

# **PUBLIC DOCUMENT FOR POSTING**

**2023-2024**

**Syosset Central School District**

***District-Wide***

***School Safety Plan***

*Appendix B of this Plan has been revised to specifically address Labor Law Section 27-c and how public employers will continue operations during a public health emergency involving a communicable disease.*



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# ***Syosset Central 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 1<sup>st</sup> of each school year, the District-Wide and Building-Level Plans are formally adopted by the Board of Education after at least one public hearing. As required by law, the District-Wide School Safety Plan is posted on the school district website by September 1 and will be reviewed annually by the District-Wide School Safety Team. 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.

<b>Compliance Requirement</b>	<b>Date Achieved</b>
Board of Education Appoints District-Wide School Safety Team	June 12, 2023
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	May 17, 2023
Board of Education establishes 30-day public comment period	July 7-August 7, 2023
Board of Education has at least one public hearing on District-Wide School Safety Plan	July 6, 2023
Board of Education adopts District-Wide School Safety Plan	August 28, 2023
District-Wide School Safety Plan posted on website	September 1, 2023
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	June 20, 2023
Board of Education adopts Building-Level Emergency Response Plan	August 28, 2023
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	September 28, 2023
Building-Level Emergency Response Plan filed with local police	September 30, 2023

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

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

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, and 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 2023-2024 school year. Minutes will be kept for each meeting and attendance documented (see Appendix A).

Mr. Carol Cheng	President, Board of Education
Ms. Brian Grieco	Vice President, Board of Education
Dr. Thomas L. Rogers	Superintendent of Schools
Dr. Theresa Curry	Deputy Superintendent of Schools
Mr. Raymond Loverso	Assistant Superintendent for Curriculum, Instruction and Assessment
Ms. Erin Goldthwaite	Assistant Superintendent for Pupil Personnel Services
Dr. Patricia Rufo	Associate Superintendent for Business
Mr. Edward Escobar	Assistant Superintendent for Human Resources
Mr. Gregory Hamilton	Executive Director of Operations
Mr. Severino Fasulo	Director of Facilities
Mr. Raymond Farrell	Director of Security
Mr. Shahid Qureshi	Assistant Director of Security
Ms. Claudia Hardes	Transportation Supervisor
Ms. Philomena Hefferon	Public Information Officer
Ms. Christine Payne	IT Coordinator for Instructional and Administrative Technology
Mr. Giovanni Durante	Principal, Syosset High School
Mr. Kevin Bonanno	Principal, HB Thompson Middle School
Ms. Joey Waters	Assistant Principal, HB Thompson Middle School
Ms. Michelle Burget	Principal, South Woods Middle School
Ms. Theresa Berke	Assistant Principal, South Woods Middle School
Ms. Clara Kang	Principal, Baylis Elementary School
Ms. Mary Kolkhorst	Principal, Berry Hill Elementary School
Mr. Christopher Meyers	Principal, Robbins Lane Elementary School
Ms. Mi Jung An	Principal, South Grove Elementary School
Dr. Sari Goldberg McKeown	Principal, Village Elementary School
Mr. Chad Snyder	Principal, Walt Whitman Elementary School
Ms. Kelly Morgan	Principal, Willits Elementary School
Mr. Michael Callahan	STA President
Ms. Ava Graff	Student
Ms. Ashley Wong	Student
Ms. Helen Zheng	Student
Ms. Joan Gonzalez	School District Registered Nurse
Dr. Ronald Marino	School District Physician
Ms. Jodi Rokito/Ms. Jen Abraham	Parent, PTA Council Co-Presidents
Mr. Peter LaDuca	Nassau BOCES-Exec. Mgr. Health/Safety/Training
Police Officer Adam Meyers	Nassau County Police Dept. - Homeland Security
Police Officer John Hadrigan	Nassau County Police Dept. - Second Precinct
Police Officer Christopher Lovelace	Nassau County Police Dept. - Second Precinct
Police Officer Andrew Oswald	Nassau County Police Dept. - Second Precinct
Police Officer Frank Vescio	Nassau County Police Dept. - Second Precinct
Mr. Jack Randazzo	Syosset Fire Department Superintendent

## **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 of Schools and the Board of Education preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the Teams' primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by September 15<sup>th</sup> and may be included in existing professional development. New employees will receive training within 30 days of hire.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff 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) 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 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:**

- 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.
- The Crisis Prevention Institute's Nonviolent Crisis Intervention training is used to build staff capabilities in managing challenging situations and behaviors in ways that prioritize care and minimize risk. With a focus on prevention, the training program equips staff with strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. The program focuses on the safe management of disruptive and assaultive behavior. It emphasizes early intervention and nonphysical methods. It also includes physical intervention techniques for managing assaultive behavior. Currently, over 80 faculty and staff members are trained throughout the District.
- The District has established a Threat Assessment Team consisting of Mental Health Professionals to identify and monitor student behaviors that could lead to someone hurting themselves or others. If a student is experiencing a mental health crisis, they can simply call or text the number 9-8-8. This new three-digit 988 Suicide & Crisis Lifeline is designed to connect people who are suicidal or in any other mental health crisis to a trained mental health professional.
- The District has established a partnership with Sandy Hook Promise, which provides High School Students with training in the Say Something Program as well as access to the Say Something Anonymous Reporting System. The Say Something Program informs and educates about observable warning signs (written, spoken, photographed, in video) that are often present in behavior that could lead to someone hurting themselves or others as well as educates individuals on how to safely and anonymously report potential threats.
- High School
  - Sandy Hook Promise Say Something Program
  - TEAMS/CAST Social Skills Groups
  - Peers Reaching Out (PRO)
  - Serendipity
  - Peers as Leaders (PAL)
  - PRIDE
  - Bereavement Group
  - Divorce Group
  - Women's Empowerment Group
  - Breathe for Peace – Mindfulness Group
  - No Place for Hate Designation – Anti-Defamation League
- Middle Schools
  - Mentor-Mentee Program
  - Friendship Groups
  - Serendipity
  - VISTA – Mind Up, Calm Classroom, Learn2Breathe
  - Peer Educators
  - No Place for Hate Designation – Anti-Defamation League
  - Social Skills Groups
  - Teacher-Student Mentoring Program
  - Social Skills – Calm Classroom, Mindfulness
  - Peer Educators
- Elementary Schools
  - Transition to Middle School Group
  - Peer Buddies/Peer Educators/Peer Mentors/Peer Mediation Programs
  - Mind Up
  - Ambassador Club Program
  - Enrichment Clusters
  - Whole Body Detectives/Social Detectives Program



- Social Skills Groups
- Second Step
- Acts of Kindness
- PRIDE Character Education
- Sanford Harmony Character Education
- 

## **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 Dismissal 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
- Stop the Bleed Training

Syosset Central 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 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. 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 of 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:

**Security personnel:** The district employs security personnel as well as contracts out to a private security agency and, on a daily basis, staffs each facility within the district with a multitude of New York State Registered Security Guards. These guards, as per specifications written by the district, must be active or retired law enforcement with at least 3-5 years experience.

