

Island Park UFSD Comprehensive Districtwide Safety Plan 2023-2024

BOE Approved
August 28, 2023



Mr. Vincent Randazzo, Superintendent
Island Park UFSD
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Island Park UFSD

Comprehensive District Safety Plan

Policy Statement

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

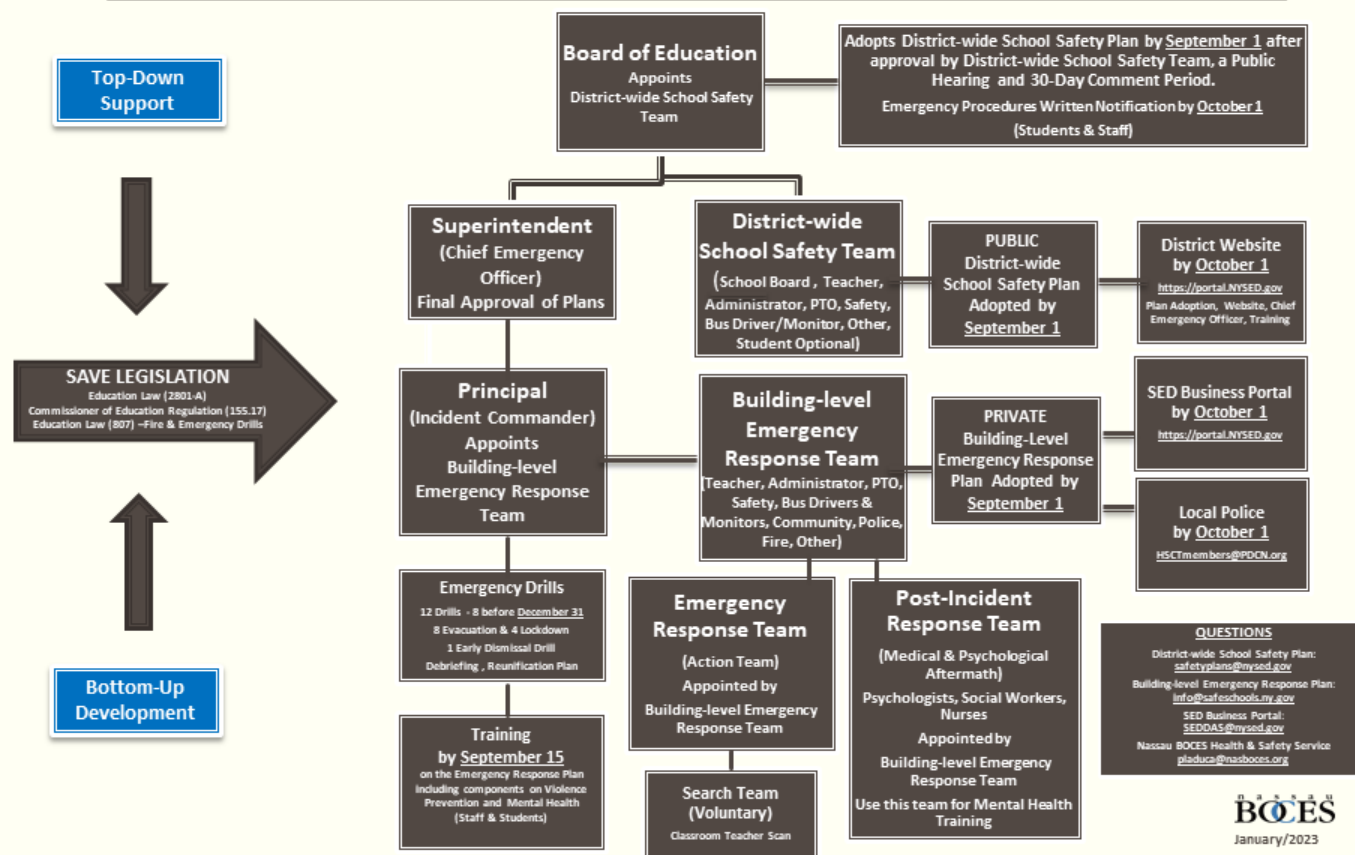
The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level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

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

Compliance Checklist	Date Achieved
Board of Education Appoints District-Wide School Safety Team	6/12/2023
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	6/21/2023
#1 Building-Level ERT approves Building-Level ERP/Enters in Portal	9/22/2023 (FXH)
#2 Building-Level ERT approves Building-Level ERP/Enters in Portal	9/22/2023 (LOMS)
#3 Building-Level ERT approves Building-Level ERP/Enters in Portal	N/A
#4 Building-Level ERT approves Building-Level ERP/Enters in Portal	N/A
#5 Building-Level ERT approves Building-Level ERP/Enters in Portal	N/A
#6 Building-Level ERT approves Building-Level ERP/Enters in Portal	N/A
#7 Building-Level ERT approves Building-Level ERP/Enters in Portal	N/A
School Board has at least one public hearing on District-Wide School Safety Plan	8/28/2023
School Board establishes 30-day public comment period	July 1 – August 1, 2023
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	6/12/2023
District-Wide School Safety Plan posted on website. The URL is http://www.ips.k12.ny.us	6/21/2023
All Building-Level Emergency Response Plans filed with local police	9/22/2023 (FXH) 9/22/2023 (LOMS)
Written information on emergency procedures provided to all staff and students by October 1 st	9/29/2023
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	9/15/2023

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, makes every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against. A copy of the District-Wide Plan is available upon request and is available at central administration in the office of the Superintendent of Schools as well as the District website. 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 ensure safety at the building-level and reduce the potential for planned sabotage.

Safety Plans - Regulatory Requirements



Elements of the District-wide School Safety Plan Compliance Checklist

Policies and procedures for:

- ☐ responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)
- ☐ responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
- ☐ contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
- ☐ contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
- ☐ contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)

- ☐ the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

Prevention and intervention strategies, such as:

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

Arrangements and/or Procedures during emergencies for:

- ☐ description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies* CR155.17(c)(1)(v)
- ☐ the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law* CR155.17(c)(1)(vi)
- ☐ the identification of district resources which may be available for use during an emergency* CR155.17(c)(1)(vii)
- ☐ description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies* CR155.17(c)(1)(viii)
- ☐ a system for informing all educational agencies within such school district of a disaster* CR155.17(c)(1)(xviii)
- ☐ The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv)

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

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

- ☐ Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school

personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)

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

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

- ☐ Such district-wide plans may be **adopted by the school board only after at least one public hearing** that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i)
- ☐ Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-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 D (Communicable Disease - Pandemic Plan).

