

ROSLYN UNION FREE SCHOOL DISTRICT

Meeting of the Board of Education

Thursday, March 9, 2017

8:00 P.M.

Roslyn High School – Board Room

7:00 p.m. - Executive Session

8:00 p.m. – Public Hearing – District Safety Plan (Attachment)

8:15 p.m. - Board of Education Meeting

Preliminary Announcements

Emergency Procedures

Cell Phones

Pledge of Allegiance

Recognition

Natya Glasco – Girls Winter Track

Alexandra Mastrototaro – Gymnastics

Todd Warshawsky - Boys Winter Track

Orry Zayit - Swimming

Recommendation to accept the minutes from the following meeting(s):

February 2, 2017

February 16, 2017

Board President's Comments

Superintendent's Comments

Student Delegate's Comments

Discussion Item(s):

1. Budget Presentations:
 - a. Facilities
 - b. Physical Education, Health and Athletics

PUBLIC COMMENT #1 Limited to Agenda Items ONLY

(Will be limited to ½ hour, no more than 2 minutes per speaker).

Though not required by law, the Roslyn Board of Education invites public comment during its meetings. Citizens will be recognized by the presiding officer. Please state your name and address before speaking and direct all comments to the Board. This is not a time for citizen to citizen exchanges. We ask that comments not include the names of students or staff members, and comments are not permitted with respect to confidential matters. Please also be reminded that Board meetings are designed by law to facilitate the school district's business and provide for public Board deliberations. Thank you

ACTION ITEMS

Action may be taken for each individual resolution or by the titled subgroups. Bracketed information following resolutions is not part of the Board's official action and does not become part of the official record.

PERSONNEL:

ALL PERSONNEL APPOINTMENTS LISTED ARE FUNDED IN THE CURRENT BUDGET UNLESS OTHERWISE NOTED

- P.1.** It is the recommendation of the Superintendent of Schools that the following resolution be adopted:

RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.1 Professional)**

- P.2.** It is the recommendation of the Superintendent of Schools that the following resolution be adopted:

RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.2 Classified)**

BUSINESS/FINANCE:

ALL ITEMS ON THE BUSINESS/FINANCE PORTION OF THE AGENDA ARE WITHIN THE BUDGET UNLESS OTHERWISE SPECIFIED

- B.1.** Recommendation to approve the following contracts and to authorize the Board of Education President to execute (those contracts marked with an asterisk have been prepared pursuant to a previous award of an RFP or bid).

- (i) Contractor: Hofstra University
Services: 2017 Middle School graduation at David S. Mack Sports Complex on June 22, 2017
Total estimated to be \$8,000.00
- (ii) Contractor: South Huntington Union Free School District
Services: District of Location Special Education Services for IEP service requirements for one student residing in Roslyn attending private schools in South Huntington for the 2016-17 school year
Fees: Total estimated to be - \$30,000

Recommendation to **amend** the following contract which was first approved by the Board of Education on February 16, 2017 (item B.1(ii)):

- (iii) Contractor: Long Island University – C.W. Post
Services: 2017 High School graduation at Tilles Center on June 23, 2017 (Rehearsal June 20, 2017)
Total estimated to be ~~\$11,370.00~~ \$11,870.00
Increase of \$500.00 due to additional costs

Recommendation to **amend** the following contract which was first approved by the Board of Education on January 26, 2017 (item B.1(iii):

- (iv) Contractor: The Lowell School
Services: Instructional and related services for ~~one~~ **two** students
(Second student added 2/28/17 – 6/29/17)
Fees: \$36,385.00 for the 10 month period.
Total estimated to be ~~\$21,831.00~~ **\$36,587.14**, an increase of \$14,756.14

B.2. Recommendation to approve general fund appropriation transfer requests:

<u>FROM BUDGET CODE</u>	<u>TO BUDGET CODE</u>	<u>AMOUNT</u>
9020-800-03-9000-303	2850-430-08-7000-801	\$10,000.00
TRS	CONTR HS Theatre Arts	
	Subtotal	\$10,000.00

REASON FOR TRANSFER REQUEST: Additional funds needed for new HS Theatre code.

B.3. Recommendation to approve general fund appropriation transfer requests:

<u>FROM BUDGET CODE</u>	<u>TO BUDGET CODE</u>	<u>AMOUNT</u>
5510-210-03-9000-510	5510-230-03-9000-510	\$3,315.12
Trans Buses	Bus Garage Furniture	
	Subtotal	\$3,315.12

REASON FOR TRANSFER REQUEST: To cover the cost of the furniture for the new location.

