

Comprehensive

School Safety

Plan



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COMPREHENSIVE SCHOOL SAFETY PLAN

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Comprehensive Safety Plan

Policy Statement

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

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. After at least one public meeting, this plan has been adopted by the School Board on **July 11, 2016**. This Plan incorporates all **School Building Emergency Response Plans** that have been developed by the **Building Level School Safety 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 Plan was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. The District-Wide and Building-Level Plans were formally adopted by the School Board after at least one public hearing. As required by law, the Plan was **filed with the Commissioner of Education on July 25, 2016** and will be reviewed annually by the District-Wide School Safety Team **before July 1** of each school year. Building-Level Emergency Response Plans were filed with both **Local and State Police within 30 days of adoption**.

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 Plan is available upon request and is available 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 Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the Comprehensive School Safety Plan

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

District-Wide School Safety Team

The District-Wide School Safety Team will always include the following representation at a minimum (**fill in actual members**):

- School Board Member, Dr. Michael Cohen
- Student Representative, Maxwell Salit
- Teacher Representative, Mr. Michael Callahan
- District Administrator, Ms. Peggy Grosso
- Parent/Teacher Organization, Ms. Stephanie Avidon
- School Safety Personnel, Mr. John Lackner

Responsibilities of the District-Wide School Safety Team

The School District-Wide 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 Comprehensive 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.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents of 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 Safety Team Sub-Committee or Building-Level Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Risk Reduction/Prevention and Intervention Strategies

⇒ **Program Initiatives in the School District include (Below are examples):**

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.
3. **Extended day** and other school safety programs.
4. **Youth-run** programs.
5. **Mentors** for students concerned with bullying/violence.
6. We have established an **anonymous reporting process** for school violence and are investigating the **Report It** on-line violence reporting system.
7. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
8. The building-level School Bulletin includes the **Safety Tip of the Week**.
9. **Safety Stations** have been established throughout all school buildings.
10. The **Fire Department** conducts annual training in all school buildings.
11. The School District participates in the **Adopt-A-Cop** program.
12. The **Safety Patrol** program.
13. We have implemented **PBIS** (Positive Behavior Intervention System).
14. **Second Step**.

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. Based on the determination of the District-wide School Safety Team and the Building-Level School Safety Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including sheltering, evacuation, lock-down, lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Table top 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. At least one exercise will occur in each school building every school year in addition to the Early Go-home Drill.

Implementation of School Security

The District's 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. The contracted security company is a New York State licensed agency and the 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 School Safety Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- The School District has had a security audit/assessment of all school buildings conducted by a private security firm.
- The District uses visitor sign-in procedures.
- Video surveillance – closed-circuit TV security.
- NYS certified security guards.
- The District will employ any other methods deemed necessary and constantly review our current practices.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level School Safety 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 on the **Violent and Disruptive Incident Report (VADIR) Form**. 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 (Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

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

Reporting:

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

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per School Building 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 (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.

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 School-Building Safety Teams. These individuals and appropriate means of contact are documented in the Building-Level Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, 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
Syosset High School	(516)364-5675	(516) 364-5907	jdurante@syossetschools.org
H.B.Thompson M.S.	(516) 364-5760	(516) 364-3206	jkassebaum@syossetschools.org
South Woods M.S.	(516) 364-5621	(516) 364-3249	mburget@syossetschools.org
Baylis E. S.	(516) 364-5798	(516) 364-3357	lgreiner@syossetschools.org
Berry Hill E.S.	(516) 364-5790	(516) 364-3379	Mkolkhorst@syossetschools.org
Robbins Lane E.S.	(516) 364-5804	(516) 837-8914	TPallos@syossetschools.org
South Grove E.S.	(516) 364-5810	(516) 364-4261	mijungan@syossetschools.org
Village E.S.	(516) 364-5817	(516) 364-3381	jkasper@syossetschools.org
Walt Whitman E.S.	(516) 364-5823	(516) 692-9103	csnyder@syossetschools.org
Willits E. S.	(516) 364-5829	(516) 364-3792	jconnolly@syossetschools.org
St.Edward's the Confessor Non-Public School	(516) 921-7767	(516)496-0001	valbrecht@stedwardsconfessor.org
Other			

In general, parent/guardian notification will be conducted by means the mass notification system, Blackboard ConnectEd. This may take the form of telephone calls, e-mail messages, or text messages. The District website may also be used to communicate.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each School Building Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety 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 School Building Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The ***FBI Bomb Threat Call Checklist*** will be available at phone reception areas.