The district utilizes a multilayered configuration to assist with ensuring the safety and security of its students, staff, and infrastructure. Below are some examples of how the district implements these procedures on a daily basis:

- Visitors are required to enter all buildings through a safety vestibule. Before visitors are admitted into the building, they must produce a government-issued photo identification that is imported into the District's visitor management system. Individuals are cross-checked against a national sex offender database. Photographs as well as video surveillance are utilized at these locations to enhance identification.
- Video surveillance cameras are positioned on the exterior of the buildings to provide an additional layer of identification.

- All staff members are wearing photo identification while they are on district property.
- All High School Students are wearing photo identification and scan into an attendance kiosk upon entering the high school building.
- The district has routinely conducted security assessments both with a local law enforcement agency as well as contracted out to a private firm on several occasions to receive additional recommendations as well as to work with administration and staff in the implementation of enhancements.
- The district has an on-site Director of Security and a Security Supervisor within all buildings on a daily basis working closely with central office administration as well as building administration and the local police department to critique, as well as ensure redundancy in safety and security decision-making occurs.
- The district has installed silent panic alarms to directly alert authorities during emergencies. This is known as “Alyssa’s Law” and this amended Ed. Law 2801-A.

### **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.

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.

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# Purposes

## **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. 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 (Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

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

### **Reporting:**

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

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

### **Investigation:**

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

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

### **Follow-up:**

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

#### **Evaluation:**

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

#### **Disciplinary Measures:**

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

#### **Code of Character, Conduct, and Support:**

The school district has created a detailed Code of Character, Conduct, and Support 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 Character, Conduct, and Support will be made available to students, parents, staff and community members. The Code of Character, Conduct, and Support is annually reviewed 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
Syosset High School			
HB Thompson Middle School			
South Woods Middle School			
Baylis Elementary School			
Berry Hill Elementary School			
Robbins Lane Elementary School			
South Grove Elementary School			
Village Elementary School			
Walt Whitman Elementary School			
AP Willits Elementary			
St. Edward the Confessor School			
Our Lady of Mercy Academy			
Mercy First			
Fusion Academy			
Variety Child Learning Center			
Center for Developmental Disabilities			
Syosset Public Library			
Greentrees Country Day School			

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 including Blackboard Connect, Infinite Campus Messenger and Portal, and/or the syossetschools.org website. 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 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.

## 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 Principal or designee will issue the appropriate alert if necessary and isolate the area.
- The Principal or designee will notify the Superintendent of Schools. No response to the media will be given at this time.
- The 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) refuses 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 Superintendent of School's office will be notified so appropriate resources can be made available to the school district.
- The 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, the Principal or designee will contact 911.
- The 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 Superintendent of Schools will be notified.
- The 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. 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 Principal.
- Determine level of threat with Superintendent of Schools (Activate Threat Assessment Team).
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.
- Contact parent if necessary utilizing emergency notification system or most appropriate method.

## **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 Principal/Superintendent of Schools.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Notify parents when appropriate utilizing mass notification system.

## **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.

# Redacted for Posting Purposes

## **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)
- **Two-Hour Delay** (Conditions warrant delaying students' arrival)
- **Early Dismissal** (Conditions warrant returning students to their homes)



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

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

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

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

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

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

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

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

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

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



## **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

### Syosset Central School District District-wide School Safety Team Meeting Attendance and Minutes

Required Attendance:

Representatives	First Name	Last Name	Absent/Present
Board of Education President			
Superintendent of Schools			
Deputy Superintendent of Schools			
Assistant Superintendent for Curriculum, Instruction, and Assessment			
Assistant Superintendent for Pupil Personnel Services			
Assistant Superintendent for Business			
Assistant Superintendent for Human Resources			
Executive Director of Operations			
Director of Facilities			
Director of Security			
Security Supervisor			
Transportation Supervisor			
Public Information Officer			
IT Coordinator for Instructional and Administrative Technology			
Principal, Syosset High School			
Principal, HB Thompson Middle School			
Assistant Principal, HB Thompson Middle School			
Principal, South Woods Middle School			
Assistant Principal, South Woods Middle School			
Principal, Baylis Elementary			
Principal, Berry Hill Elementary			
Principal, Robbins Lane Elementary			
Interim Principal, Robbins Lane Elementary			
Principal, South Grove Elementary			
Principal, Village Elementary			
Principal, Walt Whitman Elementary			
Principal, AP Willits Elementary			
Science Teacher, South Woods MS			
School District Registered Nurse			
School District Physician			
Parent, PTA Council Co-Presidents			
Student, Syosset High School			
Student, Syosset High School			
Student, Syosset High School			
Nassau BOCES-Exec. Mgr. Health/Safety/Training			
NCPD, Homeland Security			
NCPD, 2nd Pct.			
NCPD, 2nd Pct.			
NCPD, 2nd Pct.			
NCPD, 2nd Pct.			
Syosset Fire Dept. Superintendent			

Additional Attendance:

Organization or School	Name	Title

## **APPENDIX A**

### Syosset Central School District District-wide School Safety Team Meeting Attendance and Agenda

District-Wide Safety Plan Review

Attendees:

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## **APPENDIX B**

### **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: 1-888-364-3065*
  - *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 Assistant Superintendent for Curriculum, Instruction, and Technology will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School District Physician and the Nurse Coordinator will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district Technology Coordinator will also be an important Team member. The Superintendent of Schools, the Deputy Superintendent of Schools, the Assistant Superintendent for Human Resources, the Assistant Superintendent for Business, the Assistant Superintendent for Pupil Personnel Services, the Executive Director of Operations, the Director of Facilities, the Food Service Director, the District Transportation Supervisor, and the District Public Information Officer 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 29, 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 sample worksheet (below) has been completed by each department: Central Administration, Human Resources, Facilities Services, Business, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. The completed worksheets with essential-employee information for each department that has essential on-site employees (Security, Facilities, and Food/Business Services) can be found in Appendix C, Essential Employee Worksheets, on pages 44-46.

Essential Positions				
Title	Description	Justification	Work Shift	Protocol

## (2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

Mobile Device and Internet Access Assessments and Provisions:

- Essential Business and Central Administration personnel have data hotspots for continual access to the Internet for work duties.
- All Central Administration, Business Administration, Human Resources, Payroll, Personnel, and Building Administrators have district assigned laptops.
- All employees with necessary/essential access to desktop computers to run financial, employee, and procurement processes have remote access to internal servers.
- The clerical staff have access to district assigned Chromebooks with virtualized desktops and complete access to workplace files through cloud-based computing.
- Clerical and Administrative Personnel have the opportunity to install a mobile application on their mobile phones to access their workplace extension and voicemail without incurring data charges on their personal mobile data plan.
- Work phones are transferred to a MiTel system that allow for remote monitoring and answering of office and school phones.

