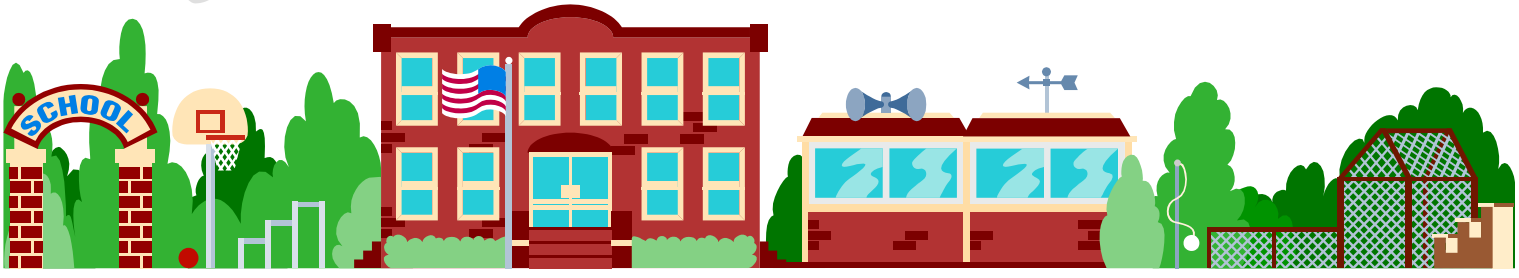
2021

District-Wide

School Safety Plan

Safety Plan Template 11/20/20

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



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Sample School District
District-Wide School Safety Plan

Policy Statement

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

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

The District-Wide 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 Requirement	Date Achieved
Board of Education Appoints District-Wide School Safety Team	7/ 2/2020
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	July 2020
School Board has at least one public hearing on District-Wide School Safety Plan	8/19/2020
School Board establishes 30-day public comment period	7/22 - 8/19, 2020
School Board adopts District-Wide School Safety Plan	8/19/2020
District-Wide School Safety Plan posted on website	7/22/2020
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	9/1/2020
School Board adopts Building-Level Emergency Response Plan	8/19/2020
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	10/15/2020
Building-Level Emergency Response Plan filed with local police	10/15/2020

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

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Elements of the District-Wide School Safety Plan

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

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

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

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

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.

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2020-21 school year on October 14, 2020, December 9, 2020, January 13, 2021, February 24, 2021, March 10, 2021, April 14, 2021, May 12, 2021, June 2, 2021.. **Minutes will be kept for each meeting and attendance documented (see Appendix A)**.

- School Board Member(s), Co-Chair(s)
- Administrative Co-Chair
- Teacher Representative
- Administrators & Principals
- Parent/Teacher Organizations
- School Safety Personnel
- Lead Nurse
- Director of Facilities
- Student Representative (Optional)

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
2) Dissemination of information regarding early detection of potentially violent behavior.
3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1st** of each school year.
5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
6) Making recommendations necessary for change.
7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.

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8) Recommending improved security measures based on school building inspection results.
9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

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

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- Others

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

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

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include

1. DASA Workshops
2. Olweus Anti-Bullying Program
3. Mentoring programs
4. PBIS (Positive Behavioral Interventions & Supports)
5. CAPS (Child Abuse Prevention) program
6. Safety Patrol
7. Fire safety programs
8. Bus drills
9. Conflict resolution and mindfulness programs
10. Best Buddies program
11. Anti-bullying meetings
12. Advisory program at the Middle School
13. 'Signs of Welcome & Encouragement' program at the High School
14. Natural Helpers program at the High School
15. Use of student comments and suggestion boxes
16. Peer Tutoring
17. CPI (Crisis Intervention Prevention) program for teachers and staff

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18. Use of de-escalation techniques
19. Use of alternative discipline systems
20. Gang and Drug awareness training for staff, students & parents
21. Partnerships with Boys' & Girls' clubs
22. Relationship building with fire and police departments

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal. **Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year**. De-briefings will occur after every drill or actual event.

Emergency Drills (2020-21 School Year)

Education Law 807

- **12 Drills** (Previous School Year)
- **4 Lockdowns, 8 Evacuations**
  - September (2019)
  - October (2019)
  - November (2019)
  - December (2019)

  8 Drills Before December 31st
  - January (2020)
  - February (2020)
  - March (2020)
  - April (2020)
  - May (2020)
  - June (2020)

  4 Drills Remainder of School Year
  - July (2020)
  - August (2020)

  2 Drills During Summer

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Implementation of School Security

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards 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 Guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Our contracted security company is a New York State licensed agency and all our **security guards** are also individually licensed.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after a 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:

- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department / Homeland Security in conjunction with our Building-Level Emergency Response Team and Health & Safety Specialist.
- Staff development is provided for district-employed greeters
- The District has installed building mantraps (double door, single person access control security space)
- Visitors to the building are questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal is consulted. If this has been confirmed they are admitted to the building where they sign-in and are escorted to their destination. Upon completion of their business they are escorted out of the building.
- The District utilizes a raptor license scanning screening system before visitor badges are issued.
- The District contracts for NYS certified security guards.
- The District contracts with Nassau BOCES for a trained Health & Safety Specialist to advise and support District training and security initiatives
- The District employs the use of Building Use Permits which define rules & regulations for outside groups. “Security is everyone’s Job” will be visible on the permit. Privileges will be revoked if doors are left ajar. This information is also posted on the District website.
- The District will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior (Information & Training)

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

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and http://www.p12.nysed.gov/sss/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.