Hostage Taking:

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

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

Intrusions:

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

- The first person becoming aware of an intruder or suspicious person 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 teachers to lock doors. Once the alert is announced, administrators will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation 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 School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- During school hours, **when a student has already been documented as present**, 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 (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.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

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

- Implementation of the Incident Command System
- Determine the level of threat
- If necessary, isolate the immediate area and evacuate if necessary
- 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	Giovanni Durante	Ray Gessner	Christopher Ruffini
H.B. Thompson M.S.	James Kassebaum	Kevin Bonanno	Alan Chipetine
South Woods M.S.	Michelle Burget	Theresa Berke	Elizabeth Burke
Baylis E.S.	Lisa Greiner	Taryn Wood	Stephanie Nunziata
Berry Hill E.S.	Mary Kolkhorst	Alena Kupferman	Sandra Hoffman
Robbins Lane E.S.	Thea Pallos	Gary Sheppard	Joseph Cynar
South Grove E.S.	Mi Jung An		
Village E.S.	Jeffrey Kasper	Erika Koschei	Phyllis Pendrick
Walt Whitman E.S.	Chad Snyder	Michele Strauss	Giovanna Raspanti
Willits E.S.	James Connolly	Katie Wysocki	Mike Surdo

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 School Building-Level Plans.

District Resources Use and Coordination

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

Protective Action Options

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

➤ **School Cancellation**

1. Monitor any situation that may warrant a school cancellation
2. Make determination
3. Contact local media/use available notification systems.

➤ **Early Dismissal**

1. Monitor situation
2. If conditions warrant, close school
3. Contact Transportation Supervisor to arrange for transportation
4. Contact local media/use available notification systems to inform parents
5. Set up information center for parent inquiries
6. Retain appropriate district personnel until all students have been returned home

➤ **Evacuation**

1. Determine the level of threat
2. Contact Transportation Supervisor to arrange transportation
3. Clear all evacuation routes and sites prior to evacuation
4. Evacuate all staff and students to pre-arranged evacuation sites
5. Account for all student/staff population; report any missing students/staff to Principal
6. Make determination regarding early dismissal
7. If dismissing early, contact local media/use notification systems to inform parents
8. Ensure adult supervision or continued school supervision/security
9. Set up information center for parent inquiries
10. Retain appropriate district personnel until all students have been returned home

➤ **Sheltering**

1. Determine the level of threat
2. Determine the location of sheltering depending on the nature of the incident
3. Account for all students and staff. Report any missing staff or students to building Principal
4. Determine other occupants in building
5. Make appropriate arrangements for human needs
6. Take appropriate safety precautions
7. Establish a public information office to respond to inquiries
8. Retain appropriate district personnel until all students have been returned home.

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

1. Shelter-In-Place is announced by the Incident Commander with intent to move school population to a single or multiple locations in the building.
2. Call 911
3. Activate Emergency Response Team.
4. Advise the staff and students to proceed to their designated shelter-in-place area.
5. Staff and students proceed to their designated locations in an orderly fashion.
6. Teachers/Staff must take attendance and forward it to the principal or designee.

7. Principal and designees assist emergency personnel as necessary.
8. Consider modified release of students depending on emergency and time of day.

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

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

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

1. Shelter-In-Place is announced by the Incident Commander.
2. Call 911
3. Activate School Building-Level Safety Team. Instruct them to find an internal location to relocate the school population.
4. Scan and clear the location and a route to it.
5. Move those in the affected areas to the established and cleared location.
6. Assist emergency responders as necessary.
7. The school district administration makes the decision regarding evacuation, continuation, or dismissal of school.

