

Island Park UFSD Comprehensive District-wide Safety Plan 2017-2018



Dr. Rosmarie T. Bovino, Superintendent
Island Park UFSD
99 Radcliffe Road
Island Park, NY 11558

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Island Park UFSD

Comprehensive District Safety Plan

Policy Statement

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

The Board of Education has appointed, under the direction of the Superintendent of Schools, a District-wide Safety Team to develop, implement and maintain all provisions of the Plan. The District-wide Safety Team has worked to revise its previously devised and Board-adopted plan. The 2015-2016 plan will be adopted by the Board of Education (First Reading on January 25, 2016). *This Plan is followed by the District's two School Building Emergency Response Plans that were developed by the respective Building Level School Safety Teams with each building's Principal.* The Building Level Plans will also be approved by the Board (First Reading on January 25, 2016).

The protocol during an emergency event or violent incident requires the initial response to come from the individual school building, since it is the responsibility of the School Building Principal and its Emergency Response Team. Upon activation of the School Building Emergency Response Team, the Superintendent of Schools or designee and appropriate local emergency response officials are notified by the Principal or Principal's designee. The nature of any given emergency always dictates the degree of interaction with both State and Local Emergency Response Agencies. The local Nassau BOCES Health & Safety Office is also notified in development of protocols for accessing these services as well as notifying these services, in some instances if access via Nassau BOCES will expedite contact for necessary resources.

The District Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. The District-wide Plan will be formally adopted by the School Board after at least one public hearing. As required by law, the new plan will be filed with the NYSED Commissioner of Education following the January 25, 2016 Board meeting and will be reviewed subsequently by the District-wide Safety Team before July 1, 2016. Building-Level Emergency Response Plans adopted by the Board will be shared with both Local and State Police within 30 days of their adoption.

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 Plans remain confidential and are not subject to disclosure**. This confidentiality ensures safety at the building-level and reduces the potential for planned sabotage.

Elements of the Building-Level School Safety Plans

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

District-wide Safety Team a/k/a Threat Assessment Team

The District-wide Safety Team always includes the following representation at a minimum:

- Superintendent
- Business Official
- Francis X Hegarty (FXH) Elementary School Principal
- Lincoln Orens Middle School (LOMS) Principal
- PTA Parent Representative

- Site-Based Parent Representative
- Faculty Association President and Vice-President
- School Nurse
- FXH and LOMS Psychologists.

(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 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 meets once annually and on an as-needed basis; minutes of each meeting are kept. An agenda is established prior to each meeting. The Team maintains responsibility for auditing the Comprehensive Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities include:

- 1) Recommending training programs for students and staff in violence and bullying prevention.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents of student violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; Incident Logs; Police Reports; Accident Investigations; Parent Letters, Parent Communication Forms, etc.).
- 6) Reviewing previous incidents of adult violence and examining existing records to identify patterns and trends that may indicate causes of violence (Incident Logs; Police Reports; Accident Investigations, Grievances, OSHA 200 Logs; Worker Compensation Reports, etc. by a sub-committee of the District-wide Safety Team called the Administration Team consisting of the Superintendent, Director of Business, Director of Pupil Personnel, FXH Principal, and LOMS Principal in conjunction with district counsel.
- 7) Making recommendations necessary for change.
- 8) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include Officers from the Fourth Precinct of Nassau County and the local Island Park Fire Department, consultants from Nassau County Homeland Security, NYS and Nassau County Offices of Emergency Management, the Nassau BOCES Department of Health and Safety, a Fire Marshall, Envirosience, Inc., etc. or from the Building-Level Teams.
- 9) Recommending improved security measures based on school building inspection results.
- 10) Conducting annual school building survey as part of the District's Annual Building Inspection for its Five-Year Plan and obtaining input from students and staff from surveys, meetings, etc. to identify the potential for violent incidents.
- 11) Reviewing feedback from survey results and discussions as well as recommending follow-up actions that are necessary.

Risk Reduction, Prevention and Intervention Strategies

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. Based on the determination of the District-wide Safety Team and the Building-Level School Safety Teams, the following methods will be used:

- Early dismissal drill
- Live drill including sheltering, evacuation, lock-down, lockout
- Live drill for specific responses (intruder, gas leak, bomb threat, etc.)
- Table top 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 key exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. At least one exercise will occur in each school building every school year in addition to the Early Go-home Drill.