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- 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
- Conflict resolution programs
- Training on appropriate use of social media
- School social worker outreach
- School guidance counselor involvement
- Parent University presentations and training programs
- Key Communicator meetings provides outreach to the community
- Prom and pre-prom safety presentations for students & parents
- Parent Center provides additional opportunities for social workers and school personnel to interact with parents

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

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips.

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

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

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

Reporting:

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

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.

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

Investigation:

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

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

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

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

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

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

Emergency Response Protocols
Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

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

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

School	Phone	Fax	E-Mail
Hicksville High School	516-733-2201	516-733-6626	rwilliams@hicksvillepublicschools.org
Hicksville Middle School	516-733-2261	516-733-6528	mjorisch@hicksvillepublicschools.org
Burns Ave Elementary School	516-733-2311	516-733-6694	jcomer@hicksvillepublicschools.org
Dutch Lane Elementary School	516-733-2361	516-733-3520	jrossi@hicksvillepublicschools.org
East Street Elementary School	516-733-2321	516-733-3533	jserra@hicksvillepublicschools.org
Fork Lane Elementary School	516-733-2341	516-733-3521	sguiliano@hicksvillepublicschools.org
Lee Avenue Elementary School	516-733-2351	516-733-3522	sstam@hicksvillepublicschools.org
Old Country Road Elementary School	516-733-2301	516-733-3523	lmcconnell@hicksvillepublicschools.org
Woodland Elementary School	516-733-2331	516-733-3524	bswanson@hicksvillepublicschools.org
Willet School (BOCES)	516-483-7300	516- 483-7496	jmalament@nasboces.org
Holy Trinity School	516-433-2900	516-433-2827	ccoons@holytrinityhs.org
Trinity Lutheran School	516-931-2211	516-931-6345	mleak@trinityli.org
Holy Family School	516-938-3846	516-938-5041	mdoherty@hfsli.org

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system such as e-mail blasts or robo calls. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The ***FBI Bomb Threat Call Checklist*** will be available at phone reception areas.

Hostage Taking:

The Building-Level Emergency Response Plan for ***Missing/Abducted/Kidnapped Student*** procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

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The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

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

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

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

Response actions in individual buildings will include:

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

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Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
High School	Principal	Assistant Principal	Assistant Principal
Middle School	Principal	Assistant Principal	Assistant Principal
Burns Avenue Elementary	Principal	Teacher	Teacher
Dutch Lane Elementary	Principal	Teacher	School Psychologist
East Street Elementary	Principal	Teacher	Teacher
Fork Lane Elementary	Principal	Teacher	Teacher
Lee Avenue Elementary	Principal	Teacher	Teacher
Old Country Road Elementary	Principal	Teacher	Teacher
Woodland Elementary	Principal	Teacher	Teacher

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

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Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
    - **Shelter-In-Place (weather related)**
    - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
    - **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

Bulletin:
Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:
Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:
Warns of a credible, specific, and impending terrorism threat against the United States.

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

Recovery – School District Support for Buildings

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

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

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- Superintendent of Schools or Designee
- Assistant Superintendents for Business; Curriculum; Personnel
- Director of Facilities
- Director of Technology
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

Disaster Mental Health Services

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

Forms and Recordkeeping

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

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

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APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance

The District –Wide Safety Committee meets regularly. Dates of meetings are posted on the District's website. Both hard copies and electronic files of meeting agendas, attendance sheets and minutes are maintained in Business Office. A sample of each is attached to this Plan.

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SAMPLE

DISTRICT-WIDE SAFETY COMMITTEE
of the
HICKSVILLE BOARD OF EDUCATION
WEDNESDAY, October 14, 2020
2:00 pm

Committee: Ms. Brenda Judson, Co-Chair of Safety Committee, Ms. Linda Imbriale, Co-Chair of Safety Committee, Ms. Marcy Tannenbaum, Chair of Safety Committee, Ms. Marianne Litzman, Ms. Rosemarie Coletti, Mr. Anthony Lubrano, Mr. Daniel Friedman, Ms. Claire Hochheiser, Mr. David Bell, Ms. Inna Mishev, Mr. Phil Grusenmeyer, Mr. Michael O'Connell, Chad Wyman, Mr. John Comer, Ms. Janine Rossi, Ms. Jean Marie Serra, Ms. Susan Guiliano, Ms. Stephanie Stam, Ms. Laura McConnell, Ms. Beth Swanson, Ms. Mara Jorisch, Mr. Raymond Williams, Mr. Ben Tangney, Ms. Gail Hunker, Ms. Stephanie Sullo, Ms. Erin Guida, Mr. Paul Silverman, Mr. Peter Laduca, Ms. Stephanie Curcio, PO Matt McCartin, PO Kevin Glenn, Mr. Phil Heckler, *Ex Officio*, Board of Education, Ms. Carla Hoene, Ms. Sunita Manjrekar, Mr. Christopher Amato, Irene Carlomusto

