2021

SEAFORD UNION FREE SCHOOL DISTRICT

District-Wide

School Safety Plan

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DISTRICT-WIDE SCHOOL SAFETY PLAN

Seaford Union Free School District
District-Wide School Safety Plan

Policy Statement

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

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

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

Compliance Requirement	Date Achieved
Board of Education Appoints District-Wide School Safety Team	7/8/2021
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	5/20/2021
School Board has at least one public hearing on District-Wide School Safety Plan	8/4/2021
School Board establishes 30-day public comment period	8/2/2021-9/1//2021
School Board adopts District-Wide School Safety Plan	9/1/2021
District-Wide School Safety Plan posted on website	9/2/2021
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	5/20/2021
School Board adopts Building-Level Emergency Response Plan	8/18/2021
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	8/19/2021
Building-Level Emergency Response Plan filed with local police	10/1/2021

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

Public Health Emergencies – Communicable Disease

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

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

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

School District Chief Emergency Officer

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

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

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2020-21 school year on **10/15/20, 1/14/21, 3/11/21 and 5/20/21. Minutes will be kept for each meeting and attendance documented (see Appendix A).**

- Superintendent (Dr. Adele V. Pecora)
- Assistant Superintendent for Business & Operations (Rhonda L. Meserole, CPA)
- Director of Facilities & Operations (Russell Costa)
- Deputy Superintendent (John A. Striffolino)
- Executive Director for Instructional Technology and STEM (Thomas E. Lynch, Jr.)
- Security Manager (Don Barto)
- Director of Physical Education, Health & Athletics (Kevin Witt)
- Physical Education Teacher/Athletic Trainer (Michael Spreckles)
- Principal – Manor School (Debra Emmerich)
- Assistant Principal – Manor School (Mary Ellen Kakalos)
- Principal – Harbor School (Thomas Burke)
- Principal – Seaford High School (Nicole Schnabel)
- Assistant Principal – Seaford Middle School (Lisa Dunn)
- Nurse Coordinator for District – (Lorraine Burke)
- Account Clerk – Facilities Department (Francine Zinerco)
- School Board Member (Andrea Parisi)
- Teacher Representative (Matthew Adler)
- Parent/Teacher Organizations (Jennifer Kelly)
- Nassau BOCES Health and Safety Liaison (Stephanie Curcio)
- Thomas deHaan (Seaford FD)
- Mike Bellissimo (Seaford FD)
- Officer Shaun Condon (NCPD)
- Officer Raymond Luthy (NCPD)
- Officer Kevin Glenn (Homeland Security/NCPD)

Responsibilities of the District-Wide School Safety Team

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

1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
2) Dissemination of information regarding early detection of potentially violent behavior.

3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1st** of each school year.
5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
6) Making recommendations necessary for change.
7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
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. 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. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

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

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

Emergency Drills (2020-21 School Year)
Education Law 807

- **12 Drills** (Previous School Year)
- **4 Lockdowns, 8 Evacuations**
  - September   (2020)
  - October   (2020)   **8 Drills Before**
  - November   (2020)   **December 31ˢᵗ**
  - December   (2020)
  - January   (2021)
  - February   (2021)
  - March   (2021)   **4 Drills Remainder**
  - April   (2021)   **of School Year**
  - May   (2021)
  - June   (2021)
  - July   (2021)   **2 Drills During**
  - August   (2021)   **Summer**

Implementation of School Security

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

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

- Entrance guards and hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building ring the doorbell outside. With our **Airphone** system, security guards stationed in the main lobby, can see and communicate with them. The visitor states their name and reason for coming into the building. Once inside, visitors present a valid photo ID. This ID is scanned into our visitor management program. If their ID isn't flagged, they are then presented with a sticker visitor pass containing their name and a picture. This must be worn at all times, while they are in the building. Additionally, their photo identification is held ensuring they must return to security to checkout and hand back their visitor pass. Once they receive their visitor pass, each person is escorted to the main office.
- Visitor badge/sign-in procedures – Upon entry into the building the visitor must show government issued photo identification, which is scanned into the district visitor management system and prints out a badge with the visitor's name & photo. Anyone in the building without a badge would be immediately questioned by building staff and the Security Manager would be informed.
- Video surveillance – closed-circuit TV security is monitored by security staff at each podium at each school building.
- District vehicles are identified as such with decals and magnets.
- NYS certified security guards.
- A designated School District Security Manager.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.
- As a project for the 2020-2021 school year, the District will upgrade their badge swipe entry system. This new system will allow employees to use their identification cards to gain entry into the building. The District will be able to monitor and set up parameters of time for each employee. This upgrade will also allow the District to connect into the one button lockdown system. Once the Principal activates the button and places the building into lockdown, this new system will disable the swipe access feature to ensure employees don't walk into a possible threatening situation.
- As a project for the 2020-2021 school year, in accordance with the NYSAFE ACT the District will be installing new push button lockdown locks on all of the classrooms. Once the Building goes into lockdown, the occupant of each classroom may push the red button on the inside of the door, this button will activate a dead bolt that will secure the classroom in addition to the normal lock. Once the lockdown is lifted, the deadbolt is de-activated via a key from the outside or by simply pushing down on the handle inside the classroom.