Remote Instruction Due to Emergency Conditions

Effective July 27, 2022, Commissioner of Education Regulations 100.1, 155.17, and 175.5 have been amended to address remote instruction and its delivery under emergency conditions. If a school district would otherwise close due to an emergency, including but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the school district may remain in session and provide remote instruction. Commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure to include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5.

Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

Our Remote Instruction Plan and Student Access Survey can be found in Appendix E.

Alyssa's Law

Effective June 23, 2022, Education Law 2801-a is amended to require schools to consider installation of Silent Panic Alarms in any school when reviewing and amending school safety plans. A Panic Alarm system is a silent security signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on May 19, 2023. It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

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

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

Superintendent of Schools: Mr. Vincent Randazzo

Address: 99 Radcliffe Road, Island Park, NY 11558

Contact # 516-434-2610

District-Wide School Safety Team (a/k/a Threat Assessment Team)

The District-Wide School Safety Team was appointed by the School District Board of Education and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely throughout the 2022-2023 school year. Dates to be determined by the team. **Minutes will be kept for each meeting and attendance documented (see Appendix A).**

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Others including Bus Drivers and Monitors
- Student Representative (Optional)

(Kindly note, we do not include a student as our district serves elementary and middle school grades only. We do not have a high school.)

Responsibilities of the District-Wide School Safety Team

The School District-Wide Safety Team acts 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 believe 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 team's primary responsibilities include:

- 1) **Annual multi-hazard school safety training will be completed by September 15th** including training programs for students and staff in **violence prevention and mental health** which may be

included in existing professional development. New employees will receive training **within 30 days of hire**.

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

Building-Level Emergency Response Team

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

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

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

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

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

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives in the School District meant to protect students include:

1. Non-violent conflict resolution training programs
2. Extended day and other school safety programs, including before and after-school clubs
3. Mentors to students known as Faculty Angels in Grades 6-8 concerned with bullying/violence or fear of academic failure
4. An anonymous online reporting process for school violence by students and/or parents via the District's website through the SafeSchools NY icon: iWitness, which links directly to school principals' email
5. Emergency Plan exercises for fire, lockdown, lockout, sheltering, evacuation, and other situations in which all students receive instruction on the reasons for testing emergency plans and are given an opportunity to ask questions
6. Building-level school bulletin distributed periodically by the principals known as *Hear, Hear Hegarty* and *LOMS News & Notes* that include a Safety Tip
7. Safety Stations established throughout all school buildings
8. One annual drill supervised by the Island Park Fire Department Chief or Designee and training in all school buildings concerning fire safety conducted by the IPFD and/or the Fire Marshall
9. One annual supervised drill by the Fourth Precinct Commanding Officer or BOCES Health and Safety Officer and training in all school buildings concerning school safety conducted by same
10. The FXH Safety Patrol program, FXH Student Council, and FXH Student Council
11. The implementation of PBIS (Positive Behavior Intervention Systems)
12. The implementation of Second Step, a skill-building program for social success

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 Teams, the following methods will be used:

- Early Dismissal drill to test communication and transportation (parents to be notified one-week prior to drill)
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational drills
- 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, NCPD Homeland Security, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal. Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

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

Emergency Drills (Minimum Every School Year)

EDUCATION LAW 807

- 12 Drills Total Required for School Year
 - 4 Lockdowns and 8 Evacuations
 - 4 of the evacuation drills through secondary means of egress
 - 1 drill during lunch or assembly unless instruction is provided during lunch or assembly
- 2 Additional Drills Required during Summer School (1 during first week)

September

October 8 Drills by December 31st

November

December

January

February 4 Drills for

March Remainder of

April School Year

May

June

July

August 2 Additional Drills During Summer School

Implementation of School Security

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

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

- Entrance security monitors (with State Department Security licenses) and hall monitors who receive training annually.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.

- The principals and all school monitors are equipped with walkie talkies that link communication to each other.
- Visitor procedures utilize a visitor management system at the point of entry. Upon entry into the building's secured vestibule, the visitor must show photo identification (driver's license, passport, etc) to the security monitor at the main entrance. The visitor's information is scanned and checked against two databases. Upon clearance through the system, the visitor then receives a photo ID badge to wear and is escorted to the main office or the visitor's destination; or, office personnel may call upon an employee to the main entrance to escort the visitor to the location of his/her meeting.
- High-definition digital video surveillance cameras are installed at every entrance and in key locations inside and outside the school buildings. Real-time video streaming and videos on demand are available for a 30-day period from the time of an event. All videos are accessed online by each member of the Administration Team using a secure username and password.
- NYS State Department licensed security monitors.
- Memorandum of Understanding (MOU) with Nassau BOCES in conjunction with the Nassau County Police Department.
- Employees receive ID tags for their cars, which they hang in the window from the rearview mirror. District vehicles have school district license plates issued by the Department of Motor Vehicles. Both measures ensure that all vehicles on campus belong to employees. Guest parking during school hours is limited to parking areas designated "Visitor." Otherwise, visitors must park on public streets.
- On-going security audits in conjunction with NCPD 4th Precinct and Homeland Security
- Random searches may be considered if deemed necessary.
- Other methods deemed necessary and practices that are constantly reviewed.

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior (Information & Training)

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

- An explanation of what constitutes school violence and a description of the school Code of Conduct (see District Website). Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the "FACTS" warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites:

<http://www.p12.nysed.gov/ssd/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/ssd/documents/SVPIRequiredComponents.pdf>.

- A description of the school district's Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards using the School Dude database.
- 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
- Drug prevention programs
- School social worker outreach
- School guidance counselor involvement
- School psychologist counseling
- Pro-social programs such as CHAMPS, Positive Behavior Intervention Strategies (PBIS), Second Step, Spirit Week, etc.
- Mailings to parents on the Code of Conduct and anti-bullying programs that help students develop pro-social behavior and the prevention of violence, including early recognition of violent-type personality profile
- Parent communication through telephone calls and letters with the principal, sunshine calls by teachers, teacher and team meetings, meetings with professional support staff (guidance counselor, social worker, psychologist, director of pupil personnel services, Title IX coordinator), superintendent's hearings), newsletters, email blasts, electronic messaging telephone system, LED electronic sign, district calendar with theme months and special weekly themes, etc.

Records of employee training with respect to school safety and DASA are maintained for all participants along with their respective course evaluations of the various training programs in the mylearningplan database. The district shares the District-wide Comprehensive Safety Plan with trainers so that they are familiar with its policies, regulations, and protocols to ensure that safety and security strategies are applicable to specific building contexts.