1. Overview of 2020-2021 District-Wide Safety Plan
    a. Important Dates
        i. Changes to the district wide safety plan to be implemented by 4/1.
    b. Drills / Safety Protocols During the Pandemic
    c. Required Mental Health & Suicide Prevention Training

2. Updates from Peter LaDuca & Stephanie Curcio

3. Pandemic Plan

4. Lead in the Water Testing - Update

5. Upcoming Safety Committee Meeting Dates:
    a. December 9, 2020 (Administrators)
    b. January 13, 2021 (Administrators)
    c. February 24, 2021 (Full Committee)
    d. March 10, 2021 (Administrators)
    e. April 14, 2021 (Full Committee)
    f. May 12, 2021 (Full Committee)
    g. June 2, 2021 (Administrators)

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SAMPLE

MINUTES TO THE MEETING
of the
DISTRICTWIDE SAFETY COMMITTEE
of the
HICKSVILLE BOARD OF EDUCATION
Wednesday, October 14, 2020
2:00 p.m.

Committee Members: Brenda Judson, Co-Chair of Safety Committee, Linda Imbriale, Co-Chair of Safety Committee, Marcy Tannenbaum, Co-Chair of Safety Committee, Irene Carlomusto, Claire Hochheiser, Dan Friedman, Dave Bell, Matt Calarco, Chad Wyman, Ina Mishiev, Ray Williams, Mara Jorisch, John Comer, Janine Rossi, Stephanie Stam, Susan Guiliano, Beth Swanson, Laura McConnell, Benjamin Tangney, Lauren DuBeau, Phil Grusenmeyer, Stephanie Sullo, Erin Guida, Paul Silverman, Peter LaDuca, Stephanie Curcio.

The District Wide Safety Committee Meeting began at 2:00 PM.

Building Level Emergency Response Plans were approved by the Board of Education and submitted to SED as required by law. The District-Wide Safety Plan was posted to the District website for public comment, approved by the Board of Education and submitted to SED on October 1 as required by law. A discussion of upcoming changes to the District Wide Safety Plan in response to COVID-19 took place, including but not limited to the definition of an essential employee (who must be in the building vs. who can work remotely), communications protocol, staggered schedules, and PPE procurement and storage. Peter LaDuca is working with BOCES on a revised template, which should be available by December 1. The DW Safety Team will work on the revised template which will be available on the District website for 30 days for public comment, approved by the Board of Education and submitted to SED by April 1.

The Committee was reminded that 8 evacuation drills and 4 lockdown drills must still take place, although the can be modified to adhere to social distancing. Hybrid buildings (HS,MS) must provide each cohort with the required number of drills. Peter LaDuca noted that drills should also take place in the administration building.

Administrators were reminded that suicide prevention and mental health awareness training should have taken place at their first faculty meeting (remote). Building principals and administrators reviewed the training that takes place in their buildings and departments. Marcy Tannenbaum will re-distribute the Suicide Prevention flyer that is used as part of awareness and prevention training. Peter LaDuca reviewed the three components of the training: suicide prevention, violence prevention and mental health. The violence prevention should be reviewed/discussed as part of the first staff meeting of the year. Suicide prevention (handout) provides training for staff to recognize signs that may signal that a student is having an issue(s). Mental health training should involve the building's Post Incident Response Team, i.e., psychologist, guidance counselors and social workers, on the first day of school. Claire Hochheiser, Director of Special Education and PPS shared that Northwell Health, with whom the District has a contract, will do three workshops with staff and administrators. A discussion ensued regarding mental health outreach to students on home instruction. Principals will forward to the Business Office back-up information for their mental health / suicide prevention training and outreach to in-district and remote students. Parents are strongly encouraged to reach out to the school if they see signs of mental health issues or changes in behaviors in their children. The importance of the home-school connection was reinforced.

Stephanie Curcio reminded principals that Building Level Safety Team meetings should be ongoing. All agendas and minutes should be maintained in the event of an audit. Stephanie is available to meet with Safety Teams upon request – she is in-district every Wednesday. Right to Know training will be held virtually this year due to the pandemic.

Peter LaDuca stressed the importance of having COVID protocols in place and knowing who to contact at the Department of Health when there is a positive case. Ms. Judson noted that the Reopening Task Force meets regularly on this topic and commended the efforts of Gail Hunker, the District's COVID coordinator.

