

2020-2021

# Herricks UFSD

## *District-Wide*

## *School Safety Plan*

*(This Safety Plan Template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. The Plan was written in order to comply with the requirements of the New York State Safe Schools Against Violence in Education (SAVE) legislation. This Plan should be customized as necessary to reflect individual school districts compliance efforts. This Plan is a general, overarching document that can be shared with the public and posted on school district websites by October 15<sup>th</sup> of each school year as required by law. Parts of the Plan which may include names, contact information and personal information can be redacted for posting purposes. This Plan can also serve as a document for both in-district personnel and the public to better understand the overall requirements of the SAVE legislation. This contrasts to the Building-Level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law.)*



### Table of Contents

## DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement_____	4
Elements of the District-Wide School Safety Plan_____	4-5
School District Chief Emergency Officer_____	5
District-Wide School Safety Team_____	5
Responsibilities of the District-Wide School Safety Team_____	6
Building-Level Emergency Response Team_____	6-7
Risk Reduction/Prevention and Intervention Strategies_____	7
Training, Drills and Exercises_____	7
Implementation of School Security_____	8
Vital Educational Agency Information_____	9
Early Detection of Potentially Violent Behavior_____	9
Hazard Identification_____	9
Responses to Violence_____	10-11
Reporting_____	10
Investigation_____	10
Follow-up_____	10
Evaluation_____	11
Disciplinary Measures_____	11
Code of Conduct_____	11
Emergency Response Protocols Notification and Activation (Internal and External Communication)_____	11-12
Bomb Threats_____	11
Hostage Taking_____	12
Intrusions_____	12
Kidnapping_____	12
Responses to Acts of Violence (Implied or Direct Threats)_____	13
Responses to Acts of Violence (Actual)_____	13
Response Protocols_____	13

School Building Chain-of-Command Table_____	13
Emergency Assistance and Advice from Local Government_____	13-14
District Resources Use and Coordination_____	14
Protective Action Options_____	14
• School Cancellation	
• Early Dismissal	
• Evacuation	
• Sheltering	
○ Shelter-In-Place	
○ Weather Related	
○ Generic/Non-Specific Bomb Threat	
○ Specific Bomb Threat	
• Hold-In-Place	
• Lockdown	
• Lockout	
National Terrorism Advisory System (NTAS)_____	14-15
Recovery – School District Support for Buildings_____	15
Disaster Mental Health Services_____	15
Forms and Recordkeeping_____	15
Appendix A -District-Wide-School Safety Team Meeting Minutes and Attendance_____	16
Appendix B-Radio Stations Announcing School Closing_____	17
Appendix C- RAVE Button Protocol_____	18
Appendix D-Syntax Media Protocol_____	19-20
Appendix E- FBI Checklist Threat Call Protocol_____	21
Appendix F-Chain of Command_____	22
Appendix G-Emergency Response_____	23
Appendix H- Evacuation Protocol_____	24
Appendix I- Pandemic Plan & School District Pandemic Influenza Planning Checklist_____	24

# ***Herricks 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 the development of protocols for accessing these services.

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

The school district refuses to tolerate violence or threats of violence on school grounds and, by the 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.
- ✓ Designation of the school district Chief Emergency Officer.
- ✓ 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.
- ✓ A system of informing all educational agencies within the school district of a disaster.
- ✓ Documentation and record keeping

### **School District Chief Emergency Officer**

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

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

### **District-Wide School Safety Team**

The District-Wide School Safety Team was appointed by the School District Board of Education on June 11, 2020. The Team will meet a minimum of twice per year and as necessary and are scheduled to meet in the 2020-21 school year on August 5, 2020 (9:00-11:00 am) and November 4, 2020, (9:00-11:00 am) and March 3, 2021 (4:00-6:00 pm). Minutes will be kept at each meeting and attendance documented. (see **Appendix A**)

The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan and update as necessary. At a public meeting, on July 1, 2019, a public hearing was held to seek input from the community regarding the plan and then formally adopted by the Board of Education on September 26, 2019. Additionally, the Assistant Superintendent for Business and Director of Facilities duly chair the District-Wide Safety Team.