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, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include but are not limited to:

- Sunrise Highway and Merrick Road
- Austin Boulevard and Long Beach Road
- Long Island Railroad
- Flood zone including Atlantic Ocean and canals surrounding all three island areas in the Island Park community (Village, Barnum Island, and Harbor Isle)

- “Oil City” storage drums in Oceanside
- The Long Beach Drawbridge
- Lido Boulevard/Park Avenue in Long Beach

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 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 is provided in District Policy and Regulations on the District website (www.ips.k12.ny.us) and included as part of the violence prevention training program. Each incident will be reported to and evaluated by the sub-committee of the District-Wide School Safety Team (Administration Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Nassau County Police Department (Fourth Precinct) 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 assumes responsibility as the Incident Commander, and:

- report it to the Police Department – 911 will always be utilized as the first emergency contact method.
- report it to the Superintendent.
- secures the area where the disturbance has occurred.
- ensures the physical safety/medical management of students/staff remaining in the area as soon as possible.
- ensures that while responding to the incident, the remainder of the building remains appropriately supervised.
- quickly assesses the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per School Building Emergency Response Plans.
- provides incident debriefing to students/staff as needed. Notifies parents.

Investigation:

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

- collect(s) facts on how the incident occurred.
- record(s) information.
- identify(ies) contributing causes.
- seek opinions/input of local safety agencies (Nassau PD, Island Park FD, Nassau BOCES, NC Homeland Security)
- recommend(s) corrective action.
- encourage(s) appropriate follow-up.
- consider(s) 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 are included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

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

Disciplinary Measures:

The Island Park UFSD Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has a detailed Code of Conduct outlining the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code will be communicated to all students, staff and parents, signed by both student and parent, and serve as a major component of our violence prevention program. The Code will be evaluated annually by the Administrative Team and revised as necessary to reflect changes in school policies and procedures. The Code of Conduct is available to students, parents, staff and community at meetings and via the District website. The Code of Conduct was updated on (August 29, 2022), made available and posted on our website.

Emergency Response Protocols

Notification and Activation (Internal and External Communications)

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

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

The Superintendent of Schools recognizes his/her responsibility to notify District Administrators and local agencies of a disaster and has established the following notification list:

School	Address	Telephone
Island Park UFSD Superintendent	99 Radcliffe Rd Island Park, NY 11558	434-2610/11
Island Park UFSD Asst. Superintendent	99 Radcliffe Rd Island Park, NY 11558	434-2667
Island Park UFSD School Business Official	99 Radcliffe Rd Island Park, NY 11558	434-2612
Island Park UFSD Dir of Pupil Personnel Svcs	150 Trafalgar Blvd Island Park, NY 11558	434-2620
Island Park UFSD Elementary School Principal	100 Radcliffe Rd Island Park, NY 11558	434-2670/71
Island Park UFSD LO Middle School Principal	150 Trafalgar Blvd Island Park, NY 11558	434-2730/31
Little Seashell Pre-School Director	364 Long Beach Rd Island Park, NY 11558	431-3963
Island Park Public Library Director	176 Long Beach Rd, Island Park, NY 11558	432-0122
Sacred Heart CCD Program Director	301 Long Beach Rd, Island Park, NY 11558	432-0655
Long Beach CSD Superintendent	239 Lido Boulevard, Lido Beach, NY 11561	897-2104

In general, parent/guardian notification is conducted by means of the Connect Ed electronic telephone system and email blasts. A phone tree of emergency contacts is also established in each school building in the event of a widespread power failure. However, in some cases it may be necessary to use other means such as local and social media. Other arrangements are established with the appropriate media (e.g., Channel 12).

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is 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* (see District Website) is available at key District and School Building locations.

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 immediately reports this information to the School Principal's office.
- The School Principal or designee approaches the intruder to determine the nature of their presence; if the information is not provided through the Visitor Management system, the Principal will ask the individual(s) for identification.
- The School Principal or designee accompanies the individual(s) to the proper office; if no acceptable purpose can be ascertained, asks the individual(s) to leave. The School Principal or designee ensures that the individual(s) exits the building and alerts staff to prevent unrecognized re-entry.
- If the individual(s) refuse(s) to leave, informs 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** is utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The Superintendent of School's office must 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 utilizing the walkie talkie system, public address system, and/or telephone intercom address system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.

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

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

Response actions in individual buildings include:

- Implementation of the Incident Command System.
- Use staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent (Activate Threat Assessment Team).
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building-Level 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 level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate; 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

REDACTED FOR POSTING PURPOSES

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander (Building Principal) will contact 911 to obtain emergency services. . Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

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

Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
 - **Shelter-In-Place (weather related)**
 - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter-In-Place (Specific Bomb Threat)**

- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee
- School Business Official
- Director of Pupil Personnel Services
- Transportation Coordinator
- Food Service Coordinator
- School Nurses
- Others as deemed necessary (psychologists, guidance counselor, social worker, teachers, etc)

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 to help provide disaster and 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 may be contacted to help coordinate a County or State-wide effort.

Threat Assessment

Threat Assessment is a fact-based investigative and analytical approach that:

- Focuses on what a particular student is doing and saying; and
- Not on whether the student "looks like" those who have attacked schools in the past.
- Threat assessment emphasizes the importance of such behavior and communications for identifying, evaluating, and reducing the risk posed by a student who may be thinking about or planning for a school-based attack.

The Six Principles of Threat Assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

Please see the following documents and **Appendix F** for further Threat Assessment guidance:

Enhancing School Safety Using a Threat Assessment Model; United States Secret Service, 2018. [Enhancing School Safety Using a Threat Assessment Model \(cisa.gov\)](https://www.cisa.gov/enhancing-school-safety-using-a-threat-assessment-model)

Averting Targeted School Violence; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretsservice.gov\)](https://www.secretservice.gov/2021/03/03/USSS-Averting-Targeted-School-Violence-2021.03.pdf)

Forms and Recordkeeping

The success of our Violence Prevention Program is 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

Parents/Students/Staff Annual Notification

ISLAND PARK UNION FREE SCHOOL DISTRICT EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

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

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

GENERAL INFORMATION:

The Island Park Union Free School District has established a **District-Wide School Safety Plan (which is posted on our website at <http://www.ips.k12.ny.us/>)** and a **Building-Level Emergency Response Plan** for each School Building in the District. **The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public.** Each of these plans is coordinated with police, fire and other officials in the county and state-wide agencies.

WHAT ARE THE SCHOOL SECURITY PROCEDURES?

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

HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

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

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

would be a dangerous person or threat in the community or area. **Students will not be released to parents/guardians when a lockdown is in progress.**

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

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

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

ARE THERE EMERGENCY PLANNING DRILLS?

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

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

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

HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?

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

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

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

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

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

WHAT CAN I DO TO PLAN AHEAD?