### Technology & Connectivity for Students - Mandatory Requirements:

- All teaching staff are provided with district assigned laptops and/or Chromebooks.
- All staff work entirely in cloud-based computing environments, allowing for universal access to the curriculum and digital resources from in-district and remote locations.
- The teaching staff also has document cameras and stylus/tablet technology to replicate the classroom's whiteboard and interactive board technology in a remote location.
- Each student has a district-provided device – Chromebook or iPad – that allows each student to access all curriculum, lessons, and virtual meeting/communication technology with instructional and administrative staff.

### Mobile Devices Delivery:

- Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be and is leveraged in different ways to meet local needs, including but not limited to:
  - Communication (e-mail, phone, online conferencing, social media)
  - Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
  - Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
  - Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Students' technology needs have been identified to include adaptive technologies
  - Asset Tracking Management System procedures are used to check out all mobile devices
  - There is an instructional technology ticket-based system for putting in requests for additional technology devices, software, hardware, WiFi access, repairs and support.
  - If a shutdown happens abruptly, pick-up times and locations will be established, and arrangements will be made to deliver devices to those who cannot pick them up in person.
- Providing Multiple Ways for Students to Learn:

- Instructional programs will be supported 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.

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

Depending on the exact nature of the communicable disease and its impact, the school district 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 as appropriate.
- Limit or eliminate visitors to the building.

Essential employees will have staggered work shifts where possible. Specifically, the following titles must work on-site, during the normal work hours of [REDACTED], to perform their jobs:

- Groundskeepers
- Food Service Workers
- Messengers
- Account Clerks

The following titles will work day shifts from [REDACTED] or night shifts from [REDACTED]:

- Custodians/Cleaners

[REDACTED]

- Maintainers -

[REDACTED]

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. Actual information can be found in Appendix C, Essential Employee Worksheets, pages 44-46.

### 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.

- [REDACTED] We have established our District-

Wide Incident Command Structure as follows:

[REDACTED]	Superintendent of Schools	[REDACTED]
[REDACTED]	Deputy Superintendent of Schools	[REDACTED]
[REDACTED]	Assistant Superintendent for Curriculum, Instruction, and Assessment	[REDACTED]
[REDACTED]	Assistant Superintendent for Pupil Personnel Services	[REDACTED]
[REDACTED]	Assistant Superintendent for Business	[REDACTED]
[REDACTED]	Assistant Superintendent for Human Resources	[REDACTED]
[REDACTED]	Executive Director of Operations	[REDACTED]
[REDACTED]	Director of Facilities	[REDACTED]
[REDACTED]	Director of Security	[REDACTED]
[REDACTED]	Security Supervisor	[REDACTED]



		Transportation Supervisor		
		Public Information Officer		
		IT Coordinator for Instructional and Administrative Technology		

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.

*Administrators and nurses will be encouraged to complete 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 (Building Principal), 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 work with the District Contact Tracing Team and the District COVID-19 Coordinator 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 #
Syosset High School		
HB Thompson Middle School		
South Woods Middle School		
Baylis Elementary		
Berry Hill Elementary		
Robbins Lane Elementary		
South Grove Elementary		
Village Elementary		
Walt Whitman Elementary		
Willits Elementary		
Administration		

- 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), [REDACTED], 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 Coordinator, [REDACTED], to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Blackboard Connect, Infinite Campus Messenger and Portal, and/or the [www.syossetschools.org](http://www.syossetschools.org) website. 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. These systems are continuously tested/exercised throughout the school year to ensure the proper functioning of our communication systems.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision-making authority for the district (Superintendent of Schools, Deputy Superintendent of Schools, Assistant Superintendent for Business, Assistant Superintendent for Human Resources, Assistant Superintendent for Curriculum, Instruction and Technology, and the Assistant Superintendent for PPS). 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 cell and land-line phone system followed by hand-held radios, e-mail, and district automated phone notification system. All have access to each of the aforementioned systems.
  - 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 in these areas for having back-up responsibility, continued cross-training, and the ability to maintain

these essential functions off-site from remote locations as follows: Payroll Supervisor, Assistant Payroll Supervisor, Senior Account Clerk, Account Clerk, Purchasing Agent, Buyer, Treasurer, and Deputy Treasurer. Payroll currently works remotely and, as long as the district stays completely on direct deposit, this can be maintained. Account Clerk and Senior Account Clerk personnel are essential workers and will need to come to the on-site office to pick up bills and to access check printing. The Treasurer and Deputy Treasurer can perform the functions of their respective titles remotely.

- Maintenance of Facilities and Operations will be difficult with a reduced or absent maintenance staff. The Executive Director of Operations and the Director of Facilities, or their back-up designee(s), will keep the business office informed of such status and the point at which any/all buildings can no longer be maintained. The Executive Director of Operations and the Director of Facilities have 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, maintenance staff will be pooled to form a mobile central team to assist in essential building function and with the cleaning of critical areas such as bathrooms and high-traffic areas. Teachers may ultimately be asked to assist in this effort. If necessary, the district may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. *All products utilized MUST be approved for use by the school district.*
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Assistant Superintendent for Human Resources annually, and in an ongoing manner, provides cross-training of staff to ensure essential functions. The following job titles in Human Resources have back-up responsibilities, conduct continued cross training, and they have the ability to maintain essential Human Resources' functions off-site from remote locations as follows: Principal Personnel Clerk, Senior Personnel Clerk, and Principal Typist Clerk. 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; on-line learning subscriptions and applications
  - Communication modalities for assignment postings and follow-up: telephone, Postal Service, cell phone, cell phone mail, text messages, e-mail, automated notification systems, and website postings

We have obtained input from administrators, teachers, and curriculum Coordinators, in the development of these strategies and testing of these methods is ongoing throughout the school year.

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

**PPE & Face Covering Availability:**

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the District 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 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.
- The District maintains a supply of Personal Protective Equipment (PPE) appropriate for essential employees (disposable masks, N95/KN95 masks, nitrile gloves, face shields, Tyvek suits).
- [REDACTED]
- The District maintains relationships with several large national suppliers and local medical supply providers. These suppliers are able to provide PPE throughout the pandemic.
- The Receiving clerk manages the delivery of PPE to each building and the replenishing of PPE stock to ensure the District maintains an adequate supply at all times.
- [REDACTED]

**PPE Supply Management**

The Facilities Department works with all district programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

Stocked PPE Supply for Students, Faculty, and Staff			
Item		Supply	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