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local

agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the "FACTS" warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf.
- A description of the school district's Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- 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:
- School social worker outreach.
- School counselor involvement.
- Lions Quest
- Guidance groups (run by guidance counselors, social workers, psychologists, etc.)
- Conflict resolution programs.
- Written incident reports kept on file.
- Licenses for student drivers kept on file as well as parking passes.
- Shout Point messages to all parents and guardians.

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:

- Sunrise Highway and Merrick Road.
- Jerusalem Avenue
- Long Island Railroad.
- Harbor Bayview Egress Road
- Flood zone and canals.
- Seaford Oyster Bay Expressway.
- Boiler Rooms in Buildings
- Cedar Creek Sewage Plant

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

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection**

Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR). With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

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

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

Reporting:

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

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

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

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The **Code of Conduct was updated** on **August 7, 2019**, made available and posted on our website.

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

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

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
High School	(516) 592-4382	(516) 592-4301	nschnabel@mail.seaford.k12.ny.us
Middle School	(516) 592-4282	(516) 592-4201	dsmith@mail.seaford.k12.ny.us
Manor Elementary School	(516) 592-4082	(516) 592-4051	demmerich@mail.seaford.k12.ny.us
Harbor Elementary School	(516) 592-4182	(516) 592-4101	tburke@mail.seaford.k12.ny.us
St. William the Abbott	(516) 785-6784	(516) 785-2752	ebricker5651@stwilliamtheabbot.net
Redeemer Day Care	(516) 781-7637	(516) 781-6374	ordaycar@optonline.net
SCOPE	(631) 360-0800	(631) 360-0356	contact@scopeonline.us
Maria Regina	(516) 541-1229	(516) 541-1235	larpino@mariareginaschool.org
United Methodist Church Day Care	(516) 785-0070		info@seafordcommunitypreschool.com
District Security	(516) 592-4341	(516)426-9103 (cell)	dbarto@mail.seaford.k12.ny.us

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

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

Bomb Threats:

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

Hostage Taking:

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

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

Intrusions:

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

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

Kidnapping:

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

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

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

Response actions in individual buildings will include:
➢ Implementation of the Incident Command System.
➢ Use of staff trained in de-escalation techniques.
➢ Inform building Principal.
➢ Determine level of threat with Superintendent (Activate Threat Assessment Team).
➢ Contact law enforcement agency, if necessary.
➢ Monitor situation, adjust response as appropriate, and 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 the appropriate law enforcement agency.
➢ Monitor situation, adjust response as appropriate, if necessary, and 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	Nicole Schnabel	Jennifer Bisulca	Raphi Morey
Middle School	Daniel Smith	Lisa Dunn	Secretary
Manor Elementary School	Debra Emmerich	Mary-Ellen Kakalos	Secretary
Harbor Elementary School	Tom Burke	Caroline Schozer	Secretary

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 comprised of:

➢ Superintendent of Schools or Designee
➢ Assistant Superintendent for Business & Operations
➢ Director of Facilities
➢ Transportation Coordinator
➢ Food Service Director
➢ Head Nurse
➢ Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management Services and the 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 from the **Nassau Schools Emergency Planning Consortium Website** at:

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

APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance
Meeting Dates were as follows:

2020-21
10/15/2020
11/10/2020
1/14/2021
5/20/2021

Approved Minutes and Attendance for the above Meeting Dates are available upon request at Central Administration

Sample School District
District-wide School Safety Team Meeting Attendance and Minutes
September 10, 2020

Required Attendance

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

Additional Attendance

Organization or School	Name	Title

Agenda

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

Minutes

APPENDIX B

Communicable Disease - Pandemic Plan

Communicable Disease - Pandemic Plan

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

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

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

Response
(5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
(6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
(7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

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

- The **Superintendent of Schools** 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 Nurse Coordinator will be a vital member of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on **January 14, 2021** for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at http://www.cdc.gov/flu/school/.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

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

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

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. **Actual information may be found in Appendix C, Essential Employee Worksheets, page 44.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