The two most important things you can do are:

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

PRINCIPAL'S TELEPHONE NUMBERS:

Francis X. Hegarty Elementary School	Mr. Adam Frankel, Principal	516-434-2670
Lincoln Orens Middle School	Dr. Bruce Hoffman, Principal	516-434-2630

Island Park Union Free School District
99 Radcliffe Road
Island Park, NY 11558

Superintendent, Mr. Vincent Randazzo, 516-434-2600
Assistant Superintendent, Dr. Alison Offerman-Celentano, 516-434-2600

APPENDIX B

District-wide School Safety Team Meeting Minutes and Attendance

Island Park UFSD
District-Wide School Safety Team Meeting Attendance and Minutes
_____ (date)

Required Attendance

Representatives	Name	Absent/Present
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Org.		
School Safety Personnel		
Student (Optional)		
Others		

Additional Attendance

Organization or School	Name	Title

Agenda

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

Minutes

APPENDIX C

Suicide Prevention & Mental Health Resources

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

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

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

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

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

NYS Education Department and NYS Center for School Safety Training module to meet the requirements for annual safety plan training to be completed by September 15th as required by the SAVE legislation can be viewed at:

[Annual Safety Login | nyscfss.org](https://nyscfss.org)

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

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

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

SUICIDE IS PREVENTABLE.

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



Office of Mental Health

WHAT EVERY TEACHER NEEDS TO KNOW:

Recognizing Suicide Risk in Students



YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

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

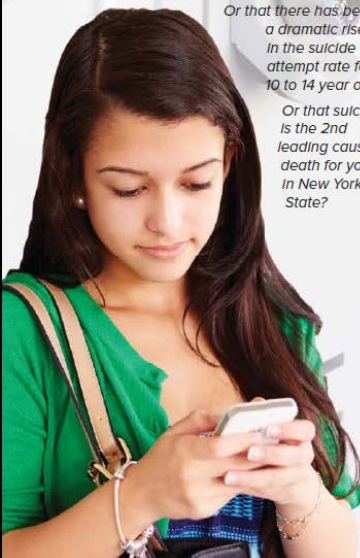
Are you expected to take more responsibilities for your students, even when they are more challenging and when some of them may be at-risk for suicide?

Did you know that according to national data:

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

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

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



Who are these kids?

They're sitting in your classrooms every day.

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

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

So how do you accomplish this?

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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

APPENDIX D

Communicable Disease - Pandemic Plan

2801-a (2)(m) District-wide Safety Plan:
Protocols for a State Disaster Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020, as amended by Chapter 30 of the Laws of 2021 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of [section 2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. As a result of this change, the Board of Regents adopted amendments to Commissioner’s Regulation §155.17 in April 2021, that were that were made permanent at the July 2021 meeting of the Board of Regents.¹

Pursuant to the amendments to New York Education Law §2801-a and Commissioner’s Regulation §155.17, the district-wide school safety team should incorporate required continuation of operations components in the District-wide School Safety Plan. Amendments to the District-wide School Safety Plan must be made available for public comment at least thirty (30) days prior to adoption and may be adopted by the school board (or governing body) only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

a.) A list and description of the types of positions considered essential in the event of a state-ordered reduction of in-person workforce as a result of a state disaster emergencies involving public health. Such designation may be changed at any time in the sole discretion of the employer.

Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes; check-ins with students and technology delivery systems; staff providing mental health or technology services; business staff for continued operations, and other staff providing services to students.

<u>Essential Position Type</u>
See below:

¹ See April 2021 Regents Meeting Agenda Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/421p12a1.pdf> and July 2021 Regents Meeting Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/721brca9.pdf>

Essential Employee Determination				
<i>Title</i>	<i>Description</i>	<i>Justification</i>	<i>Work Shift</i>	<i>Protocol</i>
Superintendent of Schools	District activities and Chief Emergency Officer	The Supt makes all major decisions affecting district activities, operations and staff.	As Needed	Building sign in sheets
Superintendent Secretary	District operations, personnel items, BOE secretary	Support Superintendent with ongoing district activities	As needed	Building sign in sheets
Central Office Administrators	Assistant Superintendents	The three Assistant Superintendents supervise district operations in Business, Personnel and Curriculum. They ensure ongoing activities continue and serve as back up to the Superintendent of Schools.	As needed	Building sign in sheets
Building Administration	Principals Assistant Principals Curriculum Coordinators	Supervise the staff and daily operations of the school buildings	As needed	Building sign in sheets
Main office/Guidance Clerical	Clerical support for building Admin	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Asst. Bus Administrator	In-depth business analysis/ invoicing/ purchasing agent	Performs in-depth analysis of business operations, oversees all purchasing activities, back up to Asst. Supt for Business	As needed	Building sign in sheets
Treasurer	Financial activities and funds transfers	Banking/ financial operations/ funds transfers/ reconciliation	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Typist Clerk - Business	Personnel Action For Civil Service/ Purchasing/ Budget Vote/ BOE Agenda	Printing and mailing, contracts and other updates after Board Meeting, employee changes, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Account Clerk Benefits	Employee Benefits/ FLEX/ Workers Compensation	Enrollment/Mailing letters/documentation/c heck processing	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Account Clerks Payroll	Payroll processing	Ongoing payroll services	As needed - 8:00 am – 4:30 pm – staggered by day or morning.	Building sign in sheets
Account Clerks Business Office	Purchasing/ Accounting/ Accounts Payable	District-wide purchasing, accounting and record keeping, bill payments	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets

Principal and Senior Typist Clerk - Personnel	Personnel Action for instructional staff	Mail and communication with instructional personnel, leaves of absence, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Food Service Director	Oversees and supervises food operations	Provides ongoing and emergency meals to students	As needed	Building sign in sheets
Transportation Administration	Director, Asst. Director, Asst. Dispatcher, Clerical	Supervises and/or communicates with transportation staff. Utilizes all communication and tracking software. Parent inquiries	As needed	Building sign in sheets
Bus Drivers/Bus Attendants	Transportation services	Provides continuity of student transportation. Assist with meal distribution	As needed	Building sign in sheets
Facilities Director	Supervises all building and operations staff	Ensures safety, cleaning and function of all district buildings and grounds	As needed	Building sign in sheets
Maintenance/Grounds/Custodian/Cleaners	Ensures building and grounds cleaning and operations	Ensures buildings and grounds are operational and sanitized for students and staff	As needed - 5:30 am – 10:00 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Technology Director and IT Manager	IT Management	Infrastructure support, instructional technology and supervises IT staff	As needed	Building sign in sheets
Technology Specialists	Technology Support	Support IT infrastructure, distribution and maintenance of personal devices	As needed	Building sign in sheets
IT Clerical	Clerical support for IT Office	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Pupil Personnel Director, Asst. Director	Supervises PPS staff and services	Ensure continuity of services for special education and other student support services	As needed	Building sign in sheets
Account Clerk - PPS	STAC, bill payment, purchasing	Ongoing business services	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
PPS Clerical	Clerical support for PPS	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Nurses	Health office	Distribution of medication and other consultation	As needed	Building sign in sheets

b.) A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.