***\*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 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:**

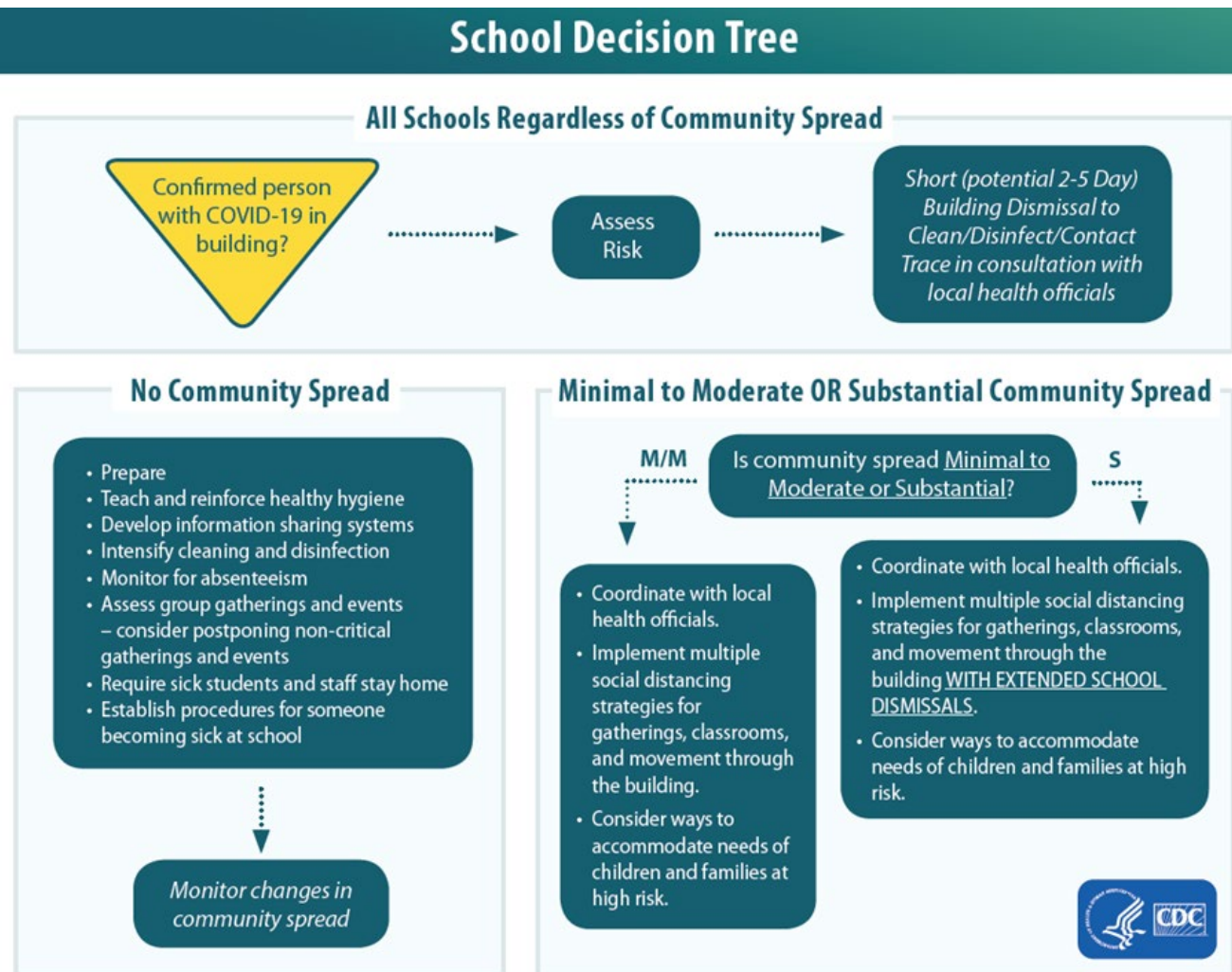
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been 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 Coordinator 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 Assistant Superintendent for Business will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Business will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
  - The Executive Director of Operations and the Director of Facilities will meet with staff and monitor ability to maintain essential function. The Executive Director of Operations and the Director of Facilities will review essential building function procedures with the Principal and Command Chain. Sanitizing procedures will be reviewed with teachers. The Executive Director of Operations and the Director of Facilities will work closely with the Assistant Superintendent for Business or designee to implement different phases of the Plan as necessary.
- The Assistant Superintendent for Human Resources will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Human Resources 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:



### 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, or;
- A negative COVID-19 test result has been obtained.

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; and
- 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 10 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 [REDACTED] 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.
- The Human Resources Office will work with all departments to monitor, document, and address absenteeism.

### **Medical Accommodations**

The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to the Assistant Superintendent for Human Resources, [REDACTED]

### **COVID-19 Information, Vaccination, Testing & Treatment 2023-2024 School Year**

**Mitigation Strategies:** Schools are encouraged to utilize the CDC's Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning as a resource for COVID-19 mitigation strategies in the K-12 setting. This guidance from the CDC represents the most up-to-date COVID-19 mitigation strategies for the K-12 setting while considering COVID-19 Community Levels. Changes to the most current CDC Operational Guidance include:

- Elimination of the test-to-stay policy recommendation.
- Changed recommendations to conduct screening testing to focus on high-risk activities during high COVID-19 Community Levels or in response to an outbreak.
- Removal of the recommendation to pod/cohort.
- Removal of the recommendation to quarantine, except in high-risk congregate settings.
- Addition of detailed information on when to wear a mask, how to manage cases and exposures, and how to respond to outbreaks.

**COVID-19 Exposure:** When people are exposed to COVID-19, follow the [CDC's Exposure Guidance](#). It is recommended that those exposed to COVID-19 wear a well-fitting mask or respirator for a full 10-day period and get tested at least 5 days after close contact or sooner if symptoms develop. The current guidance holds for all individuals irrespective of vaccination status or history of prior COVID-19 infection.

**COVID-19 Symptoms and Positive Test Results:** Those who are or become symptomatic and/or test positive for COVID-19 are asked to follow the [CDC's Isolation Guidance](#).

The CDC notes that testing is not required to determine end of isolation following a positive test for COVID-19 infection; however, individuals may use sequential antigen testing, if available, as outlined in [CDC's Isolation Guidance](#) to potentially shorten the duration of mask use post-isolation. Those who are not able to wear a well-fitting mask or respirator should either isolate for a full 10 days or follow the test-based strategy to determine when they can return to school without a mask.

**Vaccinations:** Staying up to date on COVID-19 vaccinations continues to be a leading public health strategy to prevent severe illness. Everyone 6 months of age and older is now eligible for COVID-19 vaccination. All school children who are 5 years of age and older are eligible for a COVID-19 booster. This includes individuals who have been fully vaccinated and have not received an additional vaccination this calendar year. Schools are encouraged to continue promoting COVID-19 vaccination in their community. Information on COVID-19 vaccination can be found at <https://covid19vaccine.health.ny.gov/>.

**Testing:** In addition to vaccination, as a best practice, COVID-19 testing provides an opportunity to connect eligible individuals who test positive with treatment. This allows schools to mitigate community spread of COVID-19. Resources continue to be made available to schools to support testing of school populations; an updated list of testing resources can be found at <https://coronavirus.health.ny.gov/schools-youth>.

Following this guidance will help schools collaborate with local departments of health to support safe inperson learning while providing greater flexibility to meet local community needs as [COVID-19 Community Levels](#) change.