B.4. Recommendation to approve general fund appropriation transfer requests:

<u>FROM BUDGET CODE</u>	<u>TO BUDGET CODE</u>	<u>AMOUNT</u>
2630-430-03-1100-311	2630-490-03-9000-311	\$12,795.83
Computer Contractual	BOCES Computer Svcs, DW	
	Subtotal	\$12,795.83

REASON FOR TRANSFER REQUEST: PowerSchool registration/set up fee/ Nassau BOCES support.

B.5. Recommendation to approve a payment in the amount of \$24,563.99 to Ingerman Smith, L.L.P. for legal services rendered to the district for the period ending 1/31/2017.

B.6. Recommendation to approve a revision to the Cooperative Transportation Contract Extensions for 2016-2017, which were approved on June 28, 2016 (item B.11) to include an additional child.

- B.7.** WHEREAS, a number of public school districts in Nassau County wish to jointly solicit proposals for Special Education Related Services to commence in the 2017-2018 school year in accordance with the applicable provisions of General Municipal Law;

WHEREAS, the Roslyn School District desires to participate with these school districts for the joint solicitation of proposals for Special Education Related Services as authorized by General Municipal Law Section 119-o, in accordance with the terms and conditions of the attached Inter-Municipal Cooperative Agreement (“IMA”) among the participating school districts; and,

WHEREAS, the Board of Education has determined that it would be in its best financial interest to solicit proposals for Special Education Related Services on a cooperative basis;

NOW THEREFORE, BE IT RESOLVED that the Board of Education hereby authorizes the School District to participate with other Nassau County public school districts for the solicitation of proposals for Special Education Related Services on a cooperative basis, subject to the terms and conditions of the IMA; and

BE IT FURTHER RESOLVED, that the Board of Education hereby accepts and approves the appointment of the Manhasset Union Free School District as the Lead Participant for purposes of facilitating and coordinating the solicitation of proposals in accordance with the IMA; and

BE IT FURTHER RESOLVED that the Board of Education hereby approves the attached IMA and authorizes the Board President to execute the IMA on behalf of the Board of Education.

- B.8.** Recommendation to approve pending change orders as indicated below. It is understood that: 1) the work of the change orders is required in order to continue the projects and meet the projected completion date; 2) a formal change order prepared by the architect and executed by the architect and the contractor will be subsequently presented for formal approval by the board of education and executed by the board president at a future meeting; and 3) the amount estimated for these change orders will be the maximum allowed unless specifically approved by the BOE when the formal change order is presented.

- a. HS General Construction PCO#9: Stalco Proposed Change Order #9 (High School) for additional work at an estimated cost of **\$21,000**.
- b. HS Electric PCO#3: Palace Proposed Change Order #3 (High School) for additional work at an estimated cost of **\$7,000**.
- c. HS HVAC PCO#1: Hi-Tech Air Conditioning Proposed Change Order #1 (High School) for additional work at an estimated cost of **\$15,000**.

[These three change orders represent the cost to provide additional labor and materials as required for renovation of the High School Lobby which was an “Add Alternate” on the original bid documentation but was not accepted by the Board of Education at the time of the acceptance of the bid. The prices for the General Construction and Electric work are exactly the same as the original prices provided by the contractors at the time of the acceptance of the bid. The price provided by Hi-Tech for the A/C work for this alternate was \$59,000 based on a misunderstanding by Hi-Tech of the scope of work to be performed but was negotiated down to \$15,000 after clarification by PEC of the actual scope of work.]

- B.9.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with Maccarone Plumbing, Inc. in the amount of \$6,738.73 which will increase purchase order H16-00020 in account code H1620.295.08.1608

Maccarone Plumbing, Inc. (HS PC-002) for all additional costs required to tie into the existing buried 6” storm piping and route to a new catch basin at the base of the exterior staircase at the new gymnasium. (This was first presented to and approved by the Board of Education as a Pending Change Order on January 26, 2017 item B.23 at an estimated cost of \$6,800.)

- B.10.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with Stalco, Inc. in the amount of \$31,796.32 which will increase purchase order H17-00015 in account code H1620.293.08.1608

Stalco, Inc. (HS GC-002) for all additional costs required to replace existing deteriorated and collapsing inlet and catch basin at the West Parking area adjacent to the new Gym addition; Replace existing deteriorated asphalt paving and curbing scheduled to remain; and Remove the existing curb and island and reconfigure the curb line along the West side of the parking area and provide new asphalt paving as per district request.. (This was first presented to and approved by the Board of Education as a Pending Change Order on January 26, 2017 item B.17 at an estimated cost of \$32,000.)