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

Technology & Connectivity for Students - Mandatory Requirements:

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

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

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

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

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

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

The school district will utilize these basic strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 44.**

Protection (Preparedness):

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

- The District-wide Command Center will be at **Manor Elementary School/Central Administration** with the alternate at **Seaford High School** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
  - o Dr. Adele V. Pecora   **Superintendent**   **516-592-4001**
  - o Mr. John A. Striffolino   **Asst. Supt. for K-12 Curriculum, Instr. & Personnel**   **516-592-4005**
  - o Ms. Rhonda L. Meserole   **Asst. Supt. for Business & Operations**   **516-592-4003**
  - o Mr. Russell Costa   **Director of Facilities & Operations**   **516-592-4040**

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

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

School/Program	COVID-19 Safety Coordinator/Administrator	Contact #
High School	Nicole Schnabel, Principal	(516) 592-4382
Middle School	Daniel Smith, Principal	(516) 592-4282
Manor Elementary School	Debra Emmerich, Principal	(516) 592-4082
Harbor Elementary School	Thomas Burke, Principal	(516) 592-4182

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO) Dr. Adele Pecora, Superintendent of Schools 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. **Our communication system and notification method available in the school district is Shout-point. We have tested/exercised our communication systems on August 5, 2020.**

- 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 Supt. for k-12 Curriculum, Instruction & Personnel, Assistant Superintendent for Business & Operations, Director of Facilities & Operations and Director of Informational Technology.** Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: **Payroll, Treasury and Accounts Payable.** Recognizing the need for job cross-training, we have trained individuals with these job titles. We have also established the ability to maintain these essential functions off-site from remote locations with the assignment of VPN access and laptops with the necessary software and programs. **Off-site function was recently tested on December 30, 2020.**
  - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Specific teachers have been asked to assist in this effort where the use of high touch items/manipulatives are needed during instruction (i.e., Physical Education Teachers and the cleaning of sports equipment). Training for teachers on this process was provided prior to the start of school on September 8, 2020. *At no time will products not approved by the school district be utilized.*
  - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. 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, IPads)
  - On-line instruction; on-line resources; on-line textbooks
  - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods on **Friday, December 18, 2020.**

(4) Obtaining and Storing Personal Protective Equipment (PPE)
PPE & Face Covering Availability:

- The school district will provide employees with three acceptable face coverings at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

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

Disposable Face Covering Supplies					
Group	Quantity per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	2,200 Masks per Week	26,400	13,200	6,600	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	1 Disposable Mask per Week per Teacher
Nurse/Health Staff	60	720	360	180	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	1	n/a	2 Re-usable per Staff
Face Shields	1	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total

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

Response:

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

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

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

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

School Decision Tree

All Schools Regardless of Community Spread

Confirmed person with COVID-19 in building? ┄┄┄➤ Assess Risk ┄┄┄➤ Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

⬇

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

M/M ┄┄┄ Is community spread Minimal to Moderate or Substantial? S ┄┄┄

M/M:
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

S:
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building WITH EXTENDED SCHOOL DISMISSALS.
- Consider ways to accommodate needs of children and families at high risk.

CDC

CDC and NYSDOH Recommendations:

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

Return to School After Illness:

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

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

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

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

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

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

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

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to **jstriffolino@mail.seaford.k12.ny.us** or **rmeserole@seaford.k12.ny.us.**

New York State Contact Tracing Program

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

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

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

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

A contact tracer will:

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

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

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

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

Your caller ID will say **"NYS Contact Tracing" (518-387-9993)**. Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1.

Facilities: Cleaning and Sanitizing

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

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

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

Classroom/Therapy Rooms:

The Seaford UFSD will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

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

Disinfecting:

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

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

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

- o Buttons on vending machines and elevators.
- o Changing tables.
- o Classroom desks and chairs.
- o Door handles and push plates.
- o Handles on equipment (e.g., athletic equipment).
- o Handrails, ballet barres.
- o Dance studio floors.
- o Kitchen and bathroom faucets.
- o Light switches.
- o Lunchroom tables and chairs.
- o Related Services Spaces.
- o Shared computer or piano keyboards and mice.
- o Shared desktops.
- o Shared telephones.