<p>Telecommuting Protocol: Technology</p> <p>Technology & Connectivity for Students - Mandatory Requirements:</p> <ul style="list-style-type: none"> • 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. <p>Mobile Devices Delivery:</p> <p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

c.) A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation systems and at worksites.

<p>Work shift Modification(s)</p> <p>See Work Shift – pages 34-35.</p> <p>Depending on the exact nature of the communicable disease and its impact, the school district is prepared to enact numerous strategies to reduce traffic congestion and maintain social</p>

distancing requirements in order to minimize building occupancy. The following will be considered:

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

d.) A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide personal protective equipment to each essential employee during any given work shift. Such description shall also include a plan for storage of such equipment, to prevent degradation and permit immediate access, in the event of an emergency declaration.

Personal Protective Equipment (PPE) Protocol

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to all essential staff on proper use, removal, and washing of cloth face coverings.
- Masks are most essential.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We 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.

Plan for Storage/Access

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.

Disposable Face Covering Supplies

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	1,250 Masks per Week	15,000	7,500	3,750	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	300	3,600	1,800	900	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	300	3,600	1,800	900	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students

Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

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

e.) A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine.

Consider disinfection protocols, substitute workers, testing and tracing.

Employee Exposure Protocol

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

The District-Wide Command Center will be at the Conference Center/Administration Building, 99 Radcliffe Road, Island Park with the alternate at Nassau BOCES, 71 Clinton Rd., Garden City and will be activated at the direction of the School District Incident Commander. We have established our District-Wide Incident Command Structure as follows:

Name	Title	Contact Number
Mr. Vincent Randazzo	Superintendent and Chief Emergency Officer	516-434-2600
Dr. Alison Offerman- Celentano,	Assistant Superintendent	516-434-2600
Mr. Salvatore Carambia	School Business Administrator	516-434-2612
Ms. Cindy Pastore	Secretary to the Superintendent	516-434-2610
Ms. Kelly Angelo	Transportation Supervisor	516-434-2607

- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command), we will also make them aware of other useful trainings available from FEMA such as the: 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 key administrators, principals, and nurses

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 the building principals as the Communicable Disease 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 communicable disease 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 communicable disease public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Communicable Disease Safety Coordinator</i>	<i>Contact #</i>
Middle School	Dr. Bruce Hoffman	516-434-2630
Elementary School	Mr. Adam Frankel	516-434-2670

- 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) **Syntax and Cindy Pastore, District Clerk** have 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 Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Blackboard Connect is the actual communication system and notification method available in the district. We also utilize LED Electronic Signs, the District Website, and Postal Mail. We test our systems of electronic means of communication daily.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district **Superintendent, Assistant Superintendent, School Business Administrator, Director of Pupil Personnel Services**. 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 blasts, district automated phone notification system, Blackboard Connect, LED Electronic Signs and the District Website. Our Electronic Operations Technician/Webmaster has access to all of these forms of communication and is primarily responsible for sending out messages from the Office of the Superintendent.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll

responsibilities. We have defined the following job titles for having back-up responsibility in these areas as the Superintendent or Designee in the following order (Assistant Superintendent, School Business Official, Director of Pupil Personnel Services, FXH Principal, LOMS Principal). Recognizing the need for job cross-training, we have trained individuals with the following job titles on September 1, 2021.

District Clerk & Supt's Secty	Supt's Clerk Typist
Clerk Typist for Purchasing	Principals' Clerk Typists for Purchasing
Accounts Payable Clerk	Payroll Clerk
Payroll Clerk	Nassau BOCES CoSer Rep
Receptionist	District Office Substitute Receptionist
Electronic Operations Technician/Webmaster	Info Technology Specialist Level II
Data Analyst for Student Info Mgmt	Electronic Operations Technician/Webmaster

We have also established the ability to maintain these essential functions off-site from remote locations as follows: Nassau BOCES. The Off-site function was tested from November 2012-June 2013 when the District re-located all business operations due to Super-storm Sandy.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Superintendent of Schools or School Business Official will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Superintendent and School Business Official have 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 disinfectant wipes for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on August 29, 2022. *At no time will products not approved by the school district be utilized.*
- 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 Superintendent's Secretary and Clerk-Typist in the Superintendent's Office have provided cross-training of staff to ensure essential functions on August 30, 2022. The Personnel Clerk will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the

crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons distributed ahead of time if school closure is anticipated
- Teachers' websites to provide hardcopy attachments, on-line instruction; on-line resources; on-line textbooks
- Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
- Distribution of mobile hotspots to families with limited or no Internet access
- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; Blackboard Connect electronic notification system; website postings, electronic signs outside school buildings, etc.

We have obtained input from curriculum staff in development of these strategies and have tested these methods following the COVID-19 Pandemic which started in March 2020.

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to be sick, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals can return to the area and resume school activities immediately after cleaning and disinfection.

Notifications:

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

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

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

Disinfection Protocol

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

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.

- We will follow 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 communicable disease, 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.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.

Trash removal:

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

Alternate Cleaning Methods:

- The effectiveness of such as ultrasonic waves, high intensity UV radiation, and LED blue light, against the virus that causes COVID-19 or other communicable disease has not been fully established.

In most cases, fogging, fumigation, and wide-area or electrostatic spraying are not recommended as primary methods of surface disinfection and have several safety risks to consider, unless specified as a method of application on the product label.

Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine Employee Assistance Program (EAP)

- The Central Office Administration 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.

Staff Absenteeism

- Instructional staff will call into the absence phone line when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The central office and building administration will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- Local health departments (LHD) will assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs and school districts and private schools may consult and collaborate on masking and testing decisions. Some school districts cross county boundaries. Schools should follow the guidance of the LHD for the county in which the school building is located.

f.) A protocol for documenting hours and work locations, including off-site visits, for essential employees. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees, to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

Consider daily symptom checks, absences, and supervisor notification.

Hours and Work Locations Protocol
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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.
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See Work Shift and Protocols – pages 34-35.
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g.) A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

Emergency Housing Protocol

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:

- | |
|--|
| <ol style="list-style-type: none">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.
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h.) Other requirements determined by the department of health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

Department of Health Requirements

- 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 **Superintendent (Mr. Vincent Randazzo)** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district computer teachers, the Information Technology Specialist Level II, the Electronic Operations Technician, and the Data Analyst will also be ad hoc Team members, if needed. Other non-traditional individuals may also be required to be part of the Team.

Definitions included in the legislation are provided below.

Essential worker: *is required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Non-essential worker: *is not required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Personal protective equipment: *all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.*

Communicable disease: *an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual [or via an animal, vector or the inanimate environment to a susceptible animal or human host].*

Retaliatory action: *the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.*

- We will utilize the Centers for Disease Control (CDC) *School District (K-12) Pandemic Influenza Planning Checklist* below as a guide and basic information for planning and responding to any potential Pandemic.

APPENDIX E

Remote Instruction Plan (beginning 2023-2024) and Student Access Survey

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

Remote Instruction Plan

INTRODUCTION

The Island Park UFSD developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Policy 3901: Remote Learning, Policy 3800: Internet Use – Acceptable Use Policy (AUP), Policy 3850: Computer Resources and Data Management, Policy 3825: Internet Safety, Policy 3851: Computer Use in Instruction, and Policy 3105.1: Code of Conduct and District Comprehensive Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Island Park UFSD shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 indicated that there are no families in the district that require assistance with wireless access and all students in the district have a 1:1 district-issued computing device (iPad or Chromebook). All survey information is stored and available in the FamilyID. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 3851 and procedures are followed to ensure computing devices are made available to all students during the school year and over the summer. The only exception is that incoming UPK students and incoming Kindergarten students will not have a device the summer before the school year begins.

ISLAND PARK EMERGENCY CLOSURE REMOTE LEARNING PLAN

Policy #3901

I. OVERVIEW

From time to time, schools may be closed as a result of social unrest, acts of God, public health emergency, epidemic, pandemic, weather conditions, regulations or restrictions imposed by any government or governmental agency or other reasons, or the number of students who may attend school in-person may need to be reduced. In these and similar situations, the District may be required to provide remote learning opportunities for students.

In accordance with any available guidance from the New York State Department of Education, the District may implement alternate remote instruction for some or all students in the event of one of the above situations (the "Continuity of Learning Plan").

To facilitate the Continuity of Learning Plan, the District has authorized its faculty and administration to utilize the following online learning platforms: Google Classroom & Google Meet. Additional platforms may be added by the Administration as needed. These platforms are useful educational tools and provide opportunities for personal connection between teachers and students. Through these platforms, teachers will continue to maximize opportunities to engage students and to interact with them through technology.

II. USE OF ONLINE LEARNING PLATFORMS

The privacy and confidentiality of all participants is important.

Parents/guardians must remember that online learning is for students, and they should not be observing virtual platforms while their child is engaged in a remote learning session. Unless a younger elementary student is in need of technical assistance, parents/guardians should not interrupt learning. If a parent/guardian has a question for their child's teacher, they should send an email to the teacher outside the online learning session; parents should anticipate that the teacher will attempt to respond to them during school hours.

In addition to the policies noted above and other existing District policies, the following rules of conduct apply while the Continuity of Learning Plan is in effect, as well as other times when students and teachers may be engaged in remote learning. **Violation of the following rules will result in appropriate action, including disciplinary action.**

All individuals, including students, their parents/guardians and family members, and others in the household or location where remote learning is occurring, are prohibited from:

1. Recording, taking photos or taking a screenshot(s) of a videoconference session or any content presented in any form during the remote learning session.
2. Altering a videoconference session or any content presented during remote learning.
3. Sharing, posting, or otherwise distributing, in any manner, either physically or electronically, via email, text or social media (such as Twitter, Snapchat, Instagram, Facebook, Tik Tok; etc.) any videoconference session, any part of a videoconference session, or any altered content, whether they have created or have received the recorded or altered content.
4. Using the remote learning platforms for any purposes other than their intended use as directed by their teacher.
5. Sharing any links, ID numbers, passwords or invitation to a school videoconference session with anyone.
6. In the remote learning environment, students are to behave at all times as if they were at school. Inappropriate behavior that will not be tolerated includes, but is not limited to:
 - °Making inappropriate faces, gestures or comments;
 - °Displaying an inappropriate virtual background or profile picture;
 - °Projecting or displaying an inappropriate image; or

°Bullying or cyberbullying of another student or the teacher.

7. Complying in all respects with the Code of Conduct (Appendix A).

The teacher may stop the video feed of any participant at any time, at their sole discretion. In the unlikely event that inappropriate behavior occurs during any online learning session, the teacher will promptly end that session and promptly notify his/her Building Principal to investigate and follow up accordingly with the student(s) and/or their parent(s)/guardian(s). The student(s) will be subject to disciplinary consequences in accordance with the Code of Conduct (Appendix A).

III. RULES OF ETIQUETTE AND PROCEDURES

General rules of etiquette that students should follow when participating in an online learning session include the following:

1. To enable the students to fully participate in their learning activities, students should be seated at a desk or table and set up their workspace in a quiet place that is free from distraction (such as siblings, pets, television). Pencil, paper and other instructional utensils should be at hand to use, as needed.
2. To avoid disruptions in access to the online learning session, students should ensure that the batteries of their devices are fully charged, or that they are plugged in to power.
3. Students should not have out and should not use any other electronic devices, such as cell phones or video game consoles, which might distract from learning.
4. Students should consider using headphones or earbuds while engaging with audio or video content, as it will help them focus on learning and not be distracted.
5. An online learning session should be regarded just like being in school. Students should maintain respect in speaking, in writing, and in appearance. Students must dress appropriately.
6. Students should aim to arrive early to their online learning session, usually three to five (3 to 5) minutes before the scheduled start of an online learning session. This will enable the teacher to take attendance and to promptly begin the online learning session.
7. Students must type their first and last name (no nicknames) and enable their online learning session so that the teacher can identify and see each student before allowing them into the session.
8. Students should enter the online learning session with their microphones on “mute.” If a student would like to speak, has a question or something relevant to contribute to the session, they should raise their hand, and the teacher will unmute them or allow the student to unmute themselves.
9. Unless otherwise instructed by their teacher, students must keep the video feature on at all times. Students are prohibited from using virtual backgrounds as it is distracting to other students.

10. At the teacher's discretion, the chat feature may be enabled for students to use to ask questions. When utilizing the chat feature, students must be considerate and polite, and should utilize proper spelling and grammar.
11. If technical assistance is needed, the teacher, student, or parent/guardian, should contact the Island Park UFSD Support Staff listed on the District's website.