CURRICULUM AND INSTRUCTION:

- C&I.1** Recommendation to accept the confidential stipulations of the CPSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on February 8, 2017, February 14, 2017, February 15, 2017 and February 28, 2017.

- C&I.2** Recommendation to accept the confidential stipulations of the CSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on February 3, 2017, February 6, 2017, February 10, 2017, February 15, 2017, February 17, 2017 and February 27, 2017.

BOARD OF EDUCATION:

BOE.1 BE IT RESOLVED, that the Board of Education of the Roslyn Union Free School District hereby approves a Settlement Agreement in connection with a contemplated impartial hearing, a copy of which has been provided to and reviewed by the members of the Board of Education.

BE IT FURTHER RESOLVED, that the Board of the Roslyn Union Free School District hereby authorizes the President of the Board of Education to sign said Settlement Agreement, and other documents, pertaining to the settlement of the contemplated impartial hearing, on behalf of the Board.

BOE.2 BE IT RESOLVED, that the Board of Education herewith authorizes the Superintendent of Schools to execute a Memorandum of Agreement between the School District and the Roslyn Paraprofessional Association concerning the Teacher Aide Night Shift. Said Memorandum of Agreement was previously reviewed by the Board of Education in Executive Session.

Public Comments #2

EXECUTIVE SESSION (if needed)

Adjournment

2016-17

Roslyn

District-Wide

School Safety

Plan



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Roslyn 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. After at least one public meeting, this plan has been adopted by the School Board on **(fill in date)**. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Teams** appointed by the **Building Principals**. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The local BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. The District-Wide and Building-Level Plans were formally adopted by the School Board after at least one public hearing. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 15th of each school year** and will be reviewed annually by the District-Wide School Safety Team **by September 1st of each school year**. **Building-Level Emergency Response Plans will be updated by September 1st of each school year** by the Building-Level Emergency Response Team and **filed with both State and Local Police by October 15th of each school year**.

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

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

Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- ✓ Responses to an implied or direct threat of violence.
- ✓ Responses to acts of violence including threats made by students against themselves including suicide.
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- ✓ Designation of the Chain-of-Command (Incident Command)
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.

- ✓ School building security
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- ✓ Annual school safety training for staff and students.
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ✓ Strategies for improving communication and reporting of potentially violent incidents.
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity
- ✓ Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping

School District Chief Emergency Officer

The **Chief Emergency Officer** through designated personnel will provide:

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

District-Wide School Safety Team

The District-Wide School Safety Team is **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan and update as necessary.

- Board of Education President
- Superintendent of Schools
- Assistant Superintendent for Business and Administration
- Assistant Superintendent for Secondary Education
- Assistant Superintendent for Elementary Education
- District's Chief Emergency Officer- Assistant to the Superintendent for Administration and Special Project's
- Director of Community Relations
- Chief Technology Officer
- Director of Physical Education and Interscholastic Athletics
- Director of Guidance
- Director of Pupil Personnel Services
- Supervisor of Transportation
- District Building Principals (5)
- President of the Teachers Association
- Co-Presidents of the Coordinating Council of Parent Associations (2)

Responsibilities of the District-Wide School Safety Team

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

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

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

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

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

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

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include:

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.

3. **Youth-run** programs.
4. **Mentors** for students concerned with bullying/violence.
5. 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.
6. The **Fire Department** conducts annual training in all school buildings.
7. We have implemented **NPFH** (No Place for Hate).
8. **Second Step.**

Training, Drills and Exercises

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

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

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

Implementation of School Security

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

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

- Entrance guards and hall monitors received staff development every school year.
- The School District has had an assessment of all school buildings conducted by the **Nassau BOCES Health and Safety Training and Information Services** in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Sign-in procedures – before entry into the building the visitor will remain in a security vestibule area where he/she must show photo identification; then receives a printed sticker badge with photo and name. Anyone in the building without a printed sticker badge would be immediately questioned by building staff and the Security Director would be informed.

- Video surveillance – closed-circuit TV security.
- A designated School District Security Director.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior

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

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- School social worker outreach.
- School counselor involvement.
- School Dean involvement.
- Conflict resolution programs.

