

2017-18

# *District-Wide*

# *School Safety*

# *Plan*



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## DISTRICT-WIDE SCHOOL SAFETY PLAN

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# Valley Stream School District 13

## District-Wide School Safety Plan

(Updated July 12, 2017)

### 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. After at least one public meeting, this plan has been adopted by the School Board on **(July 2, 2001)**. 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 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 **District-Wide School Safety Plan is posted on the school district website by October 15<sup>th</sup> of each school year** and will be reviewed annually by the District-Wide School Safety Team **by September 1<sup>st</sup> of each school year**. **Building-Level Emergency Response Plans will be updated by September 1<sup>st</sup> of each school year** by the Building-Level Emergency Response Team and **filed with both State and Local Police by October 15<sup>th</sup> of each school year**.

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

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

### Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for 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

### **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 is **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 and update as necessary.

- School Board Member: William P. Stris
- Superintendent: Constance D. Evelyn
- Assistant Superintendent for Business and Personnel: Gerard Antoine
- Psychologists: Mindy Berlin, Dr. Gaston Weisz, Dr. Karen Jason, Dr. Jennifer Leest
- James A. Dever: Darren Gruen, Tom DiGiorgio, Denise DeMeo, Carolann Jaffe, Bonney Goldberg
- Howell Road: Frank Huplosky, Caroline Montalbano, Michael Rodgers, Vanessa Kelly, Kevin Olsen, Lisa Asaro
- Wheeler Avenue: Dr. Gayle Steele, Janet Miller, Jayne Carley, Diane Corr, Diane Gorman, Ewa Jedynek, Jen Cymbler
- Willow Road: Rosalie Ambrosio, Ruth Palazzolo, Nancy Sferrazza, Michelle Vitalo
- Supervisor of Operations: Matthew Lukaszewicz
- Valley Stream Fire Department Rep.
- Nassau County POP Unit Rep.

### **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 15<sup>th</sup>** 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.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

### **Building-Level Emergency Response Team**

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

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

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

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

### **Risk Reduction/Prevention and Intervention Strategies**

**Program Initiatives in the School District include:**

**1. Bully/Victim lessons:**

Currently taught in all 5<sup>th</sup> grades by the district social worker, this involves classroom lessons, follow-up group discussions and an assembly presentation. The goals of the program include greater awareness of what bullying is, how to prevent it, strategies to reduce it, when to get help in a situation and understanding the dangers and consequences that can result from bullying and being the target of a bully.

**2. Safety Lessons:**

Developed by the school social worker and presented in an assembly format to an entire grade level, these lessons have been used in both the 5<sup>th</sup> and 6<sup>th</sup> grades. Reactions and concerns about recent media attention and reports on violence are addressed. Staying safe, sharing dangerous information that is obtained with appropriate adults, consequences, and legal ramifications of threats and/or acts of violence are some of these issues covered.

**3. Parent Workshops:**

Recognizing that parents need to be engaged in the effort to maintain a school, a series of four parent workshops will be initiated by the social worker. This will be a district-wide program open to all parent/caregivers. Topics discussed will include bully/victim situations, non-physical approaches to discipline and coping with stress.

**4. “Put Ups”:**

There are programs in place in several schools that reward children for positive behavior. Through public recognition, when children are noticed doing an act of kindness, they are given a certificate of award, and their names and good deeds are announced to the school community.

**5. Kids on the Block:**

This program is an opportunity to reach children in the early years to establish a climate of acceptance and understanding of epilepsy and disabilities in general. The Epilepsy Foundation presents the program on Epilepsy for the 3<sup>rd</sup> and 4<sup>th</sup> grade students. North High School presents the program for K-2 students about disabilities including blindness, deafness, cerebral palsy, Down Syndrome, mental retardation, physical disabilities and learning disabilities.

**6. CAPS: Child Abuse Prevention Services:**

Anti-bullying services provided for grades 4-6.

**7. GREAT: Gang Resistance Education and Training. Conducted for the 4<sup>th</sup> and 6<sup>th</sup> grades.**

**8. Health Smart- health education program.**

**9. PBIS: Positive Behavior Intervention Strategies: Through Live Wire Media, a video series that demonstrates the six pillars of character. Character traits education for fifth graders.**

**10. Bucket Filling: Wheeler Avenue Grades 1-6, based on the book, the Bucket Filling program is an initiative on positive behavior that is promoted in assemblies, programs and activities throughout the school year.**

## **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
- 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. 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.

## 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 do not employ and are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks.

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

According to Board Policy 8211- Access to Buildings, only certain staff members have full access to all school buildings.

### Visitors:

1. All visitors to the schools must enter through the main entrance and produce photo identification (to be held by the door monitor). The process is in effect until 9:00 pm.
2. No door is to be opened, unlocked, or propped open unless there is a door monitor stationed at that location.
3. Visitors to the building must show proper ID, sign in/out, and wear a visitor's badge. Teachers and staff will notify the principal if they see someone unknown to them without a badge.
4. Classroom doors must be locked when not in use, even during the regular school day.
5. Please notify the principal if you feel that unauthorized individuals have obtained the security code for the keypad entrance.
6. Anyone who notices a strange person in the vicinity of the building or anything they deem to be unusual should notify the principal.
7. Personnel who handle the opening of mail should examine items closely before they are opened.
8. Persons who answer phones must have easy access to the bomb threat instructions form and be familiar with bomb threat procedures.
9. During night activities, any areas that are not being used must be locked. At the end of the evening, the custodian will sweep the building and verify that it is secure and that there is nothing unusual in the building.
10. Children and parents cannot be allowed to return to the school in the evening to retrieve a book or any other item.