**Reporting:** Please note that the requirement to report daily COVID-19 testing and case positive data to the NYSDOH (10 NYCRR 2.9) ended on June 30, 2022 and is not required at this time.

### **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 Syosset Central School District 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 should have staggered use. Users must maintain six feet of distance and they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

**Disinfecting:**

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

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

Upon request, Facilities and Operations Services will provide CDC and school district 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:

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

**Hand Sanitizing:**

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

**Trash removal:**

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



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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified, it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, pages 44-46.

## **(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:



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 debrief and determine lessons learned. Information from the PIO Office, Business Office, Human Resources Office, Facilities and Operations Offices, and the Curriculum, Instruction, and Technology Office 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 (pages 34-36)

Syosset Central School District Reported Positive COVID-19 Case Procedure and Questionnaire Form (pages 37-38)

NYSDOH Pre-K to Grade 12 COVID-19 Toolkit/Flowcharts (pages 39-43)

Essential Employee Worksheets (pages 44-46)

## 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).

### 1. 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:**

---

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.

---



## Syosset Central School District Reported Positive COVID-19 Case Procedure:

**1) Nassau County Department of Health Notification or Positive Lab Report Results Received from student, staff, or employee are reported to the school district.**

**2) Confirmed or suspected COVID-19 Case is reported to the school district.**

**3) Contact Tracing Team informs Building Principal/Supervisor of the concern.**

**4) District Contact Tracing Team Traces and Identifies Contacts with Confirmed Case.**

(Nassau County Department of Health is notified by Superintendent of Schools when all contact tracing is completed at 516-227-9669)

**5) Contact Tracing Team or Building Principal Calls all Close Contacts and provides each with quarantine specifics and anticipated date of return.**

**6) Human Resources Department provides Positive Case and Close Contact employees with additional information regarding quarantine specifics and anticipated date of return.**

**7) Building Principals and Coordinators communicate with teachers and staff regarding student virtual and asynchronous instruction during the period of quarantine.**

**8) Facilities and Operations will implement Cleaning Protocol as needed with target specific and general building protocol.**

## Report COVID-19 District Questionnaire:

Student/Employee Name:

Submitted by:

Best Contact Email Address:

Phone Contact:

Alternative Phone Number:

Student/Employee Address:

Student/Employee School:

How Does the Student/Employee Attend School/Work?

Employee Position Title:

Student Grade:

Student's Homeroom (Classroom) or Advisory Teacher:

Date of Birth:

Age:

Last Day of In-School Attendance:

Does the Student Ride Bus?

Bus Numbers:

Student Participates in Sport/Activity Outside of School?

Student ALWAYS Wear Mask and Social Distance?

Student/Employee Eat Lunch in Close Proximity to Anyone?

In-School TWO DAYS prior to being COVID-positive or a CLOSE CONTACT?

STUDENT/EMPLOYEE IS Asymptomatic or Symptomatic?

The Student/Employee is: COVID positive or Close Contact?

### **COVID TESTING**

How Did the Student/Employee Contract COVID-19?

Date of Rapid Test:

Rapid Test Result:

Date of PCR Test:

PCR Test Result:

Location of Testing Facility:

Student/Employee is:

Date Symptoms Began:

Describe Symptoms:

### **CLOSE CONTACT**

Was the Student/Employee Tested?

Relationship to person with COVID:

How was Student/Employee a Close Contact?

Does the Person with COVID and Student/Employee Live in Same Household?

Last Date in Contact with COVID-Positive Person:

Has the Department of Health Contacted You?

Additional Comments or Concerns:

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

**Can My Child Go To School Today?**

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

**YES**

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

**YES**

Your child **cannot** go to school today. They must stay in isolation (at home and away from others) until 10 days have passed from symptom onset with at least 72 hours after recovery (with resolution of fever without fever-reducing medications) if waiting for the results **OR** if **positive**, the local health department has released your child from isolation.

**NO**

In the last 10 days, has your child:

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

**YES**

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

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

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

**NO**

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

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

**YES**

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

**NO**

Your child **CAN** go to school today. **Make sure they wear a face covering or face mask, practice social distancing, and remind them to wash their hands!**

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

**SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:**

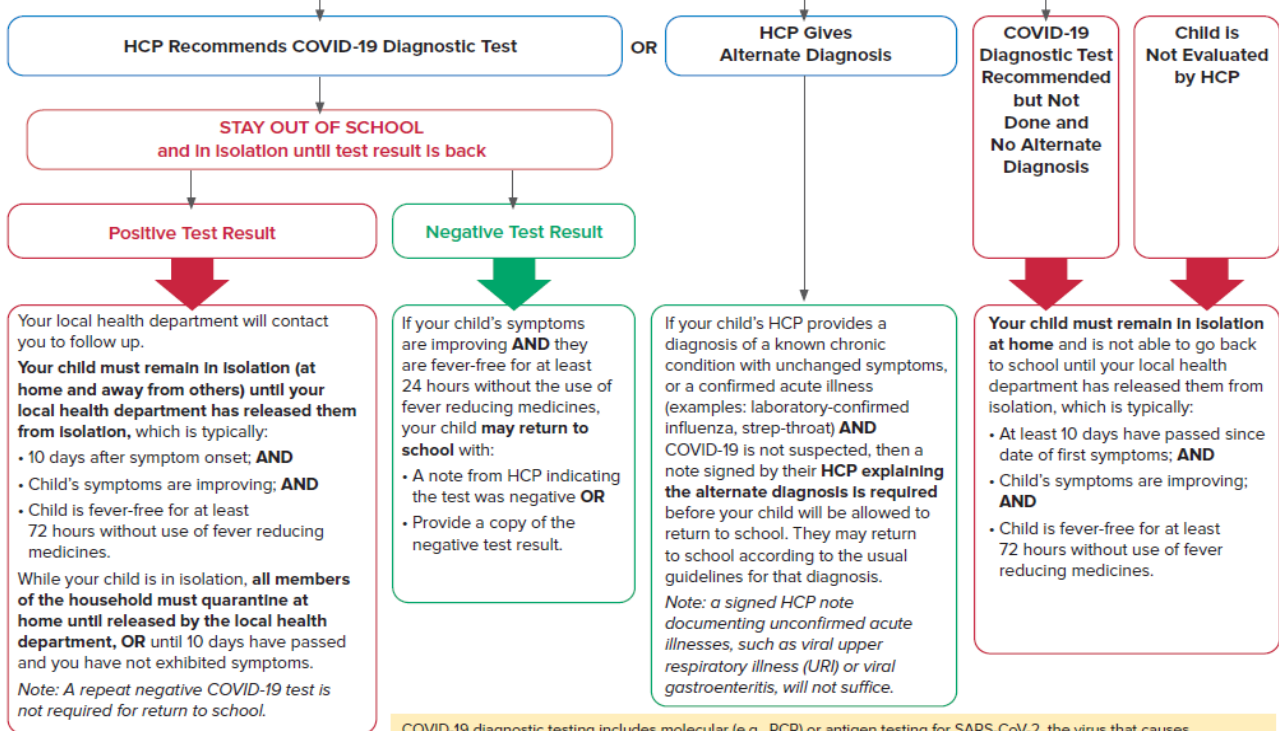
- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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