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

Hazard Identification

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

- I-495 service roads- both north and south- and Locust Lane
- Northern State Parkway at Roslyn Road; at Locust Lane
- State Route 25 (Northern Boulevard) and Glen Cove Road.
- Glen Cove Road in front of the Harbor Hill Elementary School

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

All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented on the **Violent and Disruptive Incident Report (VADIR) Form**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

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

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

Reporting:

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

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

Investigation:

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

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

Follow-up:

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

Evaluation:

The District-Wide School Safety Team (Threat Assessment Team) is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will

review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

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

Code of Conduct:

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

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

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

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

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

School	Phone	Fax	E-Mail
Roslyn High School	516 801 5109		sandrews@roslynschools.org
Roslyn Middle School	516 801 5209		cjohanson@roslynschools.org
East Hills Elementary School	516 801 5309		mkrieger@roslynschools.org
Harbor Hill Elementary School	516 801 5409		jkemler@roslynschools.org
Heights Elementary School	516 801 5509		rcolardi@roslynschools.org

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. 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 school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

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

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

Kidnapping:

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

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

- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent.
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Roslyn High School	Dr. Scott Andrews	Mr. Jay Pilnick	Ms. Carol Murphy
Roslyn Middle School	Mr. Craig Johanson	Mr. Dave Lazarus	Dr. Claire Scordo
East Hills Elementary School	Ms. Melissa Krieger	Ms. Nichole Lewis	Mr. Paul Cesarski, Jr.
Harbor Hill Elementary School	Ms. Jessica Kemler	Ms. Mary Wood	Dr. Brian Butler
Heights Elementary School	Ms. Regina Colardi	Dr. Jillian Brass	Ms. Anne Nedelka

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that

may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

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

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
 - **Shelter-In-Place (weather related)**
 - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

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

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee
- School Business Official
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management 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 under the **Safety Plans** tab.

Pandemic Planning

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:

- Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
- Public Health Consultation and Immediate Reporting: 516-227-9639
- Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, Business Official and Facility Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* is reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be at the Administration Building with the alternate at RHS Principal's Office, and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

○ Ms. Allison Brown	Superintendent of Schools	No. 1
○ Mr. Kevin S. Carpenter	Chief Emergency Officer	No. 2
○ Mr. Joseph C. Dragone	Assistant Superintendent for Business	No. 3
○ Mr. Michael Goldspiel	Assistant Superintendent for Secondary Education	No. 4
○ Ms. Karina Baez	Assistant Superintendent for Elementary Education	No. 5

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

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District uses the internet and phone services. We test and exercise our communication systems throughout the year.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

- Overall Operations – we have defined the following decision making authority for the district Superintendent, the Assistant Superintendent for Business, Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, the Executive Director of Pupil Personnel Services, and the Director of Facilities. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand held radios, cell phones, texting and phone mail, e-mail, district automated phone notification system.
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas. Recognizing the need for job cross-training, we have trained individuals. We have also established the ability to maintain these essential functions off-site from remote locations.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry.
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Assistant Superintendent for Elementary Education and the Assistant Superintendent for Secondary Education have provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPODS)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods.

Response:

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.

- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Assistant Superintendent for Elementary Education and the Assistant Superintendent for Secondary Education will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Elementary Education and the Assistant Superintendent for Secondary Education will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

Recovery:

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

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

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

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

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

I. Planning and Coordination:

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



1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance of 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 private schools within the community to improve community response.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., staff absences), school closings, and extracurricular activities based on having 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 telephone trees, mailed lessons and assignments, instruction via local radio or 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 in ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention procedures that help limit the spread of influenza at schools in the district (e.g., hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to 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 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 in 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 b and students with known or suspected pandemic influenza should not remain in 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 conform health care settings (Refer to www.hhs.gov/pandemicflu/plan/).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza 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 family spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communication leaders representing different language and/or ethnic groups on the planning committee participation both in document planning and the dissemination of public health communities.