Implementation of School Security

School safety personnel 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. All our Security Monitors receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training; they hold a New York State Department Security License. In addition, the District works with Nassau BOCES who advises the district on training requirements and security assessments.

Appropriate school building security measures and procedures have been determined by the District-wide Safety Team and Building-Level School Safety 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 participates in an annual security audit/assessment of all school buildings conducted by Nassau BOCES in conjunction with the Nassau County Police Department and select members of the District-wide Safety 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 and the Intralogic Command Center (through the Nassau BOCES BOTIE network) 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 hand 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.
- Random searches on as needed basis.
- 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

The District-wide Safety Team makes recommendations for appropriate annual training for students and staff in violence prevention. Training includes early warning signs of potentially violent behavior and early intervention/prevention strategies. This information is collected systematically in the District's SafeSchools NY database following protocols outlined in the District's Anti-bullying/DASA Policy. See APPENDIX A). DASA training is conducted by in-house staff (psychologists/DASA liaisons) and local agencies as deemed appropriate. 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 APPENDIX B). Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- The DASA protocols outlined in the DASA Policy and Regulations, which serve as the district's Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards 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.

Other methods for informing parents and students include:

- Gang awareness programs
- 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 profiles
- 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 School Safety Team determines 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.), are reported as soon as they are reported and documented on the Violent and Disruptive Incident Report (VADIR) Form through the SafeSchools NY database (see APPENDIX C). If appropriate, the DASA form is also completed through the same database. With the realization that employees and students may otherwise be reluctant to come forward, the District makes every effort to maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents are reported as follows:

The School Building Principal/Administrator or designee is 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 is reported to and evaluated by the sub-committee of the District-wide 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

- reports incident to the Police Department and Superintendent.
- secures the area where the disturbance has occurred.
- ensures the physical safety/medical management of students/staff remaining in the area.
- ensures that while responding to the incident, the remainder of the building is 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, evacuates or shelters as per School Building Emergency Response Plans.
- provides incident debriefing to students/staff as needed. Notifies parents.

Investigation:

After an incident has occurred the Administrative Team (Superintendent, School Business Official, Director of Pupil Personnel Services, and Building Principals) conducts a detailed investigation. If appropriate, the Building Level School Safety Team and District-wide Safety Team may be called for assistance. It is the purpose of the Administrative Team or the Building Level School Safety 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.
- seeks opinions/input of local safety agencies (Nassau PD, Island Park FD, Nassau BOCES)
- 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 Safety Team (a/k/a Threat Assessment Team) is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The Island Park UFSD Code of Conduct is 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 is communicated to all students, staff and parents, signed by both student and parent, and serves as a major component of our violence prevention program. The Code is 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.

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 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 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 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
West Hempstead UFSD Superintendent	252 Chestnut Street West Hempstead, NY 11552	390-3100

In general, parent/guardian notification is conducted by means of the Connect Ed electronic telephone system. 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 are included in each School Building Emergency Response Plan, addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety Team is responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

School administrators know the Bomb Threat Standards outlined in the School Building Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The *FBI Bomb Threat Call Checklist* (see APPENDIX D) is available at key District and School Building locations.

Hostage Taking:

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

- The first person aware of the situation immediately notifies the principal's office and calls 911 using a phone or panic button—whichever is closest.
- The School Principal or designee issues the appropriate alert if necessary (via PA system or telephone PA system) and isolates the area.
- The School Principal or designee notifies the Superintendent of Schools. No response to the media is given at this time. This is the responsibility of the Superintendent of Schools.
- The School Principal or designee turns over authority to the police upon their arrival and assists as requested and/or directed.

Intrusions:

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

- The first person becoming aware of an intruder or suspicious person 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. Dials 911 or uses other emergency notification system, e.g., panic button.
- If the situation escalates, plain language is utilized to notify all teachers to lock doors. Once the alert is announced, teachers and monitors move students who have been locked out of their classroom or

are in public areas to the closest room that is not yet locked. Students will be evacuated to an area outside the building as per normal evacuation procedures if doors in the vicinity have been locked.