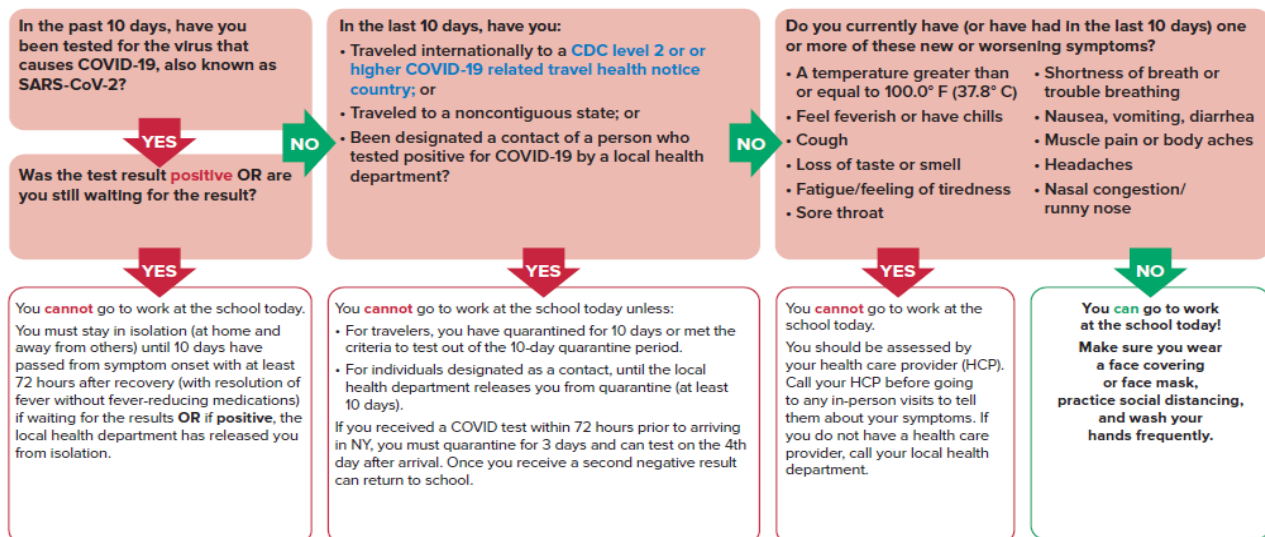
HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



February 2021 | A-2

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

### Can I Go to Work at the School Today?



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

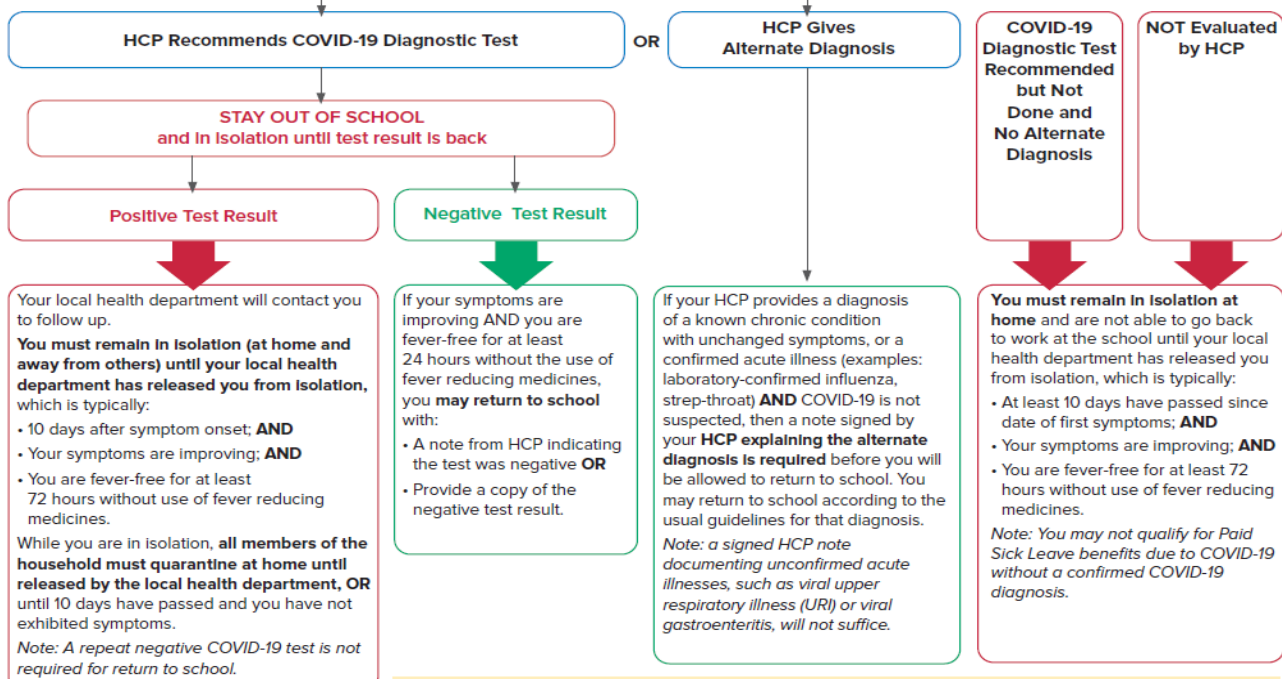
### SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- 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)