4. Communications Planning (cont.):

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



Personnel Action Report
Professional

P.1

March 9, 2017

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification Class / Step Salary
1	Karen Feeney	Childcare Leave	Special Education	MS	7/1/17	6/30/18		Per RTA Contract
2	Zoey Miller	Revise Probationary Appointment	Teaching Assistant (A. Kutcher)	EH	2/27/17	2/26/21	Teaching Assistant	TA Level 1, Grade 3 / Step 1*, Per RPA Contract
3	Nataly Giannuzzi	Resignation	Teaching Assistant	HTS		3/3/17 (last day of		
4	Susan Sherman-Tanzer	Substitute Appointment	Per Diem Substitute Teacher		3/10/17	6/30/17		\$130/day
5	Heather Holecek	Revise Substitute Appointment	Per Diem Substitute Teacher		3/10/17	6/30/17		\$130/day
6	Heather Holecek	Coach Appointment	Softball II/1	MS	3/6/17	6/11/17		Per RTA Contract
7	James Best	Coach Appointment	Baseball II/4	MS	3/6/17	6/11/17		Per RTA Contract
8	Jordan Rouff	Coach Appointment	Boys' JV Lacrosse Asst. II/1	HS	3/6/17	6/11/17		Per RTA Contract
9	Michelina Zeni	Appointment	After School Instructional Teaching Substitute - Foreign Language	EH	2/13/17	6/30/17		Per RTA Contract
10	Kevin Ciani	Substitute Appointment	Per Diem Substitute Teaching Assistant		3/13/17	6/30/17		\$100/day
11	Gary Beck	Appointment	RCP - Pit Musician, Cello	HS	3/13/17	On or about 4/3/17		\$600 Stipend
12	Jacqueline Stone Martin	Appointment	RCP - Pit Musician, Violin	HS	3/13/17	On or about 4/3/17		\$600 Stipend
13	Stephen Martin	Appointment	RCP - Pit Musician, Bass Guitar	HS	3/13/17	On or about 4/3/17		\$600 Stipend
14	Kathleen Miller	Appointment	RCP - Pit Musician, Woodwinds	HS	3/13/17	On or about 4/3/17		\$600 Stipend
15	Wendy Svitek	Appointment	After School Instructional Teaching Substitute	HH	3/13/17	6/30/17		Per RTA Contract

* Placement subject to verification of education and employment.

Personnel Action Report
Classified

P.2
March 9, 2017

Item	Name	Action	Position / Replacing	Class	Type of Appt	Location	From	To	Certification Class / Step Salary
1	Jury Otero	Appointment	Monitor (A. Lewis)	Non-comp	p/t	HH	3/13/17		\$14.95/hour, per RPA Contract
2	Arlene Sheflin	Substitute Appointment	Clerical Substitute	Non-Comp	Sub		3/13/17	6/30/17	\$14.50/hour
3	Charles Hendrickson	Part-Time Appointment	P/T Bus Driver (Y. Aurelus)	Non-Comp	p/t	Bus Garage	3/13/17		\$20.50/hour
4	Prem Aggarwall	Part-Time Appointment	P/T Bus Driver (W. Bonczek)	Non-Comp	p/t	Bus Garage	3/13/17		\$20.50/hour

**ROSLYN PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING**

AGENDA ADDENDUM

Thursday, March 9, 2017

BUSINESS/FINANCE:

B.11. Recommendation to approve pending change orders as indicated below. It is understood that: 1) the work of the change orders is required in order to continue the projects; 2) it is possible that the fabrication of these new windows may delay the projected completion date; 3) a formal change order prepared by the architect and executed by the architect and the contractor will be subsequently presented for formal approval by the board of education and executed by the board president at a future meeting; and 4) the amount estimated for these change orders will be the maximum allowed unless specifically approved by the BOE when the formal change order is presented.

A. HH General Construction PCO#2: Stalco, Inc. Proposed Change Order #2-R (Harbor Hill) for additional work at an estimated cost of **\$61,000**.

[General Construction PCO#2 (Harbor Hill) represents the cost to provide all required additional material and labor for the installation of new windows as well as credits for the reduced work. The overall change in the scope of work is due to existing discovered conditions not known at time of design. This was revealed following exploratory demolition of the existing window system.]

B.12. Recommendation to approve pending change orders as indicated below. It is understood that: 1) the work of the change orders is required in order to continue the projects and meet the projected completion date; 2) a formal change order prepared by the architect and executed by the architect and the contractor will be subsequently presented for formal approval by the board of education and executed by the board president at a future meeting; and 3) the amount estimated for these change orders will be the maximum allowed unless specifically approved by the BOE when the formal change order is presented.

Bus Garage General Construction PCO#2: W. J. Northridge Proposed Change Orders #20R-2 for additional work at an estimated cost of **\$64,000**.

[General Construction PCO#2 (Bus Garage) represents the cost to provide labor and materials to install four (4) additional sanitary pools and remove two (2) additional trees as required by the Nassau County Department of Health due to the classification of the existing soil which was discovered following required soil testing.]