- The Superintendent of School's office must be notified so appropriate resources can be made available to the requisite area.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

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

- During school hours, when a student has already been documented as present for attendance purposes, the first person aware of a kidnapping or missing student will immediately notify the principal's office. Building staff and hallway monitors will search the building utilizing the walkie talkie system, public address system, and/or telephone intercom address system.
- If a witness or camera surveillance system shows that a student has left/exited the building or been abducted from the building, the police are called immediately. A secretary, guidance counselor or school nurse will obtain student information and photo I.D from the student management system, PowerSchool.
- Parent(s)/guardian(s) are 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 they locate the students.
- 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 will be reviewed. If student is not located, the police will be notified. Student information and photo I.D. will be provided.
- 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—but departed the school as per daily routine or as per written request of parent/guardian, the school may be notified by a concerned parent/guardian.
- Principal will gather any information available on the student and their departure from school. This will include but need not be limited to calls/conversations with supervising teachers, Transportation Supervisor, bus driver, students, etc.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. If parent/guardian does not contact police, Principal must do so. School principal or designee must remain available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings include:

- Implement Incident Command System.
- Use staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

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

- Implement Incident Command System.
- Determine level of threat.
- If necessary, isolate the immediate area and evacuate if necessary.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedure.
- Contact appropriate law enforcement agency, e.g., police via 911 call.
- 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

Incident Command System

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Francis X Hegarty Elementary School	Jacob Russum Principal	Craig Morrison Psychologist	Barbara Ried Ass't to Principal
Lincoln Orens Middle School	Vincent Randazzo Principal	Andrea Porzelt Guidance Counselor	Gabriel D'Auria Ass't to Principal
Long Beach High School	David Weiss Superintendent	Michael DeVito Chief Operating Offcr	Jeffrey Myer HS Principal
West Hempstead High School	Patricia Sullivan-Kriss Superintendent	Lawrence Blake (Interim) Ass't Supt for Business & Operations	Daniel Rehman Ass't Supt for Curric- ulum & Instruction

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 Island Park Fire Department, Local Police Department, Nassau County Office of Emergency Management, Nassau BOCES Health and Safety Officer, Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Red Cross, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the School Building-Level Plans.

District Resources Use and Coordination

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

Protective Action Options

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

➤ **School Cancellation**

1. Monitor any situation that may warrant a school cancellation.
2. If conditions warrant, contact Superintendent who will make determination.
3. Work with Superintendent, School Business Official, and Public Relations Officer to contact parents and community via local media/use available notification systems, e.g., website, electronic LED signs, email blasts, Connect Ed electronic telephone system, District newspaper, etc.

➤ **Early Dismissal/Delayed Opening**

1. Monitor situation such as water main break, snow removal, etc where additional time in the morning is needed to rectify a building problem. Generally, the district tries to avoid early dismissals as parents/guardians must be available to receive children at home and many are not able to do this since they are working. Every effort is made to notify parents of delayed openings the night before.
2. If conditions warrant, contact Superintendent who will make determination to delay opening or to dismiss early.
3. Contact Transportation Supervisor to arrange for transportation.
4. Work with Superintendent, School Business Official, and Public Relations Officer to contact parents and community via local media/use available notification systems, e.g., website, electronic LED signs, email blasts, Connect Ed electronic telephone system, District newspaper, etc.
5. Set up information center for parent inquiries, if necessary.
6. Retain appropriate district personnel until all students have been returned home.
7. Debrief with Staff as soon as practicable after the event concludes.

➤ **Evacuation**

1. Determine the level of threat.
2. Contact Transportation Supervisor to arrange transportation.
3. Contact Superintendent or designate individual to contact and inform Superintendent.
4. Clear all evacuation routes and sites prior to evacuation.

5. Evacuate all staff and students to pre-arranged evacuation sites.
6. Account for all student/staff population; report any missing students/staff to Principal.
7. Make determination regarding early dismissal in conjunction with Superintendent.
8. If dismissing early, follow remaining steps under Early Dismissal.
9. Debrief with Staff as soon as practicable after the event concludes.

➤ **Sheltering**

1. Determine the level of threat.
2. Determine the location of sheltering depending on the nature of the incident and inform the sheltering site coordinator e.g., Reverend Conforte at the Full Gospel Church (LOMS) or Mrs. Jessica Koenig at the Island Park Public Library (FXH).
3. Account for all students and staff. Report any missing staff or students to building Principal.
4. Determine other occupants in building.
5. Make appropriate arrangements for human needs.
6. Take appropriate safety precautions.
7. Arrange for the dissemination of information through the Superintendent's Office to respond to inquiries.
8. Retain appropriate district personnel until all students have been returned home.
9. Debrief with Staff as soon as practicable after the event concludes.

➤ **Shelter-In-Place (Weather-related)**

1. Shelter-In-Place is announced by the Incident Commander (Principal) with intent to move school population to a single or multiple locations in the building.
2. Call 911. Call the Superintendent.
3. Activate Emergency Response Team.
4. Advise the staff and students to proceed to their designated shelter-in-place area.
5. Staff and students proceed to their designated locations in an orderly fashion.
6. Teachers/Staff must take attendance and forward it to the principal or designee.
7. Principal and designees assist emergency personnel as necessary.
8. Consider modified release of students depending on emergency and time of day.
9. Debrief with Staff as soon as practicable after the event concludes.

➤ **Shelter-In-Place (Generic/Non-specific Bomb Threat)**

1. Shelter-In-Place is announced by the Incident Commander (Principal). Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
2. Call 911. Call the Superintendent.
3. Activate School Building-Level Safety Team and instruct members to scan common areas for anything unusual.
4. If no device is found, decide whether to continue school or to evacuate. School district administration may consult with Police to make their decision.

➤ **Shelter-In-Place (Specific Bomb Threat)**

1. Shelter-In-Place is announced by the Incident Commander.
2. Call 911. Call Superintendent.
3. Activate School Building-Level Safety Team. Instruct members to find an internal location to relocate the school population. Scan and clear the location and a route to it. Move those in the affected areas to the established and cleared location.
4. Assist emergency responders as necessary.

5. Superintendent makes the decision regarding evacuation, continuation, or dismissal of school.

➤ **Lockdown**

1. Lockdown is announced by Incident Commander (Principal) when an intruder is in the building.
2. Call 911. Call the Superintendent.
3. Immediately gather students from hallways into classrooms or offices (include common areas and restrooms).
4. Teachers/Staff follow pre-established instructions to secure doors. Do not cover hallway windows. Leave the exterior windows, blinds, and lights as they are. Move students out of line-of-sight of hallway window and within the classroom's taped "safe" area.
5. Teachers/Staff take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
6. Teachers are not allowed to open doors for anyone under any circumstances—even if there is a knock on the door or a window.
7. All activities cease. NO talking or response to telephones, intercoms, public address systems or other announcements over public address system.
8. Students/Staff outside building must evacuate to a pre-determined, off-campus location. This includes students at recess, gym, on bus runs, and on field trips.
9. Lockdown ends when you are physically released from your room by emergency responders or other authority. Or, when notified by same in your alternate location.

➤ **Lockout**

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

National Terrorism Advisory System (NTAS)

On May 2, 2011, The Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS) to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. Since 2011, NTAS has featured an advisory system consisting of two types of alerts: Elevated and Imminent. As of December 16, 2015, DHS added a third type of advisory called "Bulletins."

The NTAS Alerts are as follows:

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

Imminent Threat Alert:

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

After reviewing all available information, the Secretary of Homeland Security decides, in coordination with other Federal entities, whether an NTAS Alert (Imminent or Elevated) should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of the private sector, while other alerts will be issued more broadly to the public through both official and media channels. The Office of Homeland Security Field Office on Long Island notifies local law enforcement who contact school superintendents through direct telephone contact and/or the Nassau County Security/Police Information Network, SPIN, notification system.