School Board Member	Brian Hassan
Teacher	David Pickman, Technology Donna Deodato, Elementary Librarian
Administration	Lisa Rutkoske, Assistant Superintendent for Business Marty Abrams, Director of Facilities TBD, Director of Transportation Diana DeGiorgio, Elementary Principal Andrew Frisone, High School Assistant Principal
Parent	Kostas A Katsavdakis, PhD, ABPP Marc Pollack EMTP CIC
Other School Personnel	Frank Palopli, Head Custodian High School
Other School Safety Resources	Officer Todd Atkin, Nassau County Police Department Homeland Security Officer J Cooper, Nassau County Police Department POP (Problem Oriented Policing) 3 <sup>rd</sup> Precinct Officer Michael Costanzo, Nassau County Police Department POP 3 <sup>rd</sup> Precinct Rosa Juanta, Summit Security Guard

## Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team is responsible for assessing the vulnerability of the school district for violence and recommending to the Superintendent, and School Board preventive actions that they feel are necessary. The Team will meet as needed, and minutes of each meeting will be kept. An agenda will be established before each meeting. The Team will maintain responsibility for reviewing 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, suicide prevention, and mental health. Annual training will be completed by **September 15<sup>th</sup>** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1<sup>st</sup>** 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) Review and Discuss topics related to 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 climate 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. S.A.V.E program and Student Code of Conduct
3. Cyber-bullying defined and related links
4. Mindfulness training for Children Academically, Socially and Emotionally
5. **Peer mediation** programs - Student Government
6. S.A.D.D.
7. Stressed and Depressed-Laura Campbell, Director of Education of the Long Island Crisis Center
8. Positive Coaching Alliance (PCA)
9. **Extended day** and other school safety programs.
10. **Youth-run** programs.
11. **Social Emotional Learning Committee & Training**
12. **Mentors** for students concerned with bullying/violence.
13. We have established an **anonymous reporting process** for school violence and are investigating the **Report It** on-line violence reporting system.
14. 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.
15. The building-level School Bulletin includes the **Safety Tip of the Week**.
16. Internet Safety Tips curriculum
17. **Safety Stations** have been established throughout all school buildings.
18. The **Fire Department** conducts annual training in all school buildings.
19. The **Safety Patrol** program
20. We have implemented **PBIS** (Positive Behavior Intervention System).
21. **Herricks Comprehensive Guidance Plan-9-12 State Regulations from NYSED Part 100.2 Regulations**

## Training, Drills and Exercises

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

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

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

## 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. Those individuals who will be responsible for security 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 at each school building when school is in session.
- 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 will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed, they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a yellow/red pass badge system. Upon entry into the building the visitor must show photo identification; then receives a red badge and is escorted to the main office. At the main office the person receives a yellow badge and is accompanied to their destination. Anyone in the building without a badge or with a red badge would be immediately questioned by building staff and the Security Director would be informed.
- Video cameras.
- NYS certified security guards.
- 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.
  - Building Level School Safety Team
  - Emergency Response Team
  - Post-Incident Response Team
  - Volunteer Search Team
  - Incident Command System (Chain-of-Command)
  - Early Dismissal, Evacuation and Sheltering Plans including Annual Building Test of
  - Emergency Response Procedures
  - Emergency Notification to Parents
  - Emergency Telephone #'s (internal and external)
  - School Building Information Report, Floor Plans & Resources
  - School Building Command Post (and alternate)
  - Emergency Procedures Notice and Training for Students and Staff
  - Annual Emergency Response Plan Review
  - Needs of Handicapped Students and Staff
  - Coordination with Local and County Emergency Response Agencies
  - Pre-Emergency Planning and Sequential Emergency Response
  - Hazard Analysis
  - Communication Systems
  - Public Information Officer and Alternate (Superintendent in collaboration with external Public Relations Firm)
  - Transportation
  - Emergency Response Kit



## 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](http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf) and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

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

### 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:

- Long Island Railroad
- Public Swimming Pool (Chlorine Storage).
- Flood zone and canals.