Dave Bell reported on the ongoing testing for lead in the water, as mandated by SED. He will report on the results at the next meeting.

Ms. Judson asked whether incorporating ultra violet lights in the HVAC system helps with clean air ventilation. Peter LaDuca noted that this technology is unproven, emits an odor, and is not recommended.

The next meeting of the Safety Committee is scheduled for December 9. This meeting is for Administrators only.

The meeting adjourned at 3:15 pm.

Respectfully submitted, Marcy Tannenbaum

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SAMPLE

DISTRICT-WIDE SAFETY COMMITTEE
of the
HICKSVILLE BOARD OF EDUCATION
WEDNESDAY, October 14, 2020
2:00 pm - Virtual

NAME	EMAIL
Brenda Judson	
Linda Imbriale	
Marcy Tannenbaum	
Irene Carlomusto	
Claire Hochheiser	
Dan Friedman	
David Bell	
Matt Calarco	
Chad Wyman	
Ina Mishiev	
Ray Williams	
Mara Jorisch	
John Comer	
Janine Rossi	
Stephanie Stam	
Susan Guiliano	
Beth Swanson	
Laura McConnell	
Benjamin Tangney	
Lauren DuBeau	
Phil Grusenmeyer	
Stephanie Sullo	
Erin Guida	
Paul Silverman	
Peter LaDuca	
Stephanie Curcio	

Safety Plan Template 11/20/20

APPENDIX B

Communicable Disease - Pandemic Plan

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Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

(1) A list and description of positions and titles considered essential with justification for that determination.
(2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
(3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

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

Response

(5) Protocols to prevent spread in the workplace follow CDC protocols for cleaning disinfection 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. Complete contract tracing for all communicable diseases.
(6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
(7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
    - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report,* (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
    - Public Health Consultation and Immediate Reporting: 516-227-9639
    - *Coronavirus Hotline: 888-364-3065*
    - *Fax: 516-227-9669*
    - *Weekend/After-hours Consultation and Reporting: 516-742-6154*

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- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools, Assistant Superintendents, Director of Facilities, Director of Technology, Director of PPS, and Nurse Coordinator will help coordinate our Pandemic planning and response effort. These persons will work closely with the District-Wide School Safety Team which has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed remotely by the by the Safety Committee in January 2021 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The 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.

(1) Essential Positions/Titles

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

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

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security . **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Director of Facilities, Custodians, Cleaners	Coordinate/perform cleaning, disinfecting and sanitizing protocols	To maintain sanitized facilities	Around the Clock as Needed	Follow all CDC guidelines for cleaning and disinfecting
Contracted Food Service Vendor	Prepare food for students.	Responsible for preparation and distribution of food.	7:00 a.m. – 3:00 p.m.	Distribute food as directed by SED Child Nutrition guidelines and BOE Policy
Contracted Technology Consultant	Ensure integrity of email, communication system, distribute technology as needed	Facilitate communication with staff, students, emergency services	As needed	As directed by Superintendent

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(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
  - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
  - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
  - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
  - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
  - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
  - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments**:**
  - Identify students' technology needs to include adaptive technologies
  - Use the Asset Tracking Management System procedures to check out all mobile devices
  - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
  - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see **"Instructional Packets" heading on the Remote Instruction Schedule** page.

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

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- 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. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Protection (Preparedness):

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

- The District-wide Command Center will be at the Administration Building with the alternate at Administrative Remote Locations and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
    - **Marianne Litzman** **Superintendent of Schools** **516-733-2105**
    - **Marcy Tannenbaum** **Assistant Superintendent for Business** **516-733-2110**
    - **Rosemarie Coletti** **Assistant Superintendent for Personnel** **516-733-2125**
    - **Anthony Lubrano** **Assistant Superintendent for Curriculum** **516-733-2145**
    - **David Bell** **Director of Facilities** **516-733-2180**
    - **Claire Hochheiser** **Director of Pupil Personnel Services** **516-733-2160**
    - **Gail Hunker** **COVID Coordinator** **516-733-2149**

  Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org or FEMA website. *We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at https://www.coursera.org/learn/covid-19-contact-tracing.*

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

- 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.

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Marianne Litzman, the school district Public Information Officer, 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. **School Messenger, the District's communication system has been tested/exercised in March, 2020 through January 2021.**

- 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 of Schools, Assistant Superintendent for Business, Assistant Superintendent for Personnel, Assistant Superintendent for Curriculum, Director of Pupil Personnel, Director of Facilities** 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, 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, accounting and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas Assistant Superintendent of Business, Director of Business, and Assistant Director of Business. Recognizing the need for job cross-training, we have trained individuals with the following job titles Account Clerks, Senior Account Clerks, Principal Account Clerks on a continual basis. We have also established the ability to maintain these essential functions off-site from remote locations, including at home on outfitted laptops **Off-site functions were tested in March, April and May, 2020.**
    - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided in May, 2020. *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 Human Resources Director has provided cross-training of staff to ensure essential functions on 7/1/20**.** Back-up titles include for the Account Clerk for monitoring and recording of attendance, Director of Personnel for monitoring of employee data. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include testing synchronous on-line instruction using on-line resources/textbooks:
    - Hard copy, self-directed lessons
    - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads)
    - On-line instruction; on-line resources; on-line textbooks
    - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods on November 3, 2020.