Hand Sanitizing:

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

Trash removal:

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

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

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

(7) Emergency Housing for Essential Employees

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

1. Best Western Bar Harbour Inn – Massapequa Park 1(800)-568-8520
2. Courtyard Republic Airport Long Island/Farmingdale – Farmingdale 1(844)-631-0595
3. Towne Place Suites Republic Airport Long Island/Farmingdale 1(844)-631-0595
4. Long Island Marriott - Uniondale 516-794-3800
5. Extended Stay America – LI Bethpage 1(877)-432-9997

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

Recovery:

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

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 33)

Example of Seaford UFSD Contract Tracing Forms (page 37-38)

Flowcharts for COVID-19 Decision Making (page 40)

Essential Employee Worksheets (page 45)

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

CDC

Contract Tracing Form

District Nurses/Administrators:

Upon receiving notification of a positive COVID case for an employee, please complete this form and submit it immediately to the building principal and the Superintendent.

EMPLOYEE COVID POSITIVE CASE FORM FOR CALL TO NCDOH

Name: _____ Date of Birth: _____

Position: _____ Telephone Number: _____

Building(s): _____

Address of School: _____

Home Address: _____

Schedule/Rooms Occupied: (List or attach schedule)

Close Contacts: (Please List)

Check reported symptoms –

☐ Fever of _____ Time: _____ ☐ Cough ☐ Shortness of breath or difficulty breathing
☐ Fatigue/Tired ☐ Muscle/Body Aches ☐ Headache ☐ New loss of taste or smell ☐ Sore throat
☐ Congestion or runny nose ☐ Nausea/vomiting/diarrhea
☐ Other: _____

Date that Symptoms Began: _____ Last Day in School: _____

Where COVID test was given: _____ Date of COVID Test: _____

Date of Test Result: _____

Person Completing Form: _____ Date: _____
Signature

Revised 12/18/20

==*This information must be kept confidential*==

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District Nurses/Administrators:

Upon receiving notification of a positive COVID case for a student, please complete this form and submit it immediately to the building principal and the Superintendent.

STUDENT COVID POSITIVE CASE FORM FOR CALL TO NCDOH

Student Name: _____   Date of Birth: _____

Grade: _____   Building: _____   Telephone Number: _____

School Address: _____   Parent's Name: _____

Home Address: _____

Siblings in our District and Building:_____

Did the Student Take the Bus? _____ If yes, what route(s)? _____

Use a Carpool? _____ With whom? _____

Schedule/Rooms Occupied: (List or attach schedule)

Close Contacts: (Please list)

Did the student attend extra-help or an extracurricular activity? ____No ____ Yes
If yes, what activity? _____

Check reported symptoms –
☐ Fever of _____ Time: _____ ☐ Cough ☐ Shortness of breath or difficulty breathing
☐ Fatigue/Tired ☐ Muscle/Body Aches ☐ Headache ☐ New loss of taste or smell ☐ Sore throat
☐ Congestion or runny nose ☐ Nausea/vomiting/diarrhea
☐ Other: _____

Date that Symptoms Began: _____   Last Day in School: _____

Where COVID test was given: _____   Date of COVID Test: _____

Date of Test Result: _____

Person Completing Form: _____   Date: _____
                                    Signature

==*This information must be kept confidential*==

Flowcharts for COVID-19 Decision Making

New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

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

Can My Child Go To School Today?

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

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

NO →

In the last 14 days, has your child:
- Traveled Internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or
- Traveled to a state or territory on the NYS Travel Advisory List; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

NO →

Does your child currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?
- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

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

They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if positive, the local health department has released your child from isolation.

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

They must stay at home until your local health department releases your child from quarantine, at least 14 days.

A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

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

Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to tell them about your child's COVID-19 symptoms. If your child does not have a HCP, call your local health department.

NO → Your child **CAN** go to school today.

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

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

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

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| HCP Recommends COVID-19 Diagnostic Test | **OR** | Alternate Diagnosis | Diagnostic Test Recommended but Not Done and No Alternate Diagnosis | Not Evaluated by HCP |

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

Positive Test Result

Negative Test Result

Positive Test Result:
Your local health department will contact you to follow up.

Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation, which is typically:
- 10 days after symptom onset; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

While your child is in isolation, **all members of the household must quarantine at home until released by the local health department,** typically 14 days.

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

Negative Test Result:
If your child's symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, your child may return to school with:
- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

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

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

Diagnostic Test Recommended / Not Evaluated:
Your child must remain in isolation at home and is not able to go back to school until your local health department has released them from isolation, which is typically:
- At least 10 days have passed since date of first symptoms; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

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

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

Can I Go to Work at the School Today?

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

YES ↓

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

NO →

In the last 14 days, have you:
- Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or
- Traveled to a state or territory on the NYS Travel Advisory List; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

NO →

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?
- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

NO →

YES ↓

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative OR** if positive, the local health department has released you from isolation.

YES ↓

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

If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

School staff are not essential workers and **must** quarantine.