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

All incidents of violence, whether 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. Anonymous reporting systems will be utilized if deemed necessary. 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 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 Administration will conduct a detailed investigation.

It is the purpose of the District -Wide -Safety Committee to focus on facts that may prevent recurrence, not find fault.

The Committee 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 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 (Policy 5300) to clearly define the expectations for acceptable behavior of students, staff and visitors to school buildings and the possible disciplinary consequences resulting from 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 May 23, 2019. A complete copy of the Code is available on the district's 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. Notifications and methods will be reviewed by the District-Wide School Safety Team and recommendations made as necessary and appropriate. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established a notification list in Blackboard Connect, a third party mass notification system.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established for each school building via Blackboard Connect. Additionally, the **RAVE (NCPD)** system has been put in place district wide. (see **Appendix C**) 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. (see **Appendix B & D**)

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is 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. (see **Appendix E**)

## Hostage Taking:

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

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

## Intrusions:

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

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

## Kidnapping:

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

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

## Responses to Acts of Violence 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.
- Contact law enforcement agency, if necessary.
- Contact parent if necessary, utilizing emergency notification system or most appropriate method.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

### Responses to Acts of Violence (Actual)

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

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

### Response Protocols

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

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

### School Building Chain-of-Command Table

(see **Appendix F**)

School Building	IC #1	IC #2	IC #3
High School	Name	Name	Name
Middle School	Name	Name	Name
Elementary School	Name	Name	Name
Elementary School	Name	Name	Name
Elementary School	Name	Name	Name
Elementary School	Name	Name	Name
Elementary School	Name	Name	Name
Elementary School	Name	Name	Name

### 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. (see **Appendix G**)

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) (see **Appendix H**)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
  - **Shelter-In-Place (weather related)**
  - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
  - **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

### **National Terrorism Advisory System (NTAS)**

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

**Bulletin:**

Describes current developments or general trends regarding threats of terrorism.

**Elevated Threat Alert:**

Warns of a credible terrorism threat against the United States.

**Imminent Threat Alert:**

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

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

advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

### **Recovery – School District Support for Buildings**

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

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

- Superintendent of Schools or Designee
- Assistant Superintendent for Business
- Director of Facilities
- Executive Director for Human Resources
- Assistant Superintendent for Curriculum & Instruction
- Director of Instructional Technology
- District Technology Integration Specialist
- Director of Transportation
- Director of Food Service

### **Disaster Mental Health Services**

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

### **Forms and Recordkeeping**

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

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

**APPENDIX A**

**Herricks UFSD**

**District-wide School Safety Team Meeting Attendance and Minutes**

**DATE OF MEETING**

**Required Attendance**

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

**Additional Attendance**

<b>Organization or School</b>	<b>Name</b>	<b>Title</b>

**Agenda**

**Minutes**



## APPENDIX B

2019/2020

### Radio Stations to be called for Announcing Emergency School Closings

	CODE	TEL. NO.	HOUR S OF CALLING	CALLER
<b>NBC News 4</b>		Log in only. <a href="http://www.nbcnewyork.com/schoolstatus">www.nbcnewyork.com/schoolstatus</a>	Any hour	Liz
		Username:104275 Password: 6187 Click on "Add New Event" Problems: 212-664-7086		
<b>WALK</b>	6170	631-475-9256	Any hour	Liz
<b>ABC CHANNEL 7</b>	02020	917-441-1291	Any hour	Liz
<b>1010WINS CBS 2, and WCBS-88</b>	05117	212-399-9072	Any hour	Lisa
<b>NEWS 12</b>	Log- In#41225 9 Password  124170	<a href="http://schoolclosing.cablevision.com/scadmin/393-2859">http://schoolclosing.cablevision.com/scadmin/ 393-2859</a> Enter: Cablevision School Closings Enter: News 12-School Closings Admin  Log In# 412259 Password: 124170	Before 6AM	Lisa
<b>VERIZON FIOS News</b>	ID #/code 00805 Password 280409	Log in only- (No phone in) <a href="http://www.schoolclosings.org/closings/scstart.as12x?id">www.schoolclosings.org/closings/scstart.as12x?id</a>	Any hour	Dina
		WRNN Put in info. and press SAVE (it will be on <a href="http://www.fiosnews.com">www.fiosnews.com</a> )		
<b>WNYW CHANNEL 5</b>	ID #/code 49414 Password 35303	212-452-3695	Any hour	Dina
<b>WI-ILi &amp; WKJY</b>	3P-1 57	631-770-4302	Any hour	Lisa
<b>AESOP</b>		Dina will put the closed day/note on AESOP		Dina