Safety Plan Template 2020

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

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 staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- 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 have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

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

Disposable Face Covering Supplies					
Group	Quantity	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	5,325	63,900	31,950	15,975	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	995	59,700	29,850	14,925	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	16	1,920	960	480	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
Disposable Nitrile Gloves	3,550	42,600	10 per Week per Staff
Disposable Gowns	3,550	42,600	10 per Week per Staff
Eye Protection	355	710	2 Re-usable per Staff
Face Shields	355	710	2 Re-usable per Staff
Waste Disposal Medium	TBD	N/A	1 Unit per Staff Total
N-95 Respirators*	1,000	12,000	10 per Week per Staff

Safety Plan Template 11/20/20

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

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

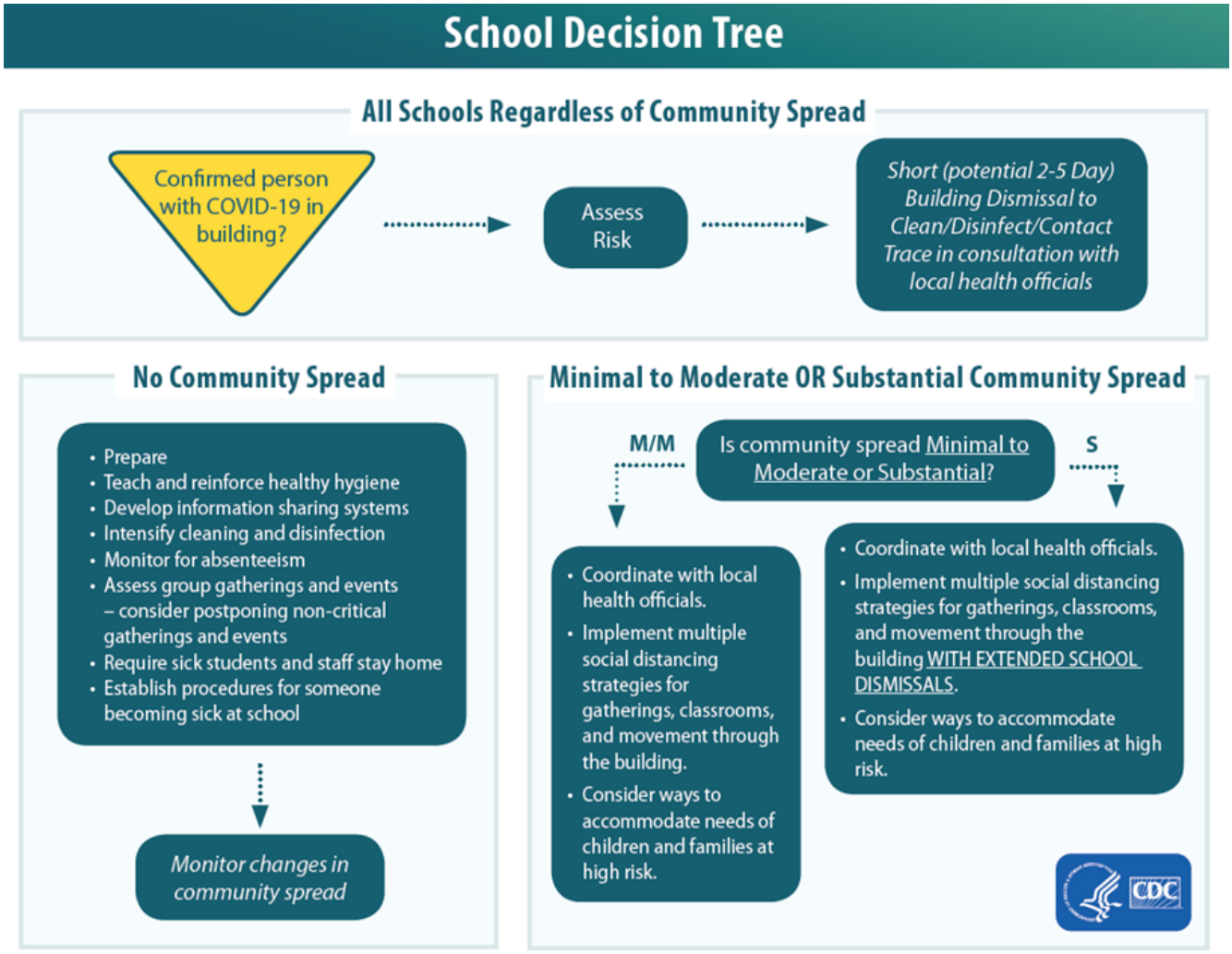
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department.**

Safety Plan Template 1.1.2021

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure** ➚ for information on "close and proximate" contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

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

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

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

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- The individual's symptoms are improving, including cough and shortness of breath.

