

PUBLIC DOCUMENT FOR POSTING

2022-2023

**WYANDANCH UNION FREE SCHOOL
DISTRICT**

District-Wide

School Safety Plan

WYANDANCH UNION FREE SCHOOL DISTRICT
2022- 2023
District-Wide School Safety Plan

General Considerations and Guidelines

The Wyandanch Union Free School District (WUFSD) 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 reports of incident of violence will not be discriminated against.

Using student and staff input, each building shall establish an appropriate mechanism for the anonymous reporting of school violence and harassment that will meet the needs of their student population (e.g., Internet, telephone hot line to central office or school, outside agency, suggestion box, etc.).

Purpose

The WUFSD District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the WUFSD Board of Education, the District Superintendent of the WUFSD appointed a District-wide School Safety Team and charged it with development and maintenance of the District-wide School Safety Plan.

Identification of and Charge to the School Safety Planning Team

School Safety Planning Team drafted an Agency-wide School Safety Plan for WUFSD that conformed to requirements of relevant provisions of the Safe Schools against Violence in Education (SAVE) Act. The draft of the school Safety Plan was submitted to the Board for adoption following a public hearing and comment period.

The Team included representatives of the Board, students, parents, instructional staff, support staff, administrative staff, school safety personnel, and other personnel from outside agencies.

School Safety Planning Team: (Updated 2/16/2022)

District-Wide School Safety Team

Board of Education President	Ms. Jarod Morris
Board of Education Vice President	Mrs. Nancy Holliday
Superintendent of schools	Dr. Gina Talbert
Assistant to the Superintendent	Dr. Christine Jordan
Assistant to the Superintendent	Mrs. Shamika Simpson
Assistant to the Superintendent	Mrs. Rascheda Wallace
Business Official	Mr. Richard Snyder
Director of facilities	Mr. Eric Woellhof
Director of School Safety	Mr. Joshua Okpala
Transportation Supv BOCES	Mr. Anthony Reid
IT Coordinator	Mr. Vincent Mangogna
H.S Principal	Mr. Paul Sibblies
MLO Principal	Dr. Shannon Burton
MLK Principal	Dr. Monique Habersham
LFH Principal	Mrs. Darlene White
LFH Annex Assistant Principal	Mrs. Diana Rivera
LFH Assistant Principal	Mr. Darryl Tue
MLO Assistant Principal	Dr. Kevin Branch
Parent PTA President	Ana Melendez
Parent PTA President	Dr. Michael Nwaesei
Student High School	Justin Henry
SCPD	Dara Caramanico-Broyles
SCPD Homeland Security	Elisa McVeigh
Wyandanch EMS. (Chief)	Jordan Thomas
Wyandanch Fire Dept. (Chief)	Jarvis Brown

Concept of Operations

The WUFSD District-wide Safety Plan is linked to the individual Building Level Emergency Response Plans in that it provides the framework for emergency response protocols upon which the Building Level Plans have been developed.

The District-Wide Safety Team was approved by the Board on April 13th, 2022. The team consisted of individuals representing administrators, school safety officer, board member, teacher representatives, parent representative, student representative, union representatives, and outside agencies.

The Team:

- Familiarized itself with the provisions of the SAVE Legislation, particularly those related to school safety planning.
- Reviewed available supplemental information related to school safety planning.
- Developed and implemented a work plan leading to the establishment of an Agency-wide School Safety Plan conforming to the requirements specified in the SAVE legislation.
- Drafted the Agency-wide School Safety Plan.
- Conducted a Public Hearing on the Agency-wide School Safety Plan in cooperation with the District's Administration.
- Assured sufficient time for public comment and considered such comment before finalizing the Plan for consideration of the Board.
- Coordinated efforts with the Board Policy and the Safety Committees as necessary.
- Completed activities in accordance with Implementation Timeline.
- Developed a list of required follow-up activities to fully implement safety planning related measures of SAVE.

The team met on June 17th, 2022, by remote conference and discussed particulars of the committee purpose and goals. Future meetings will be held prior to publication of the District-Wide Safety Plan and implementation.