## APPENDIX C

HERRICKS UFSD			
RAVE PANIC BUTTON SETUP			
Building	Activate Button (Building Level)	Activate Button (Central Office)	Notice Only
Center Street ES	BB, JOK	FC, MA, DM, LG, LR	MA, CC, JP, DP
Denton Avenue ES	LB, BR	FC, MA, DM, LG, LR	MA, CC, JP, DP
Searingtown ES	DD, LM	FC, MA, DM, LG, LR	MA, CC, JP, DP
MS	BM, GH, MH	FC, MA, DM, LG, LR	MA, CC, JP, DP
HS	JK, AF, BH	FC, MA, DM, LG, LR	MA, CC, JP, DP
SRA	AB, JK, AF, BH, BM, GH, MH	FC, MA, DM, LG, LR	MA, CC, JP, DP
CC	FC, MA, DM, LG, LR		MA, CC, JP, DP
First Name	Last Name	Title	
Andrew	Frisone	Assistant Principal	AF
Bryan	Hodge	Assistant Principal	BH
Gina	Horton	Assistant Principal	GH
Matthew	Hubbard	Assistant Principal	MH
Beth	Rosenman	Assistant Principal	BR
Lisa	Rutkoske	Assistant Superintendent for Business	LR
Liz	Guercin	Assistant Superintendent for Curriculum	LG
Allison	Barshak	Director	AB
Jim	Petricca	Director of Athletics	JP
Marty	Abrams	Director of Facilities	MA
Marty	Abrams	Director of Transportation	MA
Chris	Connors	District Information Officer	CC
Dina	Maggiacomo	Executive Director for Human Resources	DM
Jo	Korder	Lead Teacher	JOK
Linda	McElroy	Lead Teacher	LM
Brennen	Bierwiler	Principal	BB
Loren	Borgese	Principal	LB
Diana	DeGiorgio	Principal	DD
Joan	Keegan	Principal	JK
Brian	McConaghy	Principal	BM
Fino	Celano	Superintendent of Schools	FC
David	Pickman	Technology Integration Specialist	DP

# APPENDIX D

## Herricks Public Schools Crisis Communication Plan Prepared by Syntax Communications

As any school district official is aware, communicating to students, staff, parents and the greater community is critical during times of crises. Since no two crises are the same, the district cannot adhere to a strict “script” in times of a crisis. However, there are several procedures all district officials should be aware of and employ in the event of a crisis situation.

### **Contact Procedures**

In the event of a crisis (or an impending crisis), a previously designated school district official should contact Beth Izzo or Deirdre Gilligan at Syntax immediately:

**Beth Izzo – Syntax Communication Accounts Director**

Office Phone: 631-589-4000 x129

Cell Phone: 631-355-4635

**Karina Stable – Syntax Senior Account Executive**

Cell Phone: 516-317-5835

Beth or Deirdre will then work with the district in crafting the most appropriate response plan for that particular crisis (Beth will handle any parent or community messaging that needs to be drafted, while Deirdre will draft any media responses necessary). Responses may include a website alert posting, letter home to parents, Connect-Ed call to parents, or press release to local media, among others. Please note that the sooner Syntax is contacted, the sooner we can start implementing the most appropriate response plan.