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

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected.

Staff Absenteeism

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

Medical Accommodations

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

New York State Contact Tracing Program

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

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

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

Safety Plan Template 11/20/20

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

A contact tracer will:

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

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

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

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

Your caller ID will say **"NYS Contact Tracing**" **(518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1

Facilities: Cleaning and Sanitizing

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

Routine cleaning of school settings includes:

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

Safety Plan Template 1/2020

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

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

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

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

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

Hand Sanitizing:

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

Trash removal:

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

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(6) Documenting Precise Hours/Work Locations of Essential Workers

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

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Residence Inn Garden City (516-742-2500)
2. Garden City Hotel (516-747-3000)
3. La Quinta (516-705-9000)
4. Hyatt Place (516-222-6277)
5. Hampton Inn (516-227-2720)
6. Long Island Marriott Uniondale (516-794-3800)
7. Hilton Garden Inn Westbury (516-683-8200)
8. Courtyard by Marriott Westbury (516-542-1001)
9. Holiday Inn Westbury (516-997-5000)
10. Red Roof Plus Garden City (516-794-2555)

Nassau County School Districts have also established school building shelter sites across the County in cooperation with the Nassau County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

Safety Plan Template 11/20/20

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 35)

Example of Hicksville Schools Contract Tracing Form (page 39)

Flowcharts for COVID-19 Decision Making (page 40)

Essential Employee Worksheets (page 45)

Safety Plan Template 11/20/20

School District Pandemic Influenza Planning Checklist

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

HICKSVILLE SCHOOLS CONFIRMED COVID-19 CASE

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

2) Confirmed COVID-19 Case

3) Covid Coordinator/Supervisor
(Use Form on Reverse Side & Fax to Nassau County Department of Health when all information is completed at 516-227-9669)

HICKSVILLE SCHOOLS COVID-19
Preliminary On-Site Investigation

4) Assistant Superintendent of Personnel
rcoletti@hicksvillepublicschools.org
Director of PPS
chochheiser@hicksvillepublicschools.org

5) Assistant Superintendent of Business:
MATannenbaum@hicksvillepublicschools.org

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

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

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

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

9) Building Principal/Supervisor Notifies Director of Facilities of Building or Areas in the Building Needing Cleaning/Disinfection.

NOTIFICATIONS INTERNAL

Principal

Executive Director

Associate Superintendents

District Superintendent

Board of Education

Human Resources

Affected Employees

Union Leaders

Executive Director

Communications

Staff
Parents

Superintendent Notifies Affected Nassau County School Districts

Contact Tracing Tool
for People Being Tested for COVID-19

If you test positive for COVID-19, you will get a call from a public health representative to identify any contacts you have had. This form can help you identify your contacts so you will be ready for the call.

STEP 1

Identify date of first symptoms

If you have had symptoms, put the date you first felt sick OR if you have had no symptoms then put your date of testing

_____/_____/_____

SUBTRACT 2 DAYS: _____/_____/_____ = YOUR CONTACT TRACING DATE

STEP 2

Who has been in your house with you since your contact tracing date?

Include people who live in your home, and people who may have visited like friends, a babysitter or anyone else providing in-home services.

	Name of Person	Date Last in Home	Their Phone Number
1			
2			
3			
4			
5			

STEP 3

Make a list of what you did each day since your contact tracing date with as much detail as possible.

Include things like hanging out with neighbors, going to work, running errands, appointments, social or recreational activities outside the house, and if you used public transportation to get there. Use another piece of paper if needed.