In the event of an emergency or violent incident, the initial response at an individual school will be by the School Emergency Response Team. The School Emergency Response Team will follow the protocols and processes as delineated in the Building Level Emergency Response Plans. Upon activation of the School Emergency Response Team, the Building Administrator or designee as delineated in the Building Level Emergency Response Plan will notify the District Superintendent or designee and if deemed appropriate under the protocols of the Building Level Emergency Response Plan and the District-wide Safety Plan, local emergency officials may be notified. District representatives will meet periodically with county and state representatives to refine emergency response protocols and coordination of local, county and state resources for possible utilization in the event of a school emergency.

Risk Reduction/Prevention and Intervention

Social Emotional Learning (SEL) strategies and interventions
Mental Health awareness and referral framework

Prevention/Intervention Strategies

Violence Prevention: Restorative Justice; Restorative practice.

Program Initiatives

Building administrators shall conduct an opening day meeting with all students and staff to:

- All faculty and staff will foster open communications with students to encourage reporting potentially violent behaviors anonymously without fear of repercussion
- Inform students of the proper procedures to access staff
- Inform students that staff will be available to discuss any concerns/problems
- Advise students of appropriate staff members to contact in the event of a conflict on the bus
- Inform students of existing youth-run programs, peer mediation programs, conflict resolution and student mentoring programs

The WUFSD has created a policy regarding bullying, violence and harassment, which shall be disseminated to all staff and students on the first day of school.

- All staff members will be trained in recognizing and effectively dealing with these behaviors.
- Each building shall create clear and concise enforceable consequences for all inappropriate behaviors, which follow the Code of Conduct -including compliance with the Dignity for All Students Act.

All students shall be made aware of the signs and symptoms of violence using the American Psychological Association-MTV or a comparable warning sign video. As a follow up to the video, the information must be processed by the appropriate personnel (counselors, social worker, etc.) to all students in each building as appropriate.

Training Drills and Exercises

Staff training on Safety Protocols will be completed by September 15th of each school year and conducted at the building level. Employees that start after the initial training – will be trained within 30 days of their start date, again at the building level.

The best way to ensure students and staff are proficient in emergency response procedures is through annual drills and exercises in each school building. A minimum of four lockdown drills (and eight evacuation / fire drills) will be completed per year. Based on the determination of the District-wide School Safety Team and the Building-Level School Safety Team additional drilling may be performed and the following methods may be used:

- Early go-home drill
- Live drill including sheltering or evacuation
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches
- Functional exercise

The WUFSD 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 exercises. These agencies may include, but not be limited to, local Police and Fire Departments, Rescue and Ambulance Services and Local Emergency Management Offices.

Different personnel (faculty, custodial staff, office staff, administrators, and students) will participate in multi-hazard trainings, drills and exercises on an annual basis. The trainings, drills, and exercises will focus on the various components of the Emergency Response Plan and will be used in conjunction with Emergency Response code Procedures, emergency communications, evacuations, and the District Incident Command System to test the components of the plan. A schedule of training, drills and exercises will be established by the building safety team. Following a training, drill, or exercise, participants will be debriefed.

The WUFSD will make every effort to work with local and county emergency responders and preparedness officials to conduct building level drills and other exercises to test components of the emergency response plan.

The building administrator for each facility will establish an annual schedule of drills.

Implementation of School Security

Building Safety/Security

The WUFSD shall provide the necessary physical environment, security devices, security personnel and procedures/policies to ensure the safety of all students, staff, and visitors who lawfully enter District property. The District shall ensure that each facility is physically secure by:

- Installing building alarms, fire alarms, proper lighting, appropriate locking systems, cameras and card access systems
- Conducting ongoing visual inspection and systematic maintenance of security alarms, fire alarms, inside and outside doors, locking devices, cameras and card access systems
- Establishing procedures for building access which limit entrances, with all other entrances locked from the outside

The WUFSD has identified staff members who will be responsible for the effective administration of safety/security regulations and shall provide the necessary time and resources to those employees. The WUFSD shall establish and implement an ongoing mechanism to provide schools with the availability of school safety/security personnel for appropriate security in the hallways, entrances, exits, and parking lots. Building administrators will review the security needs of their facilities and make recommendations to implement the required changes.

The WUFSD provides appropriate staff, security devices and training available to all sites to ensure the safety and security of students, staff, and visitors. