td>
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<td>Others</td>
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**Additional Attendance**

<table>
<thead>
<tr>
<th>Organization or School</th>
<th>Name</th>
<th>Title</th>
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**Agenda**

**Minutes**
APPENDIX B

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 is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with 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 employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

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

Response

5. Protocols to prevent spread in the workplace in the event 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.

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 Coronavirus, Influenza, etc., and communicating with the Health Department:
• Report suspected and confirmed cases of influenza on the monthly school’s Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
• Public Health Consultation and Immediate Reporting: 516-227-9639
• Coronavirus Hotline: 888-364-3065
• Fax: 516-227-9669
• Weekend/After-hours Consultation and Reporting: 516-742-6154

• The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
• The Safety Coordinator 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 Nassau BOCES Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the agency Associate Directors of CIT will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Associate Director of CIT-Curriculum 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 will be reviewed 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.
• Nassau BOCES will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It’s a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at http://www.cdc.gov/flu/school/.
• We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

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

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

A worksheet has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security Appendix C, Essential Employee Worksheets, page 45.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

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

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

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

Technology & Connectivity for Students - Mandatory Requirements:

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

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of 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.
  For additional information, see "Instructional Packets" heading on the Remote Instruction Schedule page.

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

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

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

Nassau BOCES will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.

**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 George Farber Administrative Center with the alternate at Robert E. Lupinskie Center and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
  - Robert Dillon, Superintendent
  - RG France/ James Widmer, Associate Superintendents
  - Valerie D’Aguanno, Executive Director
  - Anthony Fierro, Executive Director

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 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.

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Safety Coordinator / (Administrator)</th>
<th>Contact #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry Tech</td>
<td>Peter J. Dalton</td>
<td>516-622-6801</td>
</tr>
<tr>
<td>Barry Tech</td>
<td>Dr. William Poll</td>
<td>516-622-6805</td>
</tr>
<tr>
<td>GC Tech</td>
<td>Dr. Patrick Dunphy</td>
<td>516-434-7149</td>
</tr>
<tr>
<td>GC Tech</td>
<td>Joan Hesse</td>
<td>516-434-7110</td>
</tr>
<tr>
<td>LIHSA</td>
<td>Dr. Chris Rogutsky</td>
<td>516-622-5678</td>
</tr>
<tr>
<td>LIHSA</td>
<td>Erica Giglio-Pac</td>
<td>516-622-5678</td>
</tr>
<tr>
<td>Center for Community Adjustment</td>
<td>Christopher Korolczuk</td>
<td>516-396-2910</td>
</tr>
<tr>
<td>Iris Wolfson</td>
<td>Lisa Paolucci</td>
<td>516-626-6710</td>
</tr>
<tr>
<td>Career High Prep</td>
<td>Easton Hazell</td>
<td>516-629-4410</td>
</tr>
</tbody>
</table>
• 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) 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 our Associate Director of CIT (Telecommunications) to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. We have tested/exercised our communication systems Blackboard Connect on several occasions.

• 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:
  o Overall Operations – we have defined the following decision-making authority for the Agency (Superintendent, Associate Superintendents). Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, Agency automated phone notification system, Blackboard Connect.
  o The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities.
  o Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. 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. At no time will products not approved by the school district be utilized.
  o 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 Human Resources Executive Director 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

| Nassau BOCES Provided District-Wide School Safety Plan Template (January/2021) | 24 |
this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

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

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

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

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Teach and reinforce use of face coverings among all staff.

PPE & Face Covering:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- 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. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

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

<table>
<thead>
<tr>
<th>Group</th>
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<th>12 Week Supply 100% Attendance</th>
<th>12 Week Supply 50% Attendance</th>
<th>12 Week Supply 25% Attendance</th>
<th>Assumptions</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>100 Masks per Week</td>
<td>1200</td>
<td>600</td>
<td>300</td>
<td>1 Disposable Mask per Week per Student (supplements parent provided)</td>
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<tr>
<td>Teachers/Staff</td>
<td>500</td>
<td>6000</td>
<td>3000</td>
<td>1500</td>
<td>5 Disposable Masks per Week per Teacher</td>
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<tr>
<td>Nurse/Health Staff</td>
<td>1000</td>
<td>12,000</td>
<td>6000</td>
<td>3000</td>
<td>10 Disposable Masks per Week per School Nurse</td>
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</tbody>
</table>

PPE for High Intensity Contact with Students

Nassau BOCES Provided District-Wide School Safety Plan Template (January/2021)
<table>
<thead>
<tr>
<th>Item</th>
<th>1 Week Supply for 1 Staff</th>
<th>12 Week Supply</th>
<th>Assumptions</th>
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<tbody>
<tr>
<td>Disposable Nitrile Gloves</td>
<td>10</td>
<td>120</td>
<td>10 per Week per Staff</td>
</tr>
<tr>
<td>Disposable Gowns</td>
<td>10</td>
<td>120</td>
<td>10 per Week per Staff</td>
</tr>
<tr>
<td>Eye Protection</td>
<td>2</td>
<td>n/a</td>
<td>2 Re-usable per Staff</td>
</tr>
<tr>
<td>Face Shields</td>
<td>2</td>
<td>n/a</td>
<td>2 Re-usable per Staff</td>
</tr>
<tr>
<td>Waste Disposal Medium</td>
<td>1</td>
<td>n/a</td>
<td>1 Unit per Staff Total</td>
</tr>
<tr>
<td>N-95 Respirators*</td>
<td>10</td>
<td>120</td>
<td>10 per Week per Staff</td>
</tr>
</tbody>
</table>

*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 CIT Associate Directors 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 Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and NY State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the Agency will notify the NYS Education Department.
(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 New York State Department of Health (NYSDOH) Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals 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.
- Refer to NYSDOH’s Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure for information on “close and proximate” contacts.
• 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.

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 three days since the individual has had a fever (without using fever reducing medicine); and
• It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

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 14 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.

Staff Absenteeism

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

Employee Assistance Program (EAP)

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

Medical Accommodations

• The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to COVID19leave@nasboces.org.

New York State Contact Tracing Program
If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills
**Classroom/Therapy Rooms:**
Nassau BOCES will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

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

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

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

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

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

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

**Trash removal:**
- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 45.

(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:

- 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, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX C
School District Pandemic Influenza Planning Checklist (page 33)

Example of Nassau BOCES Contract Tracing Form (page 37)

Flowcharts for COVID-19 Decision Making (page 40)

Essential Employee Worksheets (page 45)
# 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](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:

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<th>In Progress</th>
<th>Not Started</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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</table>
- 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.
- 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.
- 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.
- 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.
- Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Ensure that the plan includes timelines, deliverables, and performance measures.
- Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Ensure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.
- 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.
- 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.
- 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.
- Participate in exercises of the community’s pandemic plan.
- 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.):

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<tr>
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<td></td>
</tr>
</tbody>
</table>

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.

Implement an exercis/edrill to test your pandemic plan and revise it periodically.

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:

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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.

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.

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:

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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.

Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).

Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).

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.

Establish policies for transporting ill students.

Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemic/flu/plan).

4. Communications Planning:

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Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.

Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.

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.):

<table>
<thead>
<tr>
<th>Completed</th>
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- 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.
- 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.
- Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
- Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information about the LEA’s pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
- 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).
- Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.
Contract Tracing Form
NASSAU BOCES CONFIRMED COVID-19 CASE

1) Nassau County Department of Health Notification
   OR
   Lab Report Results Received

2) Confirmed COVID-19 Case

3) Building Principal/Supervisor Identifies Contacts with Confirmed Case
   (Use Form on Reverse Side & Fax to Nassau County Department of Health
   when all information is completed at 516-227-9669)

4) Building Principal/Supervisor Informs Executive Directors

5) Executive Director emails:
   COVIDALERT@nasboces.org
   COVID19Leave@nasboces.org
   (Communications; HR; Facilities; Health & Safety; District
   Superintendent; Associate Superintendents)

6) Building Principal/Supervisor Calls Nassau County Department of Health at
   516-227-9408 or After Hours at 516-742-6154 (if previous notification was not
   received from them)

7) Building Principal/Supervisor/Designee Calls Contacts and Reads Script
   (See Below):
   You are to quarantine for 14 days. The Nassau County Department of Health (516-
   227-9570) will be providing you with more information. In addition, you are
   directed to email COVID19Leave@nasboces.org so that our Human Resources
   Department can provide you with additional information. If you are at work now,
   please leave. After your quarantine period of 14 days, it is expected that you will
   return to work with a note from your doctor.
   (Note: The lab confirmed case may return after 10 days of isolation from onset
   of symptoms or 10 days after the test result if asymptomatic)

8) Building Principal/Supervisor Identifies Areas Occupied on Last Day the
   Employee was in the Building and the Previous 48 Hours.

9) Building Principal/Supervisor Notifies Director of Facilities of Building or
   Areas in the Building Needing Cleaning/Disinfection.
## NASSAU BOCES COVID-19 Preliminary On-Site Investigation

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

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

<table>
<thead>
<tr>
<th>Name of Person Testing Positive:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Date Individual was in the School Building:</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>County of Residence:</td>
</tr>
<tr>
<td>Telephone #:</td>
<td>Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC</td>
</tr>
</tbody>
</table>

**Documentation of Lab Confirmed Positive: **
Yes ☐  No ☐  **Date of Test:**  
Click or tap to enter a date.

<table>
<thead>
<tr>
<th>Laboratory Conducting Test:</th>
<th>Telephone #:</th>
</tr>
</thead>
</table>

### Names of Students in Close Contact (Less than 6 feet for more than 10 minutes)
Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
If no contacts, please write NO CONTACTS across the page

<table>
<thead>
<tr>
<th>Name</th>
<th>Home District</th>
<th>Date of Birth</th>
<th>Phone #</th>
<th>Exposure Location</th>
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<tbody>
<tr>
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### Name of Staff in Close Contact (Less than 6 feet for more than 10 minutes)
Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
If no contacts please write NO CONTACTS across the page

<table>
<thead>
<tr>
<th>Name/Position/Employee ID #</th>
<th>Employee Districts (If Applicable)</th>
<th>Date of Birth</th>
<th>Phone #</th>
<th>Exposure Location</th>
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Flowcharts for COVID-19 Decision Making

[Flowcharts for COVID-19 Decision Making]
NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

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

**In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?**

- **Yes**: You cannot go to work at the school today and must stay in isolation at home and away from others until your test results are back and are negative or if positive, the local health department has released you from isolation.
- **No**: You can go to work at the school today.

**In the last 14 days, have you:**

- Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country?
- Traveled to a state or territory on the NYS Travel Advisory List?
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

- **Yes**: You cannot go to work at the school today.
- **No**: You can go to work at the school today.

**Do you currently have or have 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)
- Cough
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

- **Yes**: You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:
  - 10 days after symptom onset; AND
  - Your symptoms are improving; AND
  - You are fever-free for at least 72 hours without the use of fever reducing medicines.

- **No**: You are in isolation, all members of the household must quarantine at home until released by the local health department, typically 14 days. Note: A repeat negative COVID-19 test is not required for return to school.

**SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:**

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

**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)**

- **HCP Recommends COVID-19 Diagnostic Test**
  - **Stay Out of School**
  - **Negative Test Result**
    - Your local health department will contact you to follow up.
    - You may return to school with:
      - A note from HCP indicating the test was negative
      - A copy of the negative test result.

- **HCP Gives Alternate Diagnosis**
  - Your test result is back.
  - Your 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 your HCP explaining the alternate diagnosis is required before you will be allowed to return to school. You may return to school according to the usual guidelines for that diagnosis.

- **COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis**
  - You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:
    - At least 10 days have passed since date of first symptoms; AND
    - Your symptoms are improving; AND
    - You are fever-free for at least 72 hours without the use of fever reducing medicines.

Note: You may not qualify for Paid Sick Leave benefits due to COVID-19 without a confirmed COVID-19 diagnosis.

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.
**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?
- **NO**: They do not need to be tested.
- **YES**: Proceed to the next question.

Was the test result positive or are they still waiting for the result?
- **YES**: The student or staff cannot go to school today.
- **NO**: Proceed to the next question.

The student or staff cannot go to school today.
- **YES**: They must stay at home until the local health department releases the individual from quarantine.
- **NO**: They must stay at home until the local health department releases them from quarantine.

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

**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.

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

<table>
<thead>
<tr>
<th>HCP Recommends COVID-19 Test</th>
<th>OR</th>
<th>HCP Gives Alternate Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAY OUT OF SCHOOL</strong> and in isolation until test result is back</td>
<td><strong>COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis</strong></td>
<td><strong>Student/Staff is NOT Evaluated by HCP</strong></td>
</tr>
<tr>
<td>Negative Test Result</td>
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<td></td>
</tr>
<tr>
<td><strong>The local health department will contact you to follow up.</strong></td>
<td><strong>The person must remain in isolation at home and is not able to go back to school until the local health department has cleared them from isolation, which is typically:</strong></td>
<td><strong>At least 10 days have passed since the last symptoms started.</strong></td>
</tr>
<tr>
<td>The first 10 days of isolation may be counted from the start of symptoms or exposure if testing is not available. <strong>AND</strong></td>
<td><strong>Symptoms are improving.</strong></td>
<td><strong>They are fever-free for at least 24 hours without the use of fever reducing medications.</strong></td>
</tr>
<tr>
<td>The 11th person must remain in isolation at home and away from others until the local health department has released them from isolation, which is typically:</td>
<td><strong>If the HCP provides a diagnosis of a known chronic condition with unchanging sympotms, or a confirmed acute illness (e.g., 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.</strong></td>
<td><strong>They are fever-free for at least 72 hours without use of fever reducing medications.</strong></td>
</tr>
<tr>
<td>10 days after symptom onset <strong>AND</strong></td>
<td><strong>A note from HCP indicating the test was negative OR provides a copy of the negative test result.</strong></td>
<td><strong>Note: a repeated negative COVID-19 test is not required for return to school.</strong></td>
</tr>
<tr>
<td>Child’s symptoms are improving <strong>AND</strong></td>
<td><strong>Provide a copy of the negative test result.</strong></td>
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<tr>
<td>Child is fever-free for at least 72 hours without use of fever reducing medications.</td>
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<tr>
<td>While the first 10 days of isolation may be counted from the start of symptoms or exposure if testing is not available.</td>
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<tr>
<td>The 11th person must remain in isolation at home and away from others until the local health department has released them from isolation, which is typically:</td>
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</tr>
<tr>
<td>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 should consider following up with an 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 rule out acute COVID-19.</td>
<td></td>
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</table>
COVID-19 exclusion protocol for contacts of symptomatic students and staff

Symptomatic student/staff must be evaluated by a health care provider (HCP) within 48 hours of symptom onset.

Evaluation occurs within 48 hours

- HCP gives alternate diagnosis
  - No exclusions required

- COVID-19 diagnostic test performed
  - Positive result
  - Negative result
  - No result within 48 hours

Does NOT occur within 48 hours

After 48 hours, deem the symptomatic student/staff positive:
- Ensure the symptomatic student/staff remains in isolation at home
- Follow the protocols for positive students/staff on page C2
- Notify and begin communicating with the local health department (LHD)

If HCP evaluation is completed and/or test results received after 48 hours:
- Follow algorithm pathway on the left based upon HCP evaluation outcome or test result

Follow protocols on the following page to assist the LHD with a full case investigation and contact tracing.

Notify the local health department (LHD):
- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with a list of people who are possible contacts of the case including:
- Contact’s full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycares, transportation, extracurricular, and other non-school setting contacts are identified and notified of their exposure risk.

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

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.
Essential Employee Worksheets

In the event of a government ordered shutdown similar, to what we experienced in Spring 2020 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 the Agency 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).

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Interscholastic Athletics Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Answer Phones from schools and public; process activities of entire staff working remotely</td>
<td>Ongoing operations</td>
<td>Prefer to be able to come in daily; If not at least 2 to 3 times a week.</td>
<td>Work regular daytime hours.</td>
</tr>
<tr>
<td>Assistant Executive Director</td>
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<td>&quot;</td>
<td>Work only when Executive Director is unavailable (sick)</td>
</tr>
</tbody>
</table>

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Business Services Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll Supervisor and Payroll Staff</td>
<td>Processing of payroll checks</td>
<td>A staff member may be required in the building to process the payroll check run twice a month</td>
<td>This is not applicable since only one or two staff members are required on the days requested. Remote work is possible.</td>
<td>Location: Farber. Time: it generally takes about an hour to process the payroll check run if there are no issues.</td>
</tr>
<tr>
<td>Accounts Payable Supervisor and Accounts Payable Staff</td>
<td>Processing of Accounts Payable</td>
<td>Staff members are be required in the building to process the AP check run twice a month, this would include the day before the check run also. There are documents/invoices received by mail and therefore staff members may require access to building to retrieve the mail.</td>
<td>Only a few staff members are required for the check run. Other members may work from home or on a Day 1/Day 2 schedule.</td>
<td>Location: Farber. Time: All day. Although the check run take only about an hour, there is additional processing required.</td>
</tr>
<tr>
<td>Treasurer or Deputy Treasurer</td>
<td>Processing of both the Accounts Payable and Payroll check run</td>
<td>In order to process either the Accounts Payable or Payroll checks, a Treasurer or Deputy Treasurer</td>
<td>The Treasurer/Deputy Treasurer will enter the check room only when others have exited.</td>
<td>Location: Farber, Time: generally, two or three hours if no issues arise.</td>
</tr>
<tr>
<td>Role and Functions</td>
<td>Task</td>
<td>Location and Time</td>
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<tr>
<td>Purchasing Agent and staff members including: Administrative Assistant and Buyers</td>
<td>Processing of bids if the building is “closed” the bids will be on hold. However, if the building is open, the bid will be completed virtually in the BS conference room with a clerical staff member available for the recording. There are approximately three to four bid openings a month. The Buyers may need access to the buildings to retrieve documents.</td>
<td>Staff members remotely or on a Day 1/Day 2 schedule. Bid openings are in the building. Location: Farber, Time: generally, two or three hours (three to four days a month) for the bid opening and subsequent work.</td>
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<tr>
<td>Accounting – Jr. Accountant, Principal Accountant, Account Clerks</td>
<td>Processing of Accounting for the Agency The staff is would need to access the building on certain days to process work received by either mail or interoffice mail. However, a Day 1/Day 2 or full remote work is possible.</td>
<td>Staff members may work remotely or on a Day 1/Day 2 schedule or one staff member on any day. Location: Farber, Time: since work can be done remotely access only access to the building to retrieve documents is needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable – Principal Accountant, Account Clerk and Account Clerk</td>
<td>Billing, Receivables and Cross Contracts Most of the payments from districts are received by check. This will require at least one person to have access to the department. Cross Contracts are also received via mail. Therefore, access to the building would be needed.</td>
<td>Staff members may work remotely or on a Day 1/Day 2 schedule. If full remote, access to the building is needed approximately two days a week. Only need one staff member at a time is needed. Location: Farber, Time: on the two days in the building, time needed is approximately 4 hours. Only need one staff member at a time is needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services – Food ServiceHelpers, Motor equipment operators, Cooks, Assistant Cooks, Typist Clerks, Program Manager, Assistant Program Manager</td>
<td>Student Breakfast and Lunch Full access to the buildings. The number of staff members depends on whether the school buildings are open, or the students are attending remotely. If the students attending remotely and receiving a box lunch a reduced staff (alternating days) is necessary.</td>
<td>The number of staff and proximity to each other is dependent on the whether the students are remote and receiving “boxed” breakfast and lunch. Location: RMK, Time: full work-day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation – Bus Drivers, Assistant Bus Drivers, Auto Mechanics, Program Mgr III, Sr. Mgr I, Sr Mgr II</td>
<td>Transporting Students to and from school buildings This is dependent on whether the students are attending schools remotely.</td>
<td>Reduced schedule if schools are closed. The reduced schedule includes supervisors, clerks (if needed) and mechanics on a rotating basis If necessary (e.g. Day1/Day1) Location: Hasket Dr, Time: Depends on the need. The staff could be there all day or a few hours in the day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Central Administration Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Superintendent</td>
<td>Managerial functions</td>
<td>Emergency functions only</td>
<td>As needed only</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Superintendent for C,I &amp; ES</td>
<td>Managerial functions</td>
<td>Emergency functions only including continuity of instruction plan supervision, instructional delivery model supervision (in-person, hybrid, or remote) school calendar monitoring/ revisions and NYSED accountability</td>
<td>As needed only</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Supt for Business</td>
<td>Managerial functions</td>
<td>Financial processing – payroll, A/P, cash management</td>
<td>As needed only</td>
<td>N/A</td>
</tr>
<tr>
<td>Central Admin Clerical</td>
<td>Various Duties – receipt and review of US Mail</td>
<td>Review of mail is critical to ensure that no deadlines or requirements are missed</td>
<td>As needed only – maybe once per week, per staff member</td>
<td>A schedule will be developed to work out logistics of what is needed. Will depend on circumstances.</td>
</tr>
</tbody>
</table>

### Communications Office Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Production Manager</td>
<td>Onsite communications work: photography, videography, mailings, large printing jobs, events, retrieval of equipment</td>
<td>Ongoing communications with staff and students/families</td>
<td>Only as needed</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Informational Specialist II</td>
<td>Onsite communications work: photography, videography, mailings, large printing jobs, events, retrieval of equipment</td>
<td>Ongoing communications with staff and students/families</td>
<td>Only as needed</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Principal Typist Clerk</td>
<td>Large mailing support, printing labels and documents</td>
<td>Ongoing communications with staff and students/families</td>
<td>Only as needed</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>

### Curriculum, Instruction & Technology (CIT) Essential Positions
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Illustrator</td>
<td>Design of required materials for districts and BOCES; some tools only available on site</td>
<td>Necessary to production of required district and BOCES materials</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Illustrator</td>
<td>Design of required materials for districts and BOCES; some tools only available on site</td>
<td>Necessary to production of required district and BOCES materials</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Senior Dupl Machine Operator</td>
<td>Printing of required materials for districts and BOCES</td>
<td>Necessary to production of required district and BOCES materials</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Junior Accountant</td>
<td>Coordination of job requests, deliveries of required materials for districts and BOCES, mail distribution for BOCES</td>
<td>Necessary to delivery of required district and BOCES materials, all USPS and interoffice mail</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Laborer</td>
<td>Mail Delivery</td>
<td>Necessary to delivery of required district and BOCES materials, all USPS and interoffice mail</td>
<td>8:00-4:00</td>
<td>Timesheet/location log</td>
</tr>
<tr>
<td>Warehouse</td>
<td></td>
<td>Necessary to acceptance of deliveries for districts and BOCES</td>
<td>8:00-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Info Tech Spec III</td>
<td>Technical Support</td>
<td>Responsible for BOCES phone system</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Info Tech Spec II</td>
<td>Coordination of equipment repairs, emergency cabling work</td>
<td>Necessary to required equipment repairs and cabling projects</td>
<td>8:30-4:00</td>
<td>Timesheet/location log</td>
</tr>
<tr>
<td>Oversight of essential deliveries, including payroll checks and info</td>
<td>Necessary to timely delivery of required financials</td>
<td>8:30-4:00</td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>Electrical Technician</td>
<td>Equipment Repairs</td>
<td>Necessary to repair of electronic equipment needed for remote learning</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Executive Manager</td>
<td>Oversight of project management, customer care and warehouse matters</td>
<td>Necessary to ongoing operations of project management, customer care and warehouse matters</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Oversight of project management, customer care, mail deliveries, printing and warehouse matters</td>
<td>Necessary to ongoing operations of project management, customer care, mail deliveries, printing and warehouse matters</td>
<td>8:30-4:00</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>Justification</td>
<td>Work Shift</td>
<td>Protocol</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Payroll Supervisor/Supervisor I</td>
<td>Manage payroll and remote print jobs for Nassau districts</td>
<td>Responsible for district payroll runs</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Assoc. Director</td>
<td>Manage NOC</td>
<td>Responsible for internet connectivity</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Executive Manager</td>
<td>Manage field services and techs</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Info Spec III</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Info Spec II</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Info Spec I</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>LAN Aide I</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Lan Aide II</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>LAN Aide III</td>
<td>Technical Support</td>
<td>Responsible for support of district remote learning</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>Technical Support</td>
<td>Payroll support</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Principal Account Clerk</td>
<td>Technical Support</td>
<td>Payroll support</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
<tr>
<td>Supervisor II</td>
<td>Technical Support</td>
<td>Payroll support</td>
<td>830-4</td>
<td>Timesheet</td>
</tr>
</tbody>
</table>

**Facilities Services Essential Positions**

**Central Office**

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Oversee all facets of department operations.</td>
<td>Ongoing departmental and agency operations when remote work is not possible.</td>
<td>As needed to oversee department operations. Individually assigned vehicle is provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Maintenance Supervisor</td>
<td>Supervise maintenance operations.</td>
<td>Ongoing maintenance department operations when remote work is not possible.</td>
<td>As needed to supervise maintenance operations and staff. Individually assigned vehicle is</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Supervisor of Facilities Planning</td>
<td>Administer contracted maintenance and renovation projects.</td>
<td>Ongoing contracted maintenance operations and renovations when remote work is not possible.</td>
<td>As needed to administer contracted maintenance and renovation projects. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Custodial Supervisor</td>
<td>Supervise custodial, grounds and warehousing operations.</td>
<td>Ongoing custodial, grounds and warehousing department operations when remote work is not possible.</td>
<td>As needed to supervise custodial, grounds and warehousing operations and staff. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>
## Facilities Services Essential Positions

### Central Office (cont.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety Officer</td>
<td>Supervise security operations.</td>
<td>Ongoing security department operations when remote work is not possible.</td>
<td>As needed to supervise security operations and staff. Individually assigned vehicle is provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Assist the Executive Director and oversee clerical support functions.</td>
<td>Ongoing administrative and central office clerical support functions when remote work is not possible.</td>
<td>As needed to assist the Executive Director and oversee clerical support functions.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Principal Typist Clerk</td>
<td>Perform clerical duties.</td>
<td>Ongoing central office clerical support when remote work is not possible.</td>
<td>As needed to complete assigned clerical tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Account Clerk</td>
<td>Perform clerical duties.</td>
<td>Ongoing central office clerical support when remote work is not possible.</td>
<td>As needed to complete assigned clerical tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>
## Facilities Services Essential Positions

### Central Maintenance

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Lead Maintainer</td>
<td>Perform building maintenance and staff supervision.</td>
<td>Ongoing operations to provide on-site building maintenance and supervision of assigned maintenance staff.</td>
<td>As needed to complete assigned building tasks over two shifts. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>HVAC Technician</td>
<td>Perform HVAC maintenance, repairs and installations.</td>
<td>Ongoing operations to provide on-site HVAC maintenance, repairs and installations</td>
<td>As needed to complete assigned building tasks. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Maintenance Electrician</td>
<td>Perform electrical maintenance, repairs and installations.</td>
<td>Ongoing operations to provide on-site electrical maintenance, repairs and installations</td>
<td>As needed to complete assigned building tasks. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Project Maintainer</td>
<td>Perform building maintenance.</td>
<td>Ongoing operations to provide on-site building maintenance repairs and installations</td>
<td>As needed to complete assigned building tasks over two shifts. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Maintainer</td>
<td>Perform building maintenance.</td>
<td>Ongoing operations to provide on-site building maintenance repairs and installations</td>
<td>As needed to complete assigned building tasks over two shifts. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Maintenance Helper</td>
<td>Perform building maintenance.</td>
<td>Ongoing operations to provide on-site building maintenance repairs and installations</td>
<td>As needed to complete assigned building tasks. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>
## Facilities Services Essential Positions

### Custodial, Grounds and Warehousing

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Custodian I</td>
<td>Perform building custodial duties and staff supervision.</td>
<td>Ongoing operations to provide on-site custodial tasks, opening/closing buildings, boiler plant maintenance, HVAC filter maintenance and supervision of assigned custodial staff</td>
<td>As needed to complete assigned building tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Head Custodian II</td>
<td>Perform building custodial duties and staff supervision.</td>
<td>Ongoing operations to provide on-site custodial tasks, opening/closing buildings, boiler plant maintenance, HVAC filter maintenance and supervision of assigned custodial staff</td>
<td>As needed to complete assigned building tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Assistant Head Custodian</td>
<td>Perform building custodial duties and staff supervision.</td>
<td>Ongoing operations to provide on-site custodial tasks, opening/closing buildings, boiler plant maintenance, HVAC filter maintenance and supervision of assigned custodial staff</td>
<td>As needed to complete assigned building tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Custodian</td>
<td>Perform building custodial duties and staff supervision.</td>
<td>Ongoing operations to provide on-site custodial tasks, opening/closing buildings, boiler plant maintenance, HVAC filter maintenance and supervision of assigned custodial staff</td>
<td>As needed to complete assigned building tasks over two shifts.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Cleaner</td>
<td>Perform building cleaning.</td>
<td>Ongoing operations to provide on-site cleaning tasks for assigned building sections</td>
<td>As needed to complete assigned building tasks over two shifts.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Laborer</td>
<td>Perform building cleaning.</td>
<td>Ongoing operations to provide on-site cleaning tasks for assigned building sections</td>
<td>As needed to complete assigned building tasks over two shifts.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>
## Facilities Services Essential Positions

### Custodial, Grounds and Warehousing (cont.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Groundskeeper</td>
<td>Upkeep building grounds and staff supervision.</td>
<td>Ongoing operations to provide on-site building grounds maintenance and supervision of grounds staff</td>
<td>As needed to complete assigned grounds tasks. Individually assigned vehicle is provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Groundskeeper</td>
<td>Upkeep building grounds.</td>
<td>Ongoing operations to provide on-site building grounds maintenance</td>
<td>As needed to complete assigned grounds tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Stores Clerk</td>
<td>Coordinate warehousing, inventory control, building deliveries and staff supervision.</td>
<td>Ongoing operations to provide on-site management of warehouse operations including inventory tracking, receiving/dispatching/delivery of building supplies and supervision of warehouse staff.</td>
<td>As needed to complete assigned warehousing tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Stock Assistant</td>
<td>Perform warehousing and building deliveries.</td>
<td>Ongoing operations to provide on-site receiving/dispatching/delivery of building supplies.</td>
<td>As needed to complete assigned warehousing tasks.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>
## Facilities Services Essential Positions

### Security Services

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Security Guard</td>
<td>Provide building security administration and staff supervision.</td>
<td>Administration of security operations and daily supervision of on-site security staff when remote work is not possible.</td>
<td>As needed to complete assigned security tasks. Individually assigned vehicles are provided for travel between buildings.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Security Guard (In-house and contracted security services)</td>
<td>Perform building security services.</td>
<td>Ongoing operations to provide on-site building security tasks for assigned building locations.</td>
<td>As needed to complete assigned security tasks over two shifts.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
<tr>
<td>Security Aide</td>
<td>Perform building security services.</td>
<td>Ongoing operations to provide on-site building security tasks for assigned building locations.</td>
<td>As needed to complete assigned security tasks over two shifts.</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work.</td>
</tr>
</tbody>
</table>