➤ **Hold-In-Place**

1. Hold-In-Place is announced by the Incident Commander.
2. Call to 911 may be placed depending on the incident.
3. Students in hallways, bathrooms or other common areas will return to their classrooms.
4. If the Hold-In-Place is announced between class periods, students will return to their previous class to await instructions.
5. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
6. All available staff members will assist in maintaining order and accounting for students.
7. Remain in position until further instruction is given or remaining in place compromises safety.

➤ **Lockdown**

1. Lockdown is announced by the Incident Commander
2. Call 911
3. Immediately gather students from hallways into classrooms or offices (include common areas and restrooms)
4. Teachers/Staff follow pre-established instructions to secure doors. Do not cover hallway windows. Leave the exterior windows, blinds, and lights as they are. Move students out of line-of-sight of hallway windows.
5. Teachers/Staff take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
6. Teachers are not allowed to open doors for anyone under any circumstances.
7. All activities cease. No talking or response to telephones, intercoms, public address systems or other announcements.

8. Students/Staff outside building must evacuate to a predetermined, off-campus location. This includes bus runs and field trips.
9. Lockdown will end when you are physically released from your room by emergency responders or other authority.

➤ **Lockout**

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

National Terrorism Advisory System (NTAS)

On May 2, 2011, The Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS) to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. The NTAS Alerts will be as follows:

Imminent Threat Alert:

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

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of the private sector, while other alerts will be issued more broadly to the public through both official and media channels.

Sunset Provision:

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

Recovery – School District Support for Buildings

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

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:

- Deputy Superintendent, TBA
- School Business Official, Dr. Patricia Rufo
- Director of Facilities, John Lackner
- Transportation Supervisor, Sophie Codispodo
- Food Service Director, Ken Shahabian
- Coordinator of Educational Services, Peggy Grosso

Disaster Mental Health Services

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

Forms and Recordkeeping

The success of our Violence Prevention Program 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.

Pandemic Planning

Our Comprehensive Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our Comprehensive Safety Plan which also incorporates our Building-level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners 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 Comprehensive Safety Plan. The District-wide Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-level Safety Team.

Prevention/Mitigation:

- We 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 school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-571-3471
 - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Coordinator of Educational Services will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide Safety Team who has responsibility for reviewing and approving all recommendations and incorporating them into the Comprehensive Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, 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 Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on **May 11, 2016** 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.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Police Department to attend our District-wide Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be in the Business Office Conference Room at South Woods Middle School with the alternate at Syosset High School and will be activated at the direction of the Incident Commander. We have established our District-wide Incident Command Structure as follows:
 - **TBA** **Deputy Superintendent** **364-5647**
 - **Dr. Patricia Rufo** **Assistant Superintendent for Business** **364-5651**
 - **TBA** **Coordinator of Instruct. Operations** **364-5662**
 - **John Lackner** **Director of Facilities** **364-5844**

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.

- 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 use of the public automated system to send voice messages, and e-mail and text messages using *Blackboard ConnectEd*. Other methods of communication may include school postings, special presentations, and the public media. A school district Public Information Officer (PIO), Peggy Grosso, 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, should the District opt to use them. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District has tested/exercised our communication systems throughout the school year.
- 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 (**Dr. Thomas Rogers, Superintendent; Ms. Adele Bovard, Deputy Superintendent, Dr. Patricia Rufo, Assistant Superintendent for Business; TBA, Coordinator of Instructional Operations; Mr. Lackner, 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, Nextel cell phones (push-to-talk), cell phones and phone mail, e-mail, district automated phone notification system.

Response:

- The District-wide Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-level Safety Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The Coordinator of Educational Services PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide Safety Team and Building-level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Coordination of Educational Services will utilize the communication methods previously described to alert the school community of the activation of our Comprehensive Safety Plan as it specifically applies to pandemics.

- The 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.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to 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 Safety Team and Building-level Safety Teams will meet to de-brief and determine lessons learned. Information from the Business Office, Personnel, Facility Director, Coordinator of Educational Services, and Public Information Officer, will be vital to this effort. The Comprehensive Safety Plan and Building-level Safety Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

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.

I. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