YES ↓

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

You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO ↓

You **can** go to work at the school today!

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

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

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

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

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

HCP Recommends COVID-19 Diagnostic Test	OR	HCP Gives Alternate Diagnosis	COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis	NOT Evaluated by HCP

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

Positive Test Result ↓

Your local health department will contact you to follow up.

You must remain in isolation (at home and away from others) until your local health department has released you from isolation, which is typically:
- 10 days after symptom onset; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

While you are in isolation, **all members of the household must quarantine at home until released by the local health department,** typically 14 days.

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

Negative Test Result ↓

If your symptoms are improving AND you are fever-free for at least 24 hours without the use of fever reducing medicines, you may return to school with:
- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

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

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

You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:
- At least 10 days have passed since date of first symptoms; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

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

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

September 2020 | B-2

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

COVID-19 Screening Flowsheet for Students and Staff

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

→ **NO** →

In the last 14 days, has the student or staff:
- Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or
- Traveled to a state or territory on the NYS Travel Advisory List; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

→ **NO** →

Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?
- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

→ **NO** →

YES ↓ (from first box)

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

YES ↓

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

They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released the individual from isolation.

YES ↓ (from second box)

Students or staff **cannot** go to school today.

They must stay at home until the local health department releases the individual from quarantine (at least 14 days from the date of their return from travel or last exposure). A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

School staff are not essential workers and **must** quarantine.

YES ↓ (from third box)

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

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

NO ↓ (from fourth box)

The student or staff **CAN** go to school today!

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

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

CALL 911 IF A STUDENT OR STAFF HAS:

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

September 2020 | C-1

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

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

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

| HCP Recommends COVID-19 Test | OR | HCP Gives Alternate Diagnosis | COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis | Student/Staff is NOT Evaluated by HCP |

HCP Recommends COVID-19 Test ↓

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

↓

Positive Test Result | **Negative Test Result**

Positive Test Result ↓

The local health department will contact you to follow up.

The ill person must remain in isolation (at home and away from others) until the local health department has released them from isolation, which is typically:
- 10 days after symptom onset, **AND**
- Child/staff's symptoms are improving, **AND**
- Child/staff is fever-free for at least 72 hours without use of fever reducing medicines.

While the ill person is in isolation, **all members of the household must quarantine at home** until released by the local health department, typically 14 days.

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

Negative Test Result ↓

If symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, student/staff **may return to school** with:
- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result

HCP Gives Alternate Diagnosis ↓

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

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

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis / Student/Staff is NOT Evaluated by HCP ↓

The person must remain in isolation at home and is not able to go back to school until the local health department has released them from isolation, which is typically:
- At least 10 days have passed since the day symptoms started; **AND**
- Symptoms are improving; **AND**
- They are fever-free for at least 72 hours without use of fever reducing medications.

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

September 2020 | C-2

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

Symptomatic student/staff must be evaluated by a health care provider (HCP) within **48 hours** of symptom onset

Evaluation occurs within 48 hours

Does NOT occur within 48 hours

HCP gives alternate diagnosis

COVID-19 diagnostic test NOT done (for example, guardian refuses)

COVID-19 diagnostic test performed

After 48 hours, deem the symptomatic student/staff positive:
- Ensure the symptomatic student/staff remains in isolation at home
- Follow the protocols for positive students/staff on page C-2
- Notify and begin communicating with the local health department (LHD)

No exclusions required

Positive result

Negative result

No result within 48 hours

If HCP evaluation is completed and/or test results received after 48 hours → Follow algorithm pathway on the left based upon HCP evaluation outcome or test result

Follow protocols on the following page to assist the LHD with a full case investigation and contact tracing

Follow protocols on the following page to assist the LHD with a full case investigation and contact tracing

No exclusions required

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

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

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

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

Provide the LHD with a list of people who are possible contacts of the case including:
- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

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

THEN

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

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as **social or household contacts.** Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