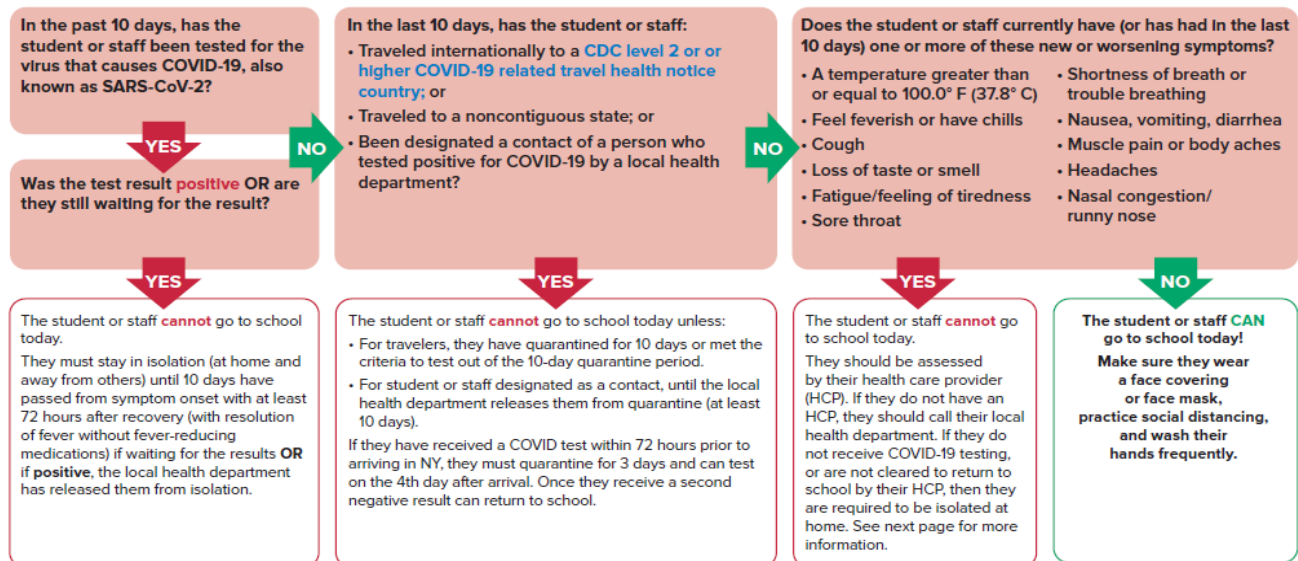


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, 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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## NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

### COVID-19 Screening Flowsheet for Students and Staff



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

February 2021 | C-1

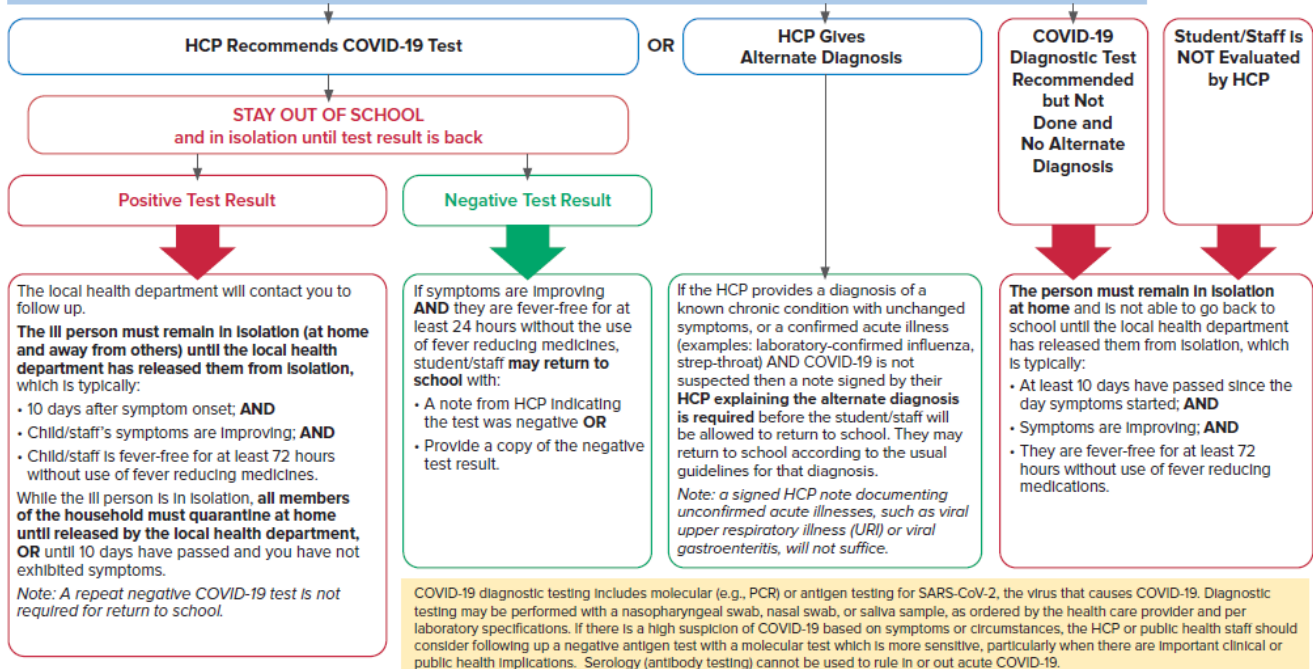
## COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

### 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.

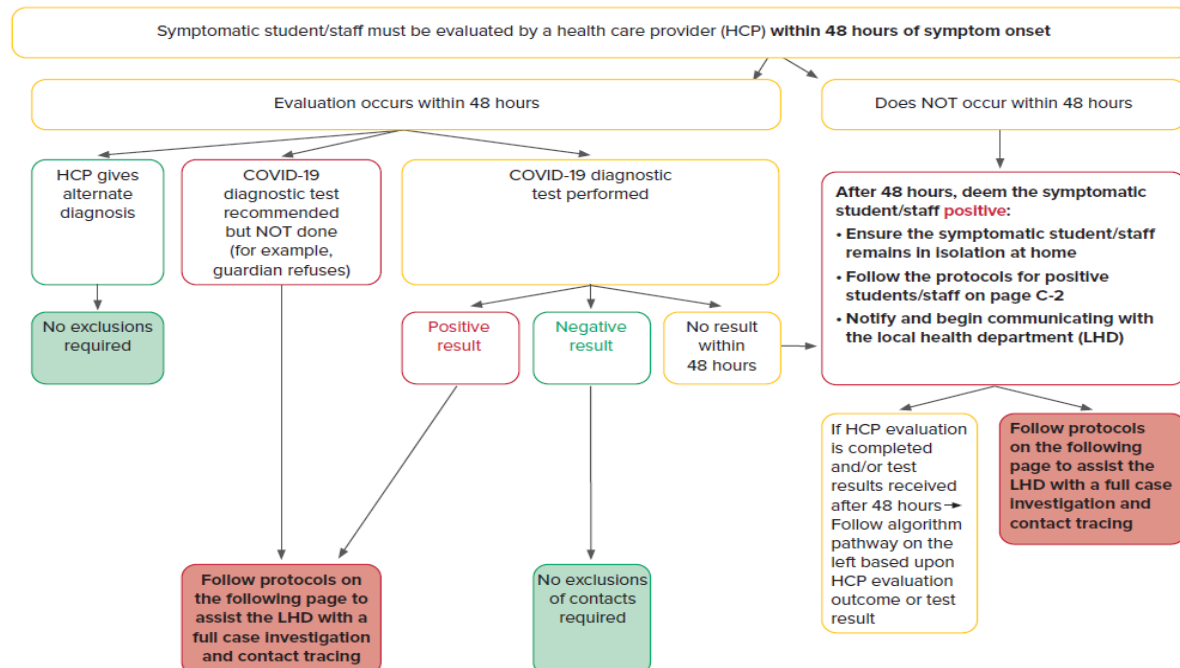
- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean 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)