IV. TEACHER EXPECTATIONS FOR REMOTE LEARNING

Teacher Expectations for Remote Learning when students are learning from a remote setting, regardless of the Hybrid or Full Remote model, teachers will be expected to continue to:

1. Provide synchronous and asynchronous instruction following the daily schedule; Period 1 – Period 8 (modified for elementary students Pre-K – Grade 5).
2. Meet with students on remote learning daily using Google Meet via live stream using a classroom webcam where attendance will be taken.
3. Deliver mini-lessons; whole group through Google Meet.
4. Following a mini-lesson, students will be engaged in independent or group work or teacher-led small group instruction.
5. Provide opportunities for interaction and timely and descriptive feedback.
6. Utilize formative assessment to check for understanding.
7. Provide designated check-ins to Elementary Grades (Prekindergarten – Grade 5) at the beginning and end of the day (morning/afternoon meeting) and to Middle School (Grade 6 – Grade 8) each teaching period.

V. REMOTE LEARNING REQUIREMENTS

Grade	Synchronous (Minimum)	Asynchronous (Maximum)	Time on Task
Pre-K - 2	90 minutes ELA, Math, Science or SS Specials (2)	60 minutes Includes H.W. & Ind. Reading	150 minutes 2.5 hrs.
3 – 5	110 minutes ELA, Math, Science or SS Specials (2)	70 minutes Includes H.W. & Ind. Reading	180 minutes 3 hrs
6 – 8	130 minutes Content (5) Specials (2)	80 minutes Includes H.W. & Ind. Reading	210 minutes 3.5 hrs

INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district provides all students in grades K-12 access to a personal computing device (Chromebook or iPad). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district will provide hotspots or access to a Wifi network through Optimum to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> TRANSPORTATION FOOD SERVICE 	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by

<ul style="list-style-type: none"> • MAINTENANCE • CUSTODIAL • CLERICAL/ADMINISTRATIVE SUPPORT 	the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.
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NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district

remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during administrative meetings.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through

the State Aid Management System and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

Annual Student Digital Resources Survey*

To the Parent/Guardian of _____

*Collecting accurate data regarding digital resource access for our New York students will greatly help educators to better serve their students and families. In order to accomplish this, the New York State Education Department is asking parents/guardians to complete a Digital Equity survey (for each student in the family) in grades Kindergarten – Grade 12. This survey will provide information on student access to devices and internet access in their places of residence. To assist us in this process, **please answer each question below** and have your child return the completed survey to the main office at their school (Francis X. Hegarty Elementary School or Lincoln Orens Middle School) **by [insert date]***

Thank you for your time and cooperation.

Question 1: Did the school district issue your child a dedicated school or district-owned device for their use during the school year?

Responses: YES NO

Question 2: What is the device your child uses **most often** to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Responses: DESKTOP LAPTOP TABLET CHROMEBOOK SMARTPHONE
NO DEVICE

Please select a response other than "No Device" if you previously responded "Yes" to Question 1.

Question 3: Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Responses: SCHOOL PERSONAL NO DEVICE

“School” means that the school district provided the device for the student to use.

“Personal” means that the student uses a device not provided by the school district.

“No Device” means the student does not have a device to use.

You should answer “No Device” if you previously responded “No Device” to Question 2.

Question 4: Is the primary learning device (identified in question 2) shared with anyone else in the household?

Responses: SHARED NOT SHARED NO DEVICE

“Shared” means multiple students/people share the device for school or work. This can be a school provided device or another device, whichever the student is most often using to complete their schoolwork.

“Not Shared” means dedicated to one student. This can be a school provided device or another device, whichever the student is most often using to complete their schoolwork.

“No Device” means the student does not have a device to use.

You should answer “No Device” if you previously responded “No Device” to Questions 2 and 3 respectively.

Question 5: Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?

Responses: YES NO

“Yes” means the student has a sufficient device (a computer or computing device such as a laptop, desktop, Chromebook, or full-sized iPad or other tablet), that is able to connect to the internet (even if an internet connection is not always available); has a screen size of at least 9.7”; has a keyboard (on-screen or external) and a mouse, touchscreen, or touchpad; and can run all applications, allowing for full participation in learning without or with very limited issues.

“No” means that the student does not have a device that meets the criteria above.

You should answer “No” if you previously responded “No Device” to Questions 2, 3, and 4 respectively.

Question 6: Is your child able to access the internet in their primary place of residence?

Responses: YES NO

“Yes” means the student has internet access in their primary residence where the student typically resides.

“No” means the student does not have internet access in their primary residence.

Note: If student has multiple residences that share equal time, answer this question according to the residence that has the more limited access

Question 7: What is the primary type of internet service used in your child's primary place of residence?

Responses: RESIDENTIAL BROADBAND CELLULAR MOBILE HOTSPOT
COMMUNITY WIFI SATELLITE DIAL UP DSL
OTHER NONE

“Residential Broadband” means a high-bandwidth connection to the Internet at your home by using a cable (fiber or coaxial) connected to an Internet service provider such as Spectrum, AT+T, Frontier, etc.

“Cellular” means wireless Internet access delivered through cellular towers to computers and other devices. Uses your cell phone provider for internet access.

“Mobile Hotspot” means a wireless access point created by a dedicated hardware device or a smartphone feature that shares the phone's cellular data. For example, a cellphone or a device like a Kajeet, Verizon Jetpack, Netgear Nighthawk or MiFi.

“Community WiFi” means allowing Internet connection to visitors and guests using an existing Wi-Fi infrastructure in the community such as a library, café, hotel, etc.

“Satellite” means a wireless connection through the use of a satellite dish located on your property.

“Dial up” means a service that allows connectivity to the Internet by using a modem and a standard telephone line.

“DSL” Digital Subscriber Line means a high-speed bandwidth connection from a phone wall jack on an existing telephone network that works within the frequencies so you can use the Internet while making phone calls.

“Other” means none of the other choices apply.

“None” means that you do not have Internet access in your home.

You should answer “None” if you previously responded “No” to Question 6.

Question 8: In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?

Responses: YES NO

“Yes” means the student experiences very few or no interruptions in learning activities caused by poor internet performance in their primary place of residence.

“No” means the student regularly experiences interruptions and is unable to complete all learning activities due to poor internet performance in their primary place of residence or lack of internet access.

You should answer “No” if you previously responded “No” and “None” to Questions 6 and 7 respectively.

Question 9: What, if any, is the primary barrier to having sufficient and reliable internet access in your child’s primary place of residence?

Responses: AVAILABILITY COST NONE OTHER

“Availability” means you cannot actually get fiber (or satellite or cell service) at your home.

“Cost” means the service available to your neighborhood is cost prohibitive.

“None” means that your child has sufficient and reliable access to the internet.

“Other” means none of the other choices apply.

You should answer “None” if you previously responded “Yes” to Question 8.

*Subject to change based on NYSED guidance

Helpful Definitions

“Device” is defined as a computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. “Device” for the purposes of this survey, is NOT a phone or mini tablet, nor is it a mobile internet access point, such as a MIFI.