Day One: _____/_____/_____

Activity	Location	People you were with: Name	Address	Phone Number

Day Two: _____/_____/_____

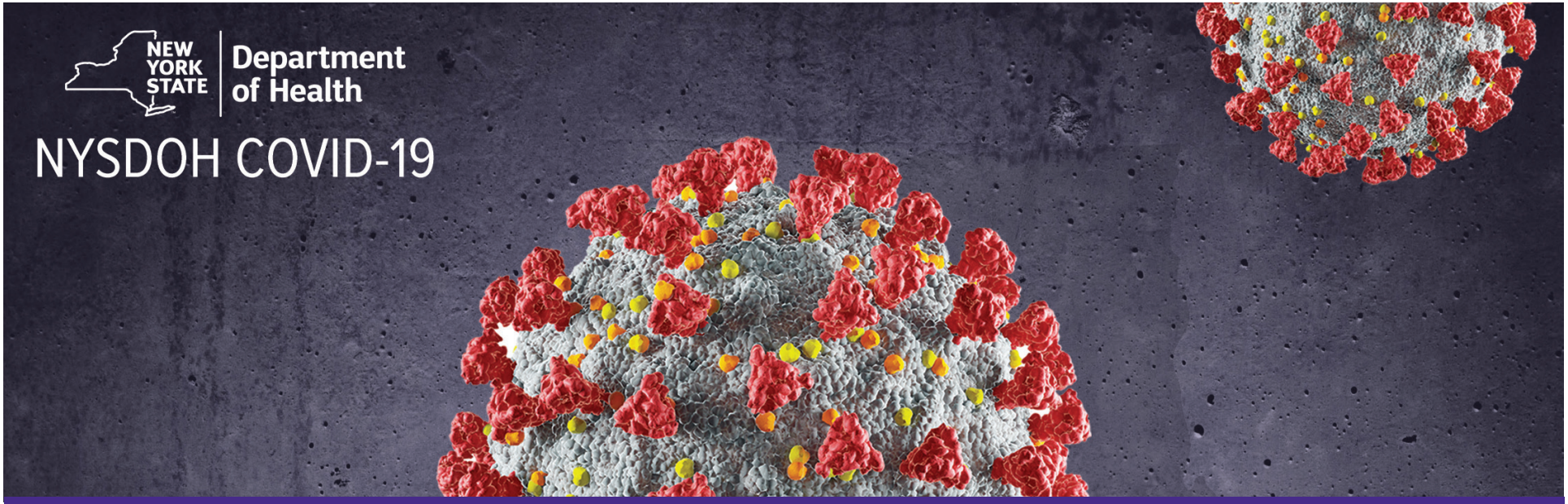
Activity	Location	People you were with: Name	Address	Phone Number

Day Three: _____/_____/_____

Activity	Location	People you were with: Name	Address	Phone Number

Day Four: _____/_____/_____

Activity	Location	People you were with: Name	Address	Phone Number



Pre-K to Gr 12 COVID-19 Toolkit

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

Can My Child Go To School Today?

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

YES

Was the test result positive OR are you still waiting for the result?

YES

Your child **cannot** go to school today.

They must stay in isolation (at home and away from others) until 10 days have passed from symptom onset with at least 72 hours after recovery (with resolution of fever without fever-reducing medications) if waiting for the results **OR** if **positive**, the local health department has released your child from isolation.

NO

In the last 10 days, has your child:

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

YES

Your child **cannot** go to school today unless:

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

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

NO

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

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

YES

Your child **cannot** go to school today.

Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to tell them about your child's symptoms. If your child does not have a HCP, call your local health department.

NO

Your child CAN go to school today.

Make sure they wear a face covering or face mask, practice social distancing, and remind them to wash their hands!

Report absences, symptoms, and positive COVID-19 test results to your child's school.

SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

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

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

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

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives Alternate Diagnosis

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

Child is Not Evaluated by HCP

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

Positive Test Result

Your local health department will contact you to follow up.

Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

While your child is in isolation, **all members of the household must quarantine at home until released by the local health department, OR** until 10 days have passed and you have not exhibited symptoms.

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

Negative Test Result

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

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

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

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

Your child must remain in isolation at home and is not able to go back to school until your local health department has released them from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

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

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

Can I Go to Work at the School Today?

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

YES

Was the test result positive OR are you still waiting for the result?

YES

You **cannot** go to work at the school today.

You must stay in isolation (at home and away from others) until 10 days have passed from symptom onset with at least 72 hours after recovery (with resolution of fever without fever-reducing medications) if waiting for the results **OR** if **positive**, the local health department has released you from isolation.

NO

In the last 10 days, have you:

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

YES

You **cannot** go to work at the school today unless:

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

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

NO

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

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

YES

You **cannot** go to work at the school today.

You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your symptoms. If you do not have a health care provider, call your local health department.

NO

You can go to work at the school today!

Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

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

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

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

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives Alternate Diagnosis

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

NOT Evaluated by HCP

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

Positive Test Result

Your local health department will contact you to follow up.

You must remain in isolation (at home and away from others) until your local health department has released you from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

While you are in isolation, **all members of the household must quarantine at home until released by the local health department, OR** until 10 days have passed and you have not exhibited symptoms.

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

Negative Test Result

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

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

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

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

You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

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

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

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

COVID-19 Screening Flowsheet for Students and Staff

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

YES

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

YES

The student or staff **cannot** go to school today.

They must stay in isolation (at home and away from others) until 10 days have passed from symptom onset with at least 72 hours after recovery (with resolution of fever without fever-reducing medications) if waiting for the results **OR** if **positive**, the local health department has released them from isolation.

NO

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

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

YES

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

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

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

NO

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

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

YES

The student or staff **cannot** go to school today.

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

NO

The student or staff CAN go to school today!

Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.