### **Media**

Often times, local or regional media will contact a school district upon hearing of a crisis (lockdown, sudden student death, arrest of a district employee, etc). Administrative assistants (or anyone who answers the phones at any of the district’s schools or central office) should be advised to refer all media calls to the superintendent’s office. They are not to offer any information to media. The superintendent can then direct all media calls to Syntax (to the attention of Deirdre Gilligan), who will serve as the liaison between the district and any media inquiries. Of course, the Superintendent of Schools will first approve any response that Syntax offers to the media.

School security should also be made aware that in times of a crisis, no media should be permitted on school property. Media should be politely denied access. Any attempt to gain access to school property should be reported to the Superintendent of Schools.

### **On-Site Media Coordination**

In the event that a major crisis occurs that warrants on-site media coordination (such as those tragedies at Sandy Hook or Columbine), Syntax representatives will immediately come on site to coordinate the district’s public response and handle media inquiries, etc.

### **Samples of Possible Statements**

#### Crisis: School Evacuation

Early this morning, administrators at Herricks Public Schools were notified of a threatening message that was called into (insert school name here). As a precautionary measure, the building was evacuated and the Nassau County Police were called immediately.

After a thorough search of the building, the Nassau County Police determined that the threat had no validity, students and staff returned to their classes.

The health, safety and welfare of our students and staff are always our top priority. While this is likely no more than an unfortunate prank, we must treat these matters with the utmost caution.

#### Crisis: School Lockdown

I would like to express my appreciation to parents and staff members for their patience and understanding during this morning's lockdown at {insert school here}. While these matters have become all-too-commonplace in our society, it is of the utmost importance that we take these threats seriously, as the safety and well-being of our students and staff is our first priority. Please be aware that every safety precaution was taken to secure the building and at no time were the students and staff in any danger. We thank the Nassau County Police for their prompt response to this threat. Please know that every precaution is taken on a daily basis to protect the safety of our students and staff and to provide a secure learning environment for all.

#### Crisis: Teacher Death

The Herricks Public School community is saddened to report that [insert teacher's name here], a beloved member of its teaching staff, passed away. [Insert name here] was a well-respected teacher at [insert school name here] and an integral part of the community.

Today, all members of the district's mental health and guidance team are on-site at [insert school name here] to meet with students and staff. Ongoing counseling will also be made available.

The district extends its deepest sympathies to the family, friends, and students of [insert name here]. He/she was a warm, caring, dedicated and highly regarded member of our Herricks family, and he/she will be deeply missed.

# APPENDIX E

## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by e-mail:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

### DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

### WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



**Homeland Security**

2013

## BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

### Ask Caller:

• Where is the bomb located? (building, floor, room, etc.)

• When will it go off?

• What does it look like?

• What kind of bomb is it?

• What will make it explode?

• Did you place the bomb? Yes No

• Why?

• What is your name?

### Exact Words of Threat:

### Information About Caller:

• Where is the caller located? (background/level of noise)

• Estimated age:

• Is voice familiar? If so, who does it sound like?

• Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Exhaled	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other Information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

## APPENDIX F

**Chain-of-Command Table**

<b>School Building</b>	<b>IC #1</b>	<b>IC # 2</b>	<b>IC #3</b>	<b>IC #4</b>	<b>IC #5</b>
District-Wide	Dr. Fino Celano – Superintendent	Marty Abrams – Director of Facilities	Lisa Rutkoske – Asst Supt for Business	Dina Maggiacomo – Executive Dir for HR	Elizabeth Guercin – Asst Supt for Instruction
High School	Joan Keegan - Principal	Andrew Frisone - Assistant Principal	Bryan Hodge - Assistant Principal	Karen Hughes - Science Chairperson	Jim Petricca - Athletic Director
Middle School	Brian McConaghy - Principal	Matt Hubbard – Assistant Principal	Gina Horton – Assistant Principal	Robyn Tsiokos-Special Ed Chair	Diane McCabe - Science Chair
Searingtown Elementary	Diana DeGiorgio-Principal	Linda McElroy-Lead Teacher	Maureen Andres-School Psychologist	Vincent Chimenti-Head Custodian	Kathryn Mirino-Nurse
Center Elementary	Brennen Bierwile-r Principal	Jo Korder-Lead Teacher	Dr. Jean Anne Agoglia School Psychologist	Brendan Rooney-Head Custodian	Diane Lieberman-Nurse
Denton Elementary	Loren Borgese-Principal	Beth Rosenman-Assistant Principal	Jeanine Greenberg-Sped Teacher	Tania Wickes-Reading Teacher	Rose LaMarca-Gemini
Shelter Rock Academy	Allison Barshak-Director	Dr. Annegret Brown			

## APPENDIX G

# EMERGENCY RESPONSE

## Herricks UFSD

911 = 3<sup>rd</sup> Precinct = 214 Hillside Avenue, Williston Park, NY 11596

<u>Shelter-In-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	<u>Lockdown</u>
<p>Used to shelter students and staff inside the building.</p> <ol style="list-style-type: none"> <li>1. Listen for instructions about the situation and your actions.</li> <li>2. Students in hallways should return to assigned classroom, if possible.</li> <li>3. Classroom teachers, take attendance.</li> <li>4. All other staff assist students, as needed.</li> <li>5. Move away from windows, if situation warrants.</li> <li>6. If instructed, move out of classroom to designated safe area. Stay together at all times.</li> <li>7. Take Attendance.</li> <li>8. Listen for updates.</li> </ol>	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ol style="list-style-type: none"> <li>1. Listen for instructions about the situation and your actions.</li> <li>2. Students in hallways should return to assigned classroom, if possible.</li> <li>3. Classroom teachers, take attendance.</li> <li>4. All other staff assist students, as needed.</li> <li>5. Listen for updates.</li> </ol>	<p>Used to evacuate students and staff from the building.</p> <ol style="list-style-type: none"> <li>1. Listen for instructions about the situation and your actions.</li> <li>2. Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.</li> <li>3. Bring attendance list and class roster.</li> <li>4. Close the classroom door after exiting.</li> <li>5. Take attendance when safe to do so.</li> <li>6. If evacuating off site, take attendance before moving from and upon arrival at off site location.</li> <li>7. Listen for Updates.</li> </ol>	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ol style="list-style-type: none"> <li>1. Listen for instructions regarding the situation and your actions.</li> <li>2. Lock all exterior windows.</li> <li>3. Leave blinds/lights as they are.</li> <li>4. Take Attendance.</li> <li>5. After initial instructions listen for updates.</li> <li>6. Classroom instruction continues as normal.</li> <li>7. All outdoor activities are terminated.</li> <li>8. Listen for updates.</li> </ol>	<p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <ol style="list-style-type: none"> <li>1. When you hear lockdown announced, you should move quickly to execute the following actions.</li> <li>2. If safe, gather students from hallways and common areas near your classroom.</li> <li>3. Lock your door. Barricade if necessary.</li> <li>4. Move students to a safe area in the classroom out of site of the door.</li> <li>5. Leave windows, blinds/lights as they are.</li> <li>6. Keep everyone quiet, silence cell phones.</li> <li>7. Take attendance, if possible.</li> <li>8. Do not communicate through door or answer room phone.</li> <li>9. Do not respond to P. A. announcements or fire alarm.</li> <li>10. Stay hidden until physically released by law enforcement personnel.</li> </ol>