“Dedicated” devices are devices that are not shared, where the student is allowed to take the device when they leave the school building to participate in learning outside of school. They are for single student use and are not shared with other students or household members.

“Sufficient” access means that the student does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities, as measured during peak household usage.

“Reliable” access should be judged against the goal of “All the Time” access, as indicated in the National Educational Technology Plan. The Plan states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

APPENDIX F

Threat Assessment Guidance

**U.S. Department of Homeland Security
United States Secret Service**

Creating a Comprehensive Targeted Violence Prevention Plan

The July 2018 report from the United States Secret Service highlights the many factors necessary for creating a school violence prevention plan including physical security, emergency management and violence prevention through a threat assessment process. The basis of this document focuses on violence prevention by the creation of a Comprehensive Targeted Violence Prevention Plan. Components of the Plan include the following:

1. Forming a Multidisciplinary Threat Assessment Team
2. Identifying Behaviors of Concern
3. Establishing Central Reporting Mechanisms
4. Defining the Threshold for Law Enforcement Intervention
5. Establish Threat Assessment Procedures
6. Develop Risk Management Options
7. Promoting Safe School Climates
8. Providing Training to Stakeholders

New York State has been a leader and National model for violence prevention in schools through the creation of the SAVE (Safe Schools Against Violence in Education) legislation in 2000 along with more recent revisions and guidance on the law reflecting lessons learned from violent incidents across the Country. The following information compares the recommendations from the U.S. Secret Service with existing requirements and guidelines in New York State.

U. S. Secret Service Recommendations	NYS Requirements & Guidelines
Step 1: Threat Assessment Team <ol style="list-style-type: none"> a. District-wide or School Building Team b. Variety of Disciplines c. Specific Designated Leader d. Protocols and Procedures e. Meet on a Regular Basis 	The SAVE legislation requires school districts to have a District-wide School Safety Team; Building-level Emergency Response Team; Emergency Response Team and Post-Incident Response Team . There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.
Step 2: Define Prohibited & Concerning Behaviors <ol style="list-style-type: none"> a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms. c. Threshold for Intervention Should be Low. d. Identify Other Concerning Statements or Actions. 	The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through School Safety and the Educational Climate (SSEC) provisions. This consists of the Dignity for all Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR) which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated Code of Conduct sets the Standard.
Step 3: Create a Central Reporting Mechanism <ol style="list-style-type: none"> a. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.) b. Promote and Provide Training on Reporting System. Make sure everyone knows their roles. c. Establish monitoring and response protocols. d. Establish anonymous reporting procedures. e. Act quickly, appropriately and maintain confidentiality. 	Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept “If You See Something, Say Something.” There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.
Step 4: Threshold for Law Enforcement <ol style="list-style-type: none"> a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team. 	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.
Step 5: Establish Threat Assessment Procedures <ol style="list-style-type: none"> a. Standardized Incident Form. b. Consider different sources of information. 	School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are

<ul style="list-style-type: none"> c. Examine online social media, desks, lockers. d. Examine academic, disciplinary, law enforcement and other formal records. e. Establish rapport with student and guardian. f. Evaluate the behavior in the context of age and social/emotional development. g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors. 	<p>required to be shared with parents, students and staff by October 1st of each school year.</p>
<p>Step 6: Develop Risk Management Options</p> <ul style="list-style-type: none"> a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student's motive. i. Reduce the effect of stressors. 	<p>Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.</p>
<p>Step 7: Create/Promote Safe School Climate</p> <ul style="list-style-type: none"> a. Build culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down "codes of silence." d. Help students feel connected to the school community and classmates. e. Identify clubs or teams at school. f. Support Positive Behavioral Interventions and Supports (PBIS) programs. g. Encourage student involvement. 	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>
<p>Step 8: Conduct Training for all Stakeholders</p> <ul style="list-style-type: none"> a. School safety is everyone's responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process. e. Law enforcement can provide training and should also be aware of the threat assessment process. 	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.</p>



UNITED STATES SECRET SERVICE ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service National Threat Assessment Center (NTAC) has conducted research, training, and consultation on threat assessment and the prevention of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Secret Service partnered with the Department of Education on two studies related to school safety. Published in 2002, the *Safe School Initiative (SSI)* examined 37 incidents of targeted violence that occurred at elementary and secondary schools to analyze the thinking and behavior of students who commit these attacks. The report, and accompanying guide, served as the impetus for establishing threat assessment programs in schools. In 2008, the agencies released the Bystander Study, a report that explored a key SSI finding that prior to most attacks, other students knew of the attackers' plans, yet most did not report it to an adult. The report highlighted the importance of creating safe school climates in which students are empowered to share their concerns. Since then, NTAC has continued to provide and update training to schools, law enforcement, and others on threat assessment and prevention practices.

U.S. SECRET SERVICE'S LATEST INITIATIVE REGARDING SCHOOL SAFETY

The tragic events of the February 14, 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, and the May 18, 2018 shooting at Santa Fe High School in Santa Fe, Texas, demonstrated the ongoing need to provide leadership in preventing future school attacks. As such, the U.S. Secret Service, along with many of our partners, have redoubled our efforts and are poised to continue enhancing school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans for conducting threat assessments in schools. The guide, titled *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, is available on the U.S. Secret Service website. A condensed overview is outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component to ensuring the safety and security of our nation's schools.
- Threat assessment procedures recognize that students engage in a continuum of concerning behaviors, the vast majority of which will be non-threatening and non-violent, but may still require intervention.
- The threshold for intervention should be relatively low so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.
- Everyone has a role to play in preventing school violence and creating safe school climates. Students should feel empowered to come forward without fear of reprisal. Faculty and staff should take all incoming reports seriously, and assess any information regarding concerning behavior or statements.

Additional Resources: The full guide provides information and links to additional resources that can help schools create threat assessment teams, establish reporting mechanisms, train stakeholders, and promote safe school climates.

CREATING A TARGETED VIOLENCE PREVENTION PLAN

The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

Step 1: Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.

Step 3: Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.

Step 4: Determine the threshold for law enforcement intervention, especially if there is a safety risk.

Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

Step 6: Develop risk management options to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.

Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.

Step 8: Provide training for all stakeholders, including school personnel, students, parents, and law enforcement.

APPENDIX G

School District Pandemic Influenza Planning Checklist

Custodial Checklist for Schools

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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



CORONAVIRUS (COVID-19) Custodial Checklist for Schools

✓ COVID-19 CLEANING GUIDELINES



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

✓ CLEAN AND DISINFECT MULTIPLE TIMES A DAY



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



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

✓ MAINTAIN ROUTINE CLEANING



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

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



Department
of Health

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

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