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

CALL 911 IF A STUDENT OR STAFF HAS:

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

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

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.
- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

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

HCP Recommends COVID-19 Test OR **HCP Gives Alternate Diagnosis**

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

Positive Test Result

The local health department will contact you to follow up.

The ill person must remain in isolation (at home and away from others) until the local health department has released them from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Child/staff's symptoms are improving; **AND**
- Child/staff is fever-free for at least 72 hours without use of fever reducing medicines.

While the ill person is in isolation, **all members of the household must quarantine at home until released by the local health department, OR** until 10 days have passed and you have not exhibited symptoms.

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

Negative Test Result

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

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

HCP Gives Alternate Diagnosis

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

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

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

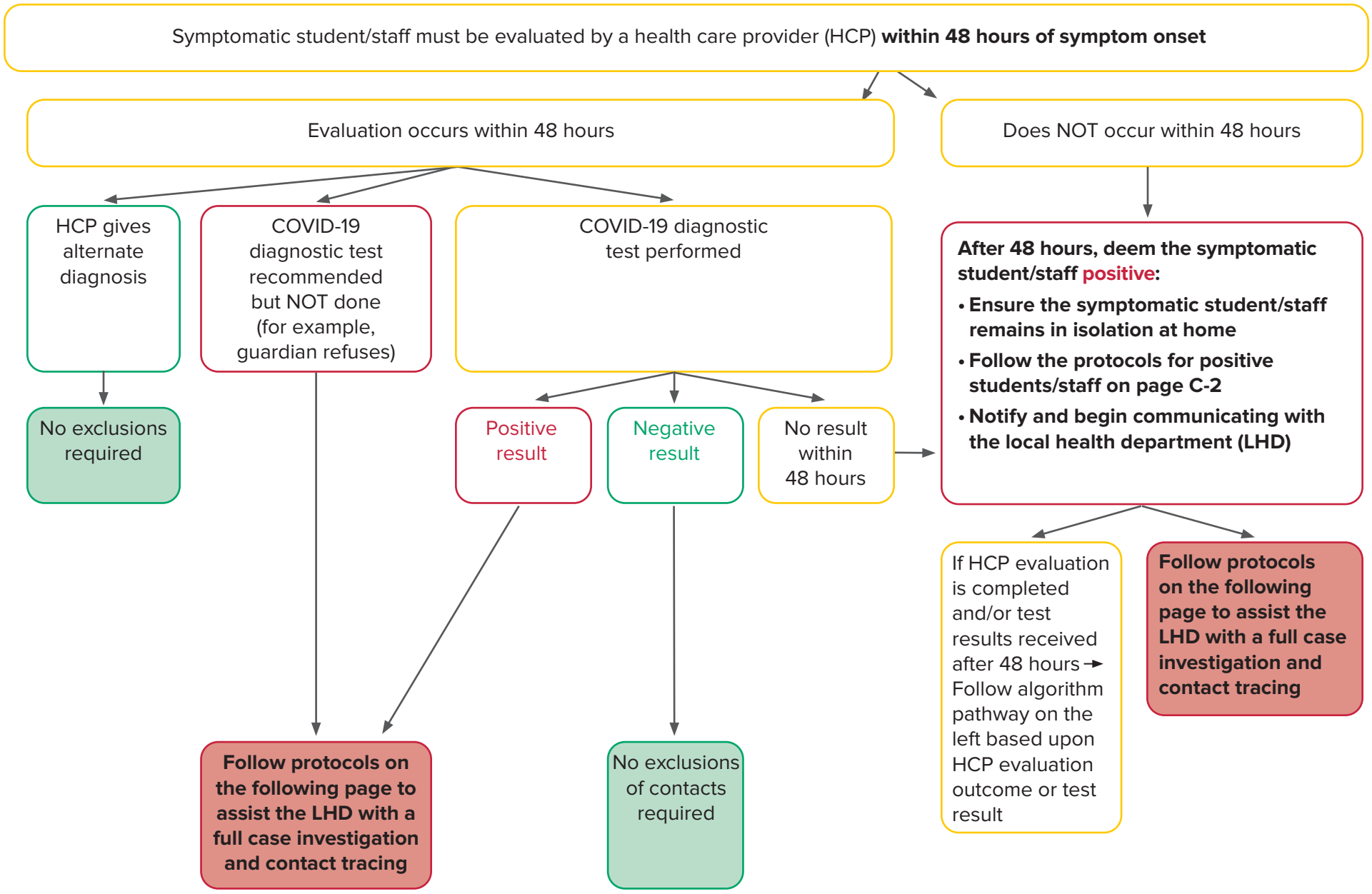
Student/Staff is NOT Evaluated by HCP

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

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

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

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



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

Notify the local health department (LHD):

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

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

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

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

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

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 10 days from the date of last exposure to the case and advised to monitor for symptoms. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

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

Essential Employee Worksheets

Safety Plan Template 11/20/20

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

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

(Department) Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol

Safety Plan Template 11/20