## Human Resources Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Supervises all department staff</td>
<td>The ED supervises all department staff as well as handles employee situations arising in the agency.</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Attorney, Employee Relations</td>
<td>Provides legal counsel on employee and labor issues</td>
<td>The attorney provides legal counsel on employee situations arising in the agency as well as contractual issues.</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Sr. Manager</td>
<td>Employee Benefits</td>
<td>Large Mailings to employees/open enrollment/1095C – Check processing for direct benefit payments</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Principal Personnel Clerk (Lead)</td>
<td>Personnel Action Report/Retirement Benefits</td>
<td>Board Letter printing and mailing – to be completed the day after every Board Meeting</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Principal Personnel Clerk</td>
<td>FMLS/ Workers Compensation/Disability</td>
<td>Mailing letters/documentation/check processing</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Senior Personnel Clerk</td>
<td>Salary Adjustments – Blocks/Level – Mail</td>
<td>Daily mail processing for educational staff – Salary Adjustment</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
</tbody>
</table>
### Nassau BOCES Provided District-Wide School Safety Plan Template (January/2021)

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Personnel Clerk</td>
<td>Unemployment Claims</td>
<td>Department of Labor Time sensitive documents received in the mail</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Stenographic Secretary</td>
<td>Legal</td>
<td>Access to all legal files</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Personnel Clerk</td>
<td>Civil Service</td>
<td>All Civil Service applications must be originals – Pick up original documents from the mail and mail to CS</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Personnel Clerk</td>
<td>Mail</td>
<td>Sort and distribute daily mail/minimum of 2 visits a week</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Provides backup for the ED</td>
<td>In an essential worker situation, the AD will provide backup for the ED.</td>
<td>As needed - 8:30 am – 4 pm Staggered by day or morning afternoon shifts</td>
<td>Excel Spreadsheet</td>
</tr>
</tbody>
</table>

### Regional Schools and Instructional Programs (RSIP) Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Leader of RSIP Department</td>
<td>Interviews, signing docs, issues</td>
<td>Will vary as needed</td>
<td>Dr. France will be notified when needed</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Asst Leader of RSIP Dept.</td>
<td>Interviews, signing docs, issues</td>
<td>Will vary as needed</td>
<td>Dr. Theodorou will be notified prior to going in</td>
</tr>
<tr>
<td>Administrative Asst</td>
<td>Clerical to both ED and AD</td>
<td>Scheduling, assisting ED and AD</td>
<td>Will vary as needed</td>
<td>Will be asked to come in by ED or AD</td>
</tr>
<tr>
<td>Administrative Asst</td>
<td>Clerical who processes payroll</td>
<td>May need to be in-person on payday</td>
<td>Will be on the 15/16 and 30/31</td>
<td>Will check in with AD prior to going in</td>
</tr>
<tr>
<td>Supervisor I</td>
<td>Technology Leader for RSIP</td>
<td>School Tool Issues, in-person mtgs</td>
<td>Will vary as needed</td>
<td>Will check in with AD prior to going in</td>
</tr>
<tr>
<td>Building Principals</td>
<td>Building Leaders</td>
<td>Building oversite if needed</td>
<td>Will vary as needed</td>
<td>Will check in with ED prior to going in</td>
</tr>
<tr>
<td>Principal’s Clericals</td>
<td>Payroll Clericals</td>
<td>To finalize timesheets</td>
<td>Will be on the 15/16 and 30/31</td>
<td>Will check in with Principal prior to going in</td>
</tr>
</tbody>
</table>

### Special Education Essential Positions

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Justification</th>
<th>Work Shift</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, Assistant Director, Executive Manager</td>
<td>Operations of Department</td>
<td>Ongoing operations</td>
<td>Only as needed for certain deadlines during the year</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work</td>
</tr>
<tr>
<td>Role</td>
<td>Operations of Programs</td>
<td>Ongoing operations</td>
<td>Only as needed for certain deadlines during the year</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administrators &amp; Supervisors</td>
<td>Operations of Programs</td>
<td>Ongoing operations</td>
<td>Only as needed for certain deadlines during the year</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work</td>
</tr>
<tr>
<td>Payroll Typist Clerks &amp; ASP Operators</td>
<td>Operations of Programs</td>
<td>Ongoing operations</td>
<td>Only as needed for certain deadlines during the year</td>
<td>On-site activities would be scheduled in advance and the required employees would be notified of the need for them to perform in-person work</td>
</tr>
<tr>
<td>Coordinator, Clericals, Voc. Rehab Counselors &amp; Job Coaches</td>
<td>Operation of Program</td>
<td>Completion of Medicaid billing, as required by contract</td>
<td>Access approximately 2 days/week or more as needed</td>
<td>Supported Employment Coordinator will provide schedule for required employees</td>
</tr>
</tbody>
</table>