**Safe Schools NY**

<http://SafeSchools.NY.Gov>

## APPENDIX H

**HERRICKS UFSD**  
**Evacuation – (Off School Grounds):**

		<b>OFF SITE</b>		
<b>BUILDING</b>	<b>LOCATION</b>	<b>ADDRESS</b>	<b>CONTACT NAME &amp; NUMBER</b>	
Center Street Elementary School	Primary Herricks Community Center	9998 Herricks Road, New Hyde Park, NY 11040	Dr. Fino Celano 516-305-8926	
	Secondary Shelter Rock Public Library	165 Searingtown Road, Albertson, NY 11507	Head Librarian 516-248-7363	
Denton Avenue Elementary School	Primary Herricks Community Center	9998 Herricks Road, New Hyde Park, NY 11040	Dr. Fino Celano 516-305-8926	
Searingtown Elementary School	Primary Herricks Middle School	7 Hilldale Drive, Albertson, NY 11507	Principal 516-305-8600	
	Secondary Henry Viscardi Center-Abilities	201 I.U. Willets Rd, Albertson, NY 11507	Angelo Zegarelli, Principal 516-465-1400	
Herricks Middle School	Primary Herricks High School	100 Shelter Rock Rd, New Hyde Pk, NY 11507	Andrew Frisone 516-305-8700	
	Secondary Herricks Community Center	9998 Herricks Road, New Hyde Park, NY 11040	Dr. Fino Celano 516-305-8926	
Herricks High School & SRA	Primary Herricks Community Center	9998 Herricks Road, New Hyde Park, NY 11040	Marty Abrams 516-418-4134	
Herricks Community Center	Primary Center Street School	240 Center Street, Williston Park, NY 11596	Principal 516-305-8300	
Harbor Child Care	Primary Center Street School	240 Center Street, Williston Park, NY 11596	Principal 516-305-8300	



# APPENDIX I

## Pandemic Plan

### Pandemic Planning

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.

### Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
  - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
  - Public Health Consultation and Immediate Reporting: 516-227-9639
  - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
  - The **Chief Emergency Officer** 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 Director of Pupil Personnel Services/Special Education, school district physician and nurses will be participate in the Safety Team meetings as necessary. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on **February 27, 2020** 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.

### 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 **HERRICKS COMMUNITY CENTER 999B Herricks Road, New Hyde Park, NY Room 211** with the alternate at **HERRICKS COMMUNITY CENTER 999B Herricks Road, New Hyde Park, NY Room 204**

and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

- **Dr. Fino Celano**                      **Superintendent of Schools**                      **(516) 305-8901**
- **Marty Abrams**                      **Director of Facilities**                      **(516) 305-8905**
- **Lisa Rutkoske**                      **Asst Superintendent for Business**                      **(516) 305-8903**
- **Dina Maggiacomo**                      **Executive Director for HR**                      **(516) 305-8909**
- **Elizabeth Guercin**                      **Asst Superintendent for Instruction**                      **(516) 305-8902**

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at [www.nassauschoolemergency.org](http://www.nassauschoolemergency.org) or FEMA website.

- 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) **Syntax Communication Group** has been designated to coordinate this effort and act as the central point for all communication.

**Beth Izzo – Syntax Communication Accounts Director**

Office Phone: 631-589-4000 x129

Cell Phone: 631-355-4635

**Karina Stabile – Syntax Senior Account Executive**

Cell Phone: 516-317-5835

The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established a notification list in Blackboard Connect, a third party mass notification system. **We have tested/exercised our communication systems on February 6, 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:

- Dr. Fino Celano**                      **Superintendent of Schools**
- Lisa Rutkoske**                      **Asst Superintendent for Business**
- Dina Maggiacomo**                      **Executive Director for HR**
- Elizabeth Guercin**                      **Asst Superintendent for Instruction**
- Marty Abrams**                      **Director of Facilities**

Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand held radios, cell phones, e-mail, and BlackBoard Connect, the district's 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, **account clerk, senior account clerk, treasurer and district clerk**, for having back-up responsibility in purchasing, payroll and treasury. Recognizing the need for job cross-training, we have trained individuals with the following job titles – **account clerk, senior account clerk, treasurer and district clerk**. We have also established the ability to maintain these essential functions off-site remotely from Nassau BOCES One Merrick Avenue, Westbury, NY, 11590. **Off-site function was tested on August 9, 2019.**
- 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 Head Custodians with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist

in this effort. If necessary, we may provide necessary disinfectant supplies for each classroom teacher. Training for teachers on this process is provided at building level faculty meetings.

- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions. 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

On an ongoing basis, we obtain input from curriculum staff in development of these strategies.

### **Response:**

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

### **Recovery:**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

- The District-wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

# SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

## I. Planning and Coordination:

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

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

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

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

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

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**3. Infection Control Policies and Procedures:**

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

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**4. Communications Planning:**

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

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

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

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