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

Essential Employee Worksheets

Essential Employee Worksheet

Superintendent's Office

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:
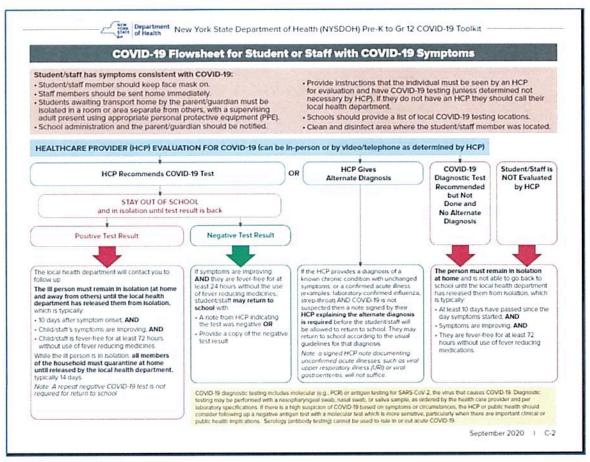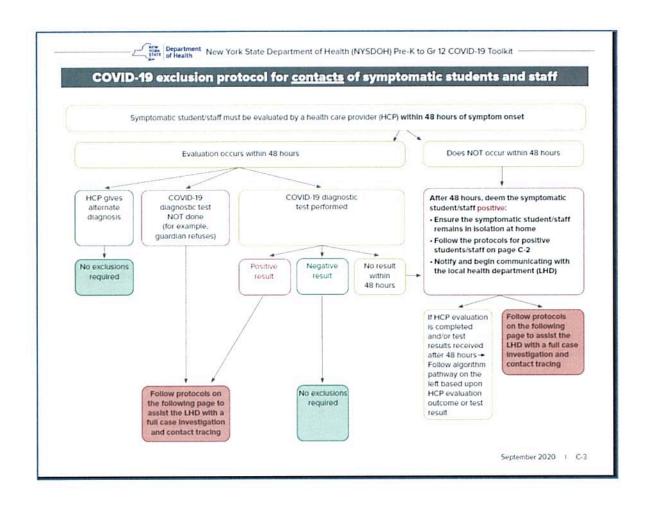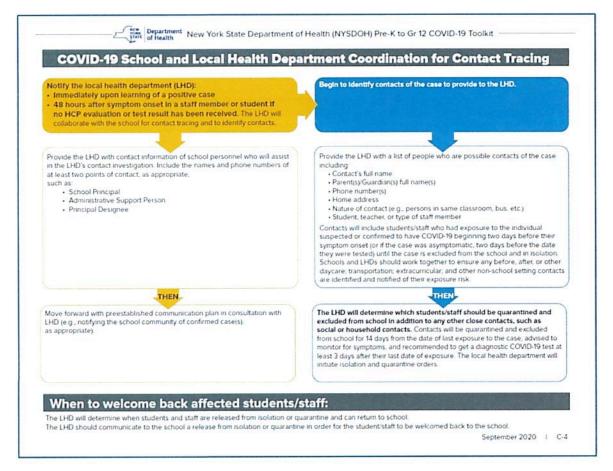
1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Superintendent's Office Essential Positions

Title	Description	Justification	Work Shift	Protocol
Superintendent of Schools	Lead District	Oversight & Approval	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Secretary to Superintendent	PO Requisitioner, Correspondence & Assistance to Superintendent Invoice Processing & Mail	Continuation of Operations	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access

Essential Employee Worksheet

Curriculum/Personnel

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

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4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Curriculum/Personnel Essential Positions

Title	Description	Justification	Work Shift	Protocol
Deputy Superintendent	Responsible for all instruction/curriculum in the District. Responsible for all personnel matters related to teachers and administrators.	Many activities that need to be done on site to ensure the successful continuation of operating the school district.	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Executive Director for Instructional Technology and STEM	Responsible for all instructional technology throughout the District and supervises various departments.	Many activities that need to be done on site to ensure the successful continuation of operating the school district.	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Executive Director for Humanities	Supervises various departments.	Many activities that need to be done on site to ensure the successful continuation of operating the school district.	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Secretary for the Curriculum/Personnel office	Responsible for assistance and correspondence to the three Administrators in the office. Responsible for various daily activities related to personnel and instruction.	Many activities that need to be done on site to ensure the successful continuation of operating the school district.	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access.
State Reporter/School District Auditor	Completes and inputs data for all State Reporting and is responsible for claims auditing for the District.	Many activities that need to be done on site to ensure the successful continuation of operating the school district.	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access.

Essential Employee Worksheet

Business Office & Operations

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

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

Business Office & Operations Essential Positions

Title	Description	Justification	Work Shift	Protocol
Asst. Supt for Business & Operations	Business & Ongoing Operations	Oversight & Approval Purchasing Agent	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
District Clerk	Mail & BOE items	Access to files	2-3 days per week	Rotating work schedule & Remote access
Secretary to Asst Supt for Business & Operations	PO Requisitioner, Communications Invoice Processing & Mail	Continuation of Operations	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access
Treasurer	Banking Responsibilities & Maintenance of the GL	Continuation of Operations	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access
Payroll Supervisor	Processing of PR; Filings; Unemployment; Workers Compensation; Employee Benefits & PR Deposits/Liabilities	Continuation of Operations	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access
Accounts Payable	Process PO's and Payments	Continuation of Operations	Up to 5 days per week with rotating schedule	Contractual Employee – Not able to work with full remote access
Internal Claims Auditor	Approval of Payments on behalf of BOE	Continuation of Operations	Once every two weeks or in alignment with warrants	Contractual Employee who needs access to actual documents and files

Title	Description	Business Office & Operations Essential Positions, contd. Justification	Work Shift	Protocol
Transportation Supervisor	Continuation of Transportation of all students where applicable	Continuation of Operations	Up to 2 days per week with access to specific software	Contractual Employee who needs access to routes and other vendors via District phone – some remote ability
Food Service Vendor – Aramark	Food Service to Remote families and those in need	Service those in need	Up to 5 days per week in segregated area – Central Administrative Offices	Where needed – no ability to work remotely
SCOPE	Childcare	Service those in need	Up to 5 days per week in segregated area – Central Administrative Offices	Where needed – no ability to work remotely
District Messenger	Mail and BOE Deliveries	Continuation of Operations	2-3 days a week	Where needed – no ability to work remotely

Essential Employee Worksheet
Facilities Department

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

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3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Facilities/Custodial Department

Title	Description	Justification	Work Shift	Protocol
Director of Facilities	Oversee the day to day operations of physical facilities of the district	Checking and scheduling of staff. Coordinate with staff and vendors to ensure proper supply level.	Reduced hours in office to ensure social distancing.	Filling out timesheets showing hours, days and locations worked to ensure proper contact tracing
Head Custodians	Directing of cleaners and custodians/ensure the physical integrity of the buildings	Building checks. Ensuring the physical integrity of the buildings. Directing cleaners and custodians	Reduced hours/ staggered shifts to ensure social distancing as much as possible	Filling out timesheets showing hours, days and locations worked to ensure proper contact tracing
Custodians	Cleaning and disinfecting of buildings	Cleaning and disinfecting of buildings after use by SCOPE daycare, Kitchen feeding program and after other essential employees use	Reduced hours/ staggered shifts to ensure social distancing as much as possible	Filling out timesheets showing hours days and locations worked to ensure proper contact tracing
Cleaners	Cleaning and disinfecting of buildings	Cleaning and disinfecting of buildings after use by SCOPE daycare, Kitchen feeding program and after other essential employees use	Reduced hours/ staggered shifts to ensure social distancing as much as possible	Filling out timesheets showing hours days and locations worked to ensure proper contact tracing
Maintainers	Repairs needed to keep the physical buildings running	Making needed repairs to keep the integrity of the physical plants running/ Fill in for cleaners and custodians as needed	Reduced hours/ staggered shifts to ensure social distancing as much as possible	Filling out timesheets showing hours days and locations worked to ensure proper contact tracing
Groundsmen	Upkeep of district property and the removal of hazards from the property	Upkeep of district property and the removal of hazards from the property/ fill in for cleaners as needed	Reduced hours/ staggered shifts to ensure social distancing as much as possible	Filling out timesheets showing hours days and locations worked to ensure proper contact tracing

Essential Employee Worksheet - Pupil Personnel Services Office

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

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3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Pupil Personnel Services Office Essential Positions

Title	Description	Justification	Work Shift	Protocol
Director of Pupil Personnel Services	Responsible for all district special education programming and CSE and CPSE responsibilities and supervision of all PPS staff; oversees mental health supports for District.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records.	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Assistant Director of Pupil Personnel Services	Assists the director in carrying out all special education programming and CSE and CPSE responsibilities and supervision of all PPS staff; coordinates mental health supports.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records..	Up to 5 days per week with rotating schedule	Contractual Employee with separate office space & ability to supplement work schedule with remote operations
Account Clerk-Related services, Medicaid, POs and billing, STAC,	Performs all tasks related to STACs, Medicaid, related services, and billing, purchasing, of the Department of PPS.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records.	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access.
Clerk Typist-Preschool and Harbor	Responsible for scheduling CSE/CPSE meetings, arranging preschool transportation, preschool STACs, parent communication, and department mailings.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records.	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access.
Clerk Typist-Parentally Placed Students, High School, Tuition, Out of District	Responsible for scheduling CSE meetings, ensuring due process procedures and compliance with NYS timelines, engaging in ongoing parent communication, maintains student records, and prepares department mailings. Secures special education out of District placement for high needs students.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records.	Up to 5 days per week with rotating schedule	Contractual Employee with ability to supplement in-person schedule with remote access.
Clerk Typist-Manor, Middle School, Tuition and ESY	Responsible for scheduling CSE meetings, ensuring due process procedures and compliance with NYS timelines, engaging in ongoing parent communication, maintains student records, and prepares department mailings. Clerical responsibilities related to summer special education services.	Many activities require onsite access to ensure the successful continuation and operation of special education across the school district; certain responsibilities require access to student records.		Contractual Employee with ability to supplement in-person schedule with remote access.