NTAS Bulletin:

Provides information describing broader or more general trends and current developments regarding threats of terrorism. They share important terrorism-related information with the American public and various partners and stakeholders, including those situations where additional precautions may be warranted, but where the circumstances do not warrant the issuance of an “elevated” or “imminent” alert. An NTAS Bulletin summarizes the issue and why it is important for public awareness, outlining U.S. government counterterrorism efforts; DHS also offers recommendations to the public on how they can contribute to the overall counterterrorism effort.

See more at: <http://allhands.coastguard.dodlive.mil/2015/12/16/departement-of-homeland-security-updates-national-terrorism-advisory-system/#sthash.wwimuucK.dpuf>

Sunset Provision:

An individual threat alert is issued for a specific time period and then automatically expires. It may be extended if new information becomes available or the threat evolves.

Reunification and Recovery Plan

The School Building Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency to support parents and students. The Recovery/Reunification Plan includes the following elements:

Anticipate Medical or Investigative Contingencies. First responders will be called by school personnel through the 911 call system immediately. First responders will alert the local hospital (South Nassau Communities Hospital other medical personnel or emergency services (e.g., ambulances), if needed. Principals will coordinate with school nurses and other health professionals. First responders will also direct the district in all investigative measures in coordination with the Nassau BOCES Department of Health and Safety.

Initiate Communication with Parents/Guardians. Pre-recorded messaging systems (telephone and website) will be released by the relevant administrator or designee to ensure that parents/guardians are notified immediately.

Establish a Parent Check-In Location. A district building location for reunification and recovery of parents/family members with students and/or others will be designated. The location may be on-site, e.g. Steven L Foster Auditorium at LOMS or the John Gould Gymnasium at FXH; however, off-site locations that are used for sheltering drills, such as the Full Gospel Church or Island Park Public Library, may be identified, if deemed more appropriate.

Once directed by the district’s electronic messaging system and website notification system, parents will sign-in at the specified location. Upon arrival, “Greeters” (school personnel such as school psychologists, social workers, and guidance counselor) will direct parents/guardians to the sign-in area. In addition, other relevant district personnel as well as village and county emergency responders and select members of PTA may be assigned to this location to help those at the location understand the process. Parents/Guardians will be asked to complete Reunification Cards requiring pertinent information.

Deliver Students to the Student Staging Area. Students will be led by teachers and staff members to the designated staging area, beyond the field of vision of parents/guardians. Transportation personnel may be called upon to transport all who are able-bodied to off-site locations. Controlled lines of sight will be developed and implemented for communication and other issues so that personal matters can be handled confidentially to help diminish drama or anxiety.

Runners (school personnel) are assigned to recover students from the student staging area and to assist in the reunification process with parents/guardians in adjacent areas out of their line of sight.

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

A District-wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services as outlined in our Safety Plan. Depending on the scope of the situation, the Nassau County Office of Emergency Management may be contacted to help coordinate a County or State-wide effort.

Forms and Recordkeeping

The success of our Violence Prevention Program 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. The following forms, resources, and training materials have been developed for this purpose and are located in the Resources Section of the School Building-Level Emergency Response Plan:

- > Emergency Procedures Notification
- > FBI Bomb Threat Call Checklist
- > Incident Report Form
- > Parent/Guardian Notification
- > Post-Emergency/Post-Test Review Form
- > Gotta-Go-Bag
- > Emergency Exercise Design and Evaluation
- > Parent/Student Re-unification Procedures
- > School Safety Audit Checklist
- > NYS Police Threat Assessment Model
- > Search Team Training
- > Verbal De-escalation Techniques
- > Lockdown – Quick Guide
- > Lockout – Quick Guide
- > Shelter-In-Place – Quick Guide

Pandemic Planning

Our Comprehensive Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our Comprehensive Safety Plan which also incorporates our Building-level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners at the Nassau County Department of Health and in conjunction with the Nassau BOCES Health and Safety Officer; it is updated regularly to reflect current best practices. The Plan is tested (exercised) routinely as part of the overall exercise of the Comprehensive Safety Plan. The District-wide Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-level Safety Team.