## 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

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. 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](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.
- 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.
- Operation Pride through Nassau County.
- Youth Pride.
- School social worker outreach.
- School counselor involvement.
- First and Second Step programs.
- Anger Management programs.
- Mailings twice a year to parents on violence prevention and early recognition.
- 21<sup>st</sup> Century program.
- Conflict resolution programs.

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

### **Hazard Identification**

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

- Franklin General Hospital Autoclave
- Gas Plume near the corner of Corona Avenue and Hendrickson Avenue (DOE tests regularly) as well as the gas station
- Numerous busy thoroughfares

### **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 and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

#### **Reporting:**

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

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.

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

### **Investigation:**

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

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

### **Follow-up:**

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

### **Evaluation:**

The District-Wide School Safety Team (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 Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

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

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

| School                  | Phone        | Fax          | E-Mail                       |
|-------------------------|--------------|--------------|------------------------------|
| Superintendent/District | 516-568-6100 | 516-825-2537 | cevelyn@valleystream13.com   |
| Business Office         | 516-568-6110 | 516-568-6115 | gantoine@valleystream13.com  |
| James A. Dever School   | 516-568-6120 | 516-568-6119 | dgruen@valleystream13.com    |
| Howell Road School      | 516-568-6130 | 516-568-6107 | fhuplosky@valleystream13.com |
| Wheeler Avenue School   | 516-568-6140 | 516-568-0061 | gsteele@valleystream13.com   |
| Willow Road School      | 516-568-6640 | 516-292-2095 | Rambrosio@valleystream13.com |

In general, parent/guardian notification will be conducted by means of the One Call mass notification phone system. Listings include home, work, cell phone and 2 emergency contact numbers for each student. In addition, notification is made via local radio and TV stations, and the Internet.

Internet: [www.valleystream13.com](http://www.valleystream13.com)

Television: News 12, channel 12

Radio:

| <u>AM</u> | <u>Radio Station</u> |
|-----------|----------------------|
| 1370      | WALK                 |
| 88        | WCBS                 |
| 1240      | WBAB                 |
| 1100      | WHLI                 |
| 1010      | WINS                 |

| <u>FM</u>   | <u>Radio Station</u> |
|-------------|----------------------|
| <b>97.5</b> | WALK                 |
| 98.3        |                      |

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

**Bomb Threats:**

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

**Hostage Taking:**

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

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

**Intrusions:**

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

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will 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 (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 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            |
|-----------------------|------------------|--------------------|------------------|
| James A. Dever School | Darren Gruen     | Tom Digiorgio      | Denise DeMeo     |
| Howell Road School    | Frank Huplosky   | Kevin Olsen        | Dr. Gaston Weisz |
| Wheeler Avenue School | Dr. Gayle Steele | Dr. Jennifer Leest | Mary Ellen Wella |
| Willow Road School    | Rosalie Ambrosio | Lisa Sells-Asch    | Mindy BErLin     |

## 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.

## 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:

- Superintendent of Schools or Designee
- School Business Official
- Assistant Superintendent for Special Services
- Assistant Superintendent for Curriculum and Instruction
- Supervisor of Operations
- Transportation Coordinator

- 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](http://www.nassauschoolemergency.org) under the **Safety Plans** tab.

## Pandemic Planning

Our District-Wide School 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 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.

### **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: 516-227-9639
  - 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 **Superintendent and Designee** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district 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 School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- 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 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 Superintendent's Office** with the alternate in **the Business Office** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
  - **Constance D. Evelyn**      **Superintendent**      **516-568-6149**
  - **Gerard Antoine**      **Assistant Superintendent for Business & H.R**      **516-568-6116**
  - **Lisa Sells-Asch**      **Assistant Superintendent for Special Services**      **516-568-6262**
  - **Judith LaRocca**      **Assistant Superintendent for Curriculum/Instruction** **516-568-6147**

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](http://www.nassauschoolemergency.org).

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO) (**Superintendent**) 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. (**Radio Communication, PA System, One Call Phone System, District Website, Email System**).
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision making authority for the district (**Superintendent, Assistant Superintendent for Business, Special Services and Curriculum/Instruction, or Supervisor of Operations**). 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, PA System, District website, and e-mail.
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas (**business office**). Recognizing the need for job cross-training, we have trained individuals with the following job titles (**business office staff**). We have also established the ability to maintain these essential functions off-site from remote locations as follows: (**Evacuation sites**).
  - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Supervisor of Operations 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 Supervisor of Operations 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.
  - 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 Assistant Superintendent for Business and Human Resources has provided cross-training of staff to ensure essential functions. **All business office staff will be trained as back-ups for essential Human Resources functions.** Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPODS)
  - 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.

### **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.

### **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.

## 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](http://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.   |

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### 1. Planning and Coordination (cont.):

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| 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.      |

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### 2. Continuity of Student Learning and Core Operations:

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| 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.  |

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### 3. Infection Control Policies and Procedures:

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| 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 <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> ).   |

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### 4. Communications Planning:

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| 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. |

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#### 4. Communications Planning (cont.):

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| 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.   |

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