Essential Employee Worksheet

Instructional Technology and Technology Departments

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

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

Instructional Technology and Technology Departments

Title	Description	Justification	Work Shift	Protocol
Executive Director for Instructional Technology and STEM	Responsible for supporting teachers in remote instruction. Aid Director of Technology	Needs direct access to District Network	Will work from separate office	Will use the NERIC COVID Screening App to document location
Director of Technology	Responsible for District network, connectivity	Needs direct access to District Network	Will work from separate office	Will use the NERIC COVID Screening App to document location
Level 4 Technician	Responsible for District network, connectivity	Needs direct access to District Network	Will work from separate office	Will use the NERIC COVID Screening App to document location
Level 3 Technician	Responsible for District network, connectivity	Needs direct access to District Network	Will work from separate office	Will use the NERIC COVID Screening App to document location
Level 2 Technicians	Responsible for District network, connectivity	Needs direct access to District Network	Will work from separate office	Will use the NERIC COVID Screening App to document location

Essential Employee Worksheet

Security Department

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

Security Department

Title	Description	Justification	Work Shift	Protocol
Director of Security	Oversees the security department/ acts as a liaison with local law enforcement	Setting up schedules, checking on security needs	Reduced days and staggered shift to ensure social distancing and limit exposure to or by others	Filling out timesheets to show hours, days and locations worked to ensure proper contact tracing
Security Guards	Secure the buildings and property of the district. Man, each buildings entrance to verify credentials of visitors	Secure the buildings and property of the district. Man, each buildings entrance to verify credentials of visitors. Secure pick-up from food distribution. Ensure the safety of students and staff who attend the SCOPE Childcare Program.	Reduced days and staggered shift to ensure social distancing and limit exposure to or by others. Use of private vehicle while on mobile patrol to limit cross contamination of other employees	Filling out timesheets to show hours, days and locations worked to ensure proper contact tracing

Essential Employee Worksheet

Manor Elementary School

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

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2. **Description** – brief description of job function.
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5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Manor School Essential Positions

Title	Description	Justification	Work Shift	Protocol
Administration	Lead and manage the school	Needs access to office/ files/materials	8-4 1x to 5x per week	Same as district protocol (ex. staggered hours, days, and locations)
Clerical	Handles calls, POs, mail	Needs access to office/ files/materials and phone	8-4 1x to 5x per week	Same as district protocol (ex. staggered hours, days, and locations)
Security	To protect the essential workers/grounds	Required in person to safeguard open locations and potential visitors	8-4 1x to 5x per week	Same as district protocol (ex. staggered hours, days, and locations)

Essential Employee Worksheet

Harbor Elementary School

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

Harbor School Essential Positions

Title	Description	Justification	Work Shift	Protocol
Administration Principal & Asst. Principal	Lead and manage the school	Needs access to office/ files/materials	8-4 1x to 5x per week	Same as district protocol
Clerical	Handles calls, POs, mail	Needs access to office/ files/materials and phone	8-4 1x to 5x per week	Same as district protocol
Security	To protect the Essential workers	Required in person to safeguard open locations and potential visitors	8-4 1x to 5x per week	Same as district protocol

SMS Essential Employee Worksheet

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

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

Seaford Middle School Essential Positions

Title	Description	Justification	Work Shift	Protocol
Administration	Lead and manage the school	Needs access to office/files/materials	8-4 1x to 5x per week	Same as district protocol
Clerical	Handles calls, POs, mail	Needs access to office/files/materials and phone	8-4 1x to 5x per week	Same as district protocol
Security	To protect the Essential workers	Required in person to safeguard open locations and potential visitors	8-4 1x to 5x per week	Same as district protocol

Essential Employee Worksheet

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

Seaford High School School Essential Positions

Title	Description	Justification	Work Shift	Protocol
Administration	Lead and manage the school	Needs access to office/ files/materials	7-3 1x to 5x per week	Same as district protocol
Clerical	Handles calls, POs, mail	Needs access to office/ files/materials and phone	7-3 1x to 5x per week	Same as district protocol
Security	To protect the Essential workers	Required in person to safeguard open locations and potential visitors	7-3 1x to 5x per week	Same as district protocol