Prevention/Mitigation:

- We work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-571-3471
 - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Nassau BOCES Health and Safety Officer, Peter LaDuca, will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide Safety Team who has responsibility for reviewing and approving all recommendations and incorporating them into the Comprehensive 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 teacher (Mrs. Chu), Information Technology Specialist Level III (William McCrann), Electronic Operations Technician (Michael Martin), and Data Analyst (Paula DiLorenzo) will also be ad hoc Team members, if needed. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed by the School Nurses as well as issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from Nassau County Department of Health, Nassau County BOCES, Police Department, Island Park Fire Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center is located 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 Superintendent.
- 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 are in the process of completing both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org.
- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO), Dr. Eric Riccioppo, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our 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. The District's communications systems include:
 - Website
 - LED Electronic Signs
 - Email Blast System to Email and Telephone Systems
 - Connect Ed Electronic Telephone System with Email and SMS Text Capability
 - Postal Mail
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan includes procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision making authority for the district **as the Superintendent of Designee in the following order (School Business Official, Director of Pupil Personnel Services, FXH Principal, LOMS Principal)**. 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 and v-mail system followed by cell phones, fax machines, e-mail, district-automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas:

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 III
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 is difficult with a reduced or absent maintenance staff. The Superintendent of 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 spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process is provided annually at the Superintendent's Conference Day before the start of school each year.
- 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 Supt's Secretary and Clerk-Typist in the Superintendent's Office have trained the Senior Stenographer's in each school building.. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Superintendent decides 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, iPODS)
 - Communication modalities for assignment postings and follow-up: telephone; postal service; cell phone, text messages; e-mail; Connect Ed 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 Super-storm Sandy (November 2012-June 2013).

Response:

- The District-wide Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-level Safety Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The Info Technology Specialist Level III to re-test all communication systems to assure proper function. The District-wide Safety Team and Building-level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Superintendent and Public Information Officer will utilize the communication methods previously described to alert the school community of the activation of our Comprehensive Safety Plan as it specifically applies to pandemics.
- The School Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The School Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The School Business Official will meet with staff and monitor ability to maintain essential function. The School Business Official will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The School Business Official will work with the Head Maintainer to implement different phases of the Plan as necessary with the Custodians.
- The Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. The Superintendent's Secretary and the Clerk-Typist in the Superintendent's Office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- The Superintendent will maintain contact with the district's Public Information Officer who will serve as a communication resource and liaison with the public.
- The Public Information Officer will work together with the Information Technology specialist and Electronic Operations Technician to ensure relevant pre-recorded messages and impromptu messages are delivered to parents and members of the community via telephone, website, electronic outdoor signs, etc.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and the Superintendent with the PIO to keep the school community aware of the transition process.

- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide Safety Team and Building-level Safety Teams will meet to de-brief and determine lessons learned. Information from the Superintendent, PIO, Business Official, Director of Pupil Personnel Services, Human Resources, and Principals (Incident Commanders) will be vital to this effort. The Comprehensive Safety Plan and Building-level Safety Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented under the supervision of the Principals.
- The following Center for Disease Control School District (K-12) Pandemic Influenza Planning Checklist will be used for Planning and Coordination, Continuity of Learning and Core Operations, Infection Control Policies and Procedures, and Communications Planning:

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.

I. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to 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.



Weather Emergency Telephone Numbers

To Report Power Outages or Downed Lines

- ❖ PSEG Long Island Hotline: 800-490-0075

24-Hour Gas Emergency Service

- ❖ National Grid Hotline: 800-490-0045

Snow Plowing Issues

- ❖ Town of Hempstead Roads: 516-489-5000 ext 3471
- ❖ Village of Island Park: 516-431-0600
- ❖ Nassau County Roads: 516-571-6900
- ❖ Suffolk County Roads: 631-852-4070
- ❖ NYS Roads/NYS DOT: 631-904-3059

Mass Transit Information

- ❖ LIRR 24-Hour Travel Information Center: 718-217-5477 or www.mta.info/lirr
- ❖ NICE Nassau County Bus Information: 516-228-4000 or www.nicebus.com
- ❖ NYC Transit Information (subway, bus, rail, bridges): 718-330-1234 or www.mta.info
- ❖ Suffolk County Transit: 631-852-5200 or www.sct-bus.org

Traffic Conditions on Long Island Major Roads

- ❖ NYS DOT 511 service: Call 5-1-1 or www.511ny.org