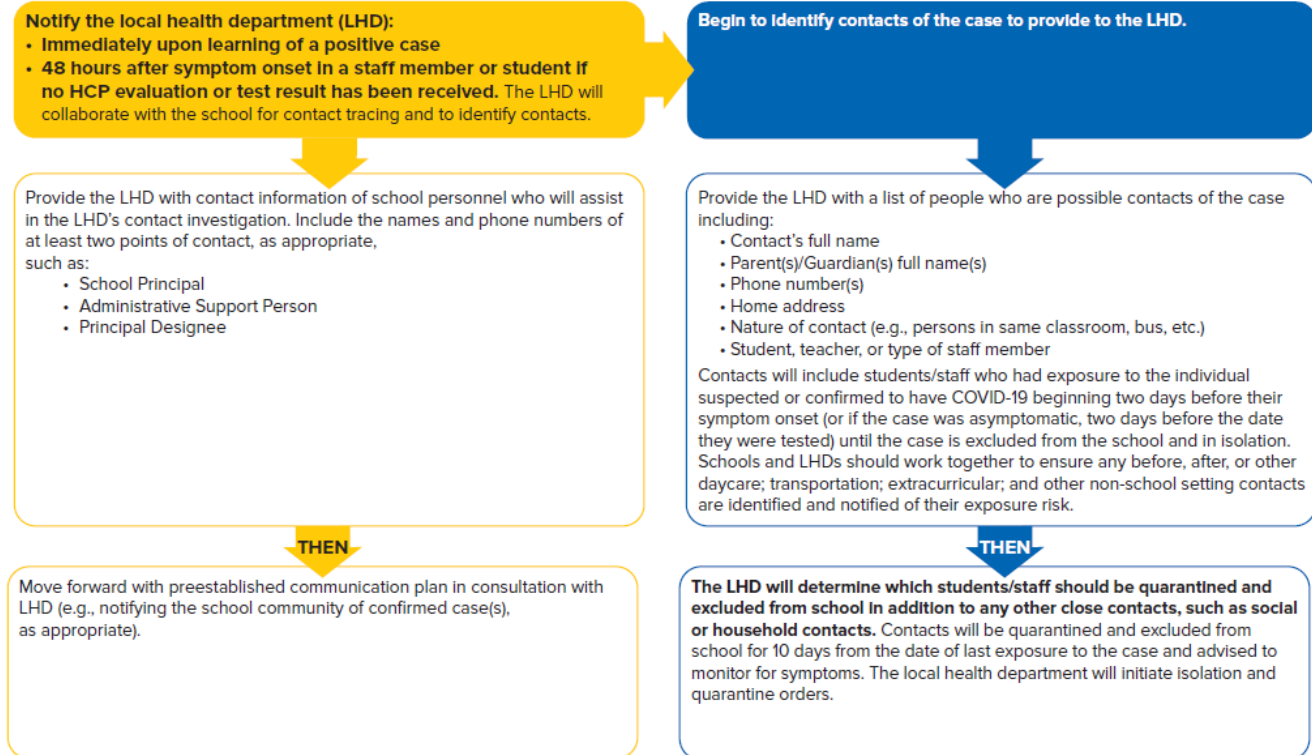
February 2021 | C-2

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



February 2021 | C-3

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



### 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.

February 2021 | C-4

## Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the Spring 2020 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).

Essential Employee Determination DEPARTMENT: SECURITY				
Title	Description	Justification	Work Shift	Protocol
Security	Secure Buildings and Grounds	Securing Building to ensure only essential employees are entering, and screening for any potential visitors that might need or try to gain access to buildings or grounds.	[REDACTED]	District Employees will continue to clock in and out thru the [REDACTED]. Outside of District security will only work hours that are requested and continue to submit time sheets for verification.

Essential Employee Determination DEPARTMENT: FACILITIES				
Title	Description	Justification	Work Shift	Protocol
Cleaner	Cleans, sanitizes, and disinfects assigned area	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely.	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Custodian	Cleans, sanitizes, disinfects assigned area and provides supervision in the absence of Head Custodian	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Assistant Head Custodian	Assist Head Custodian with building operations	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Head Custodian	Supervises cleaning staff and provide light building maintenance	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Maintenance Helper	Assists Maintainer and Senior Maintainer in all duties	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.



Maintainer	Performs maintenance tasks in the upkeep of building machinery, electrical, plumbing, etc.	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Senior Maintainer	Ability to perform same task as Maintainer plus supervise multiple tasks	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Mechanical Equipment Operator	Performs skilled work in the operation of automotive equipment and performs a variety of manual tasks	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Groundskeeper	Performs maintenance of grounds and recreation areas	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Supervising Groundskeeper	Supervises groundkeepers in the maintenance of grounds and recreation areas	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Maintenance Supervisors	Responsible for supervising maintenance staff and grounds crew. Assigns work orders	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Mechanic	Provides maintenance on all motor vehicles including grounds equipment	All Custodial, Maintenance, Grounds, Mechanic, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Pool Operator	Maintains pool in accordance with Department of Health regulations and maintains inventory of pool chemicals	Pool Operator responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Messenger	Operates mailroom and provides mail service districtwide including USPS	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.

Per Diem Custodial, Cleaner, Maintainer	Substitute for custodial staff on an as needed basis	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
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Essential Employee Determination DEPARTMENT: FOOD/BUSINESS SERVICES				
Title	Description	Justification	Work Shift	Protocol
Food Service Workers	provides various tasks involving the preparation and serving of free lunch to students	To provide food to students in the community that qualify for free meals	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Account Clerk	prepares payroll, purchase orders, vendor statements, bank statements, vendor checks, receiving and depositing checks	To ensure the continuous operations for payroll and for purchasing	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
A/P Staff: Account Clerk and Senior Account Clerk	Accounts Payable – Team that pays vendors, they cut checks and coordinate with claims auditors.	While some work can be done remotely most all bills are paper and come in through the mail. Additionally, the physical printing of checks requires a check-printing machine, which is on-site.	[REDACTED]	The Business Administrator will manage the work schedule with the A/P team.
Payroll Staff: Supervisor Asst. Supervisor Account Clerk Typist Clerk (PT)	Payroll – Team that pays employees and processes related withholdings/liabilities.	While work can be done remotely, mail must be reviewed periodically for time sensitive correspondence. Certain filings are paper documents only.	[REDACTED]	The Business Administrator will manage the work schedule with the Payroll team.
Purchasing Staff: Purchasing Agent Buyer Principal Typist Clerk	Purchasing – Team that reviews and authorizes all district purchasing.	While work can be done remotely, mail must be reviewed periodically (bids, RFPs). Certain purchase orders must be mailed.	[REDACTED]	The Business Administrator will manage the work schedule with the Purchasing team.
Accounting/Treasury Staff: Accountant Treasurer Account Clerk	Accounting – Team that maintains district financial records and banking. Coordinates with all depts and auditors.	While work can be done remotely, mail must be reviewed periodically. Checks received must be recorded and deposited. A/P checks must be signed on-site.	[REDACTED]	The Business Administrator will manage the work schedule with the Accounting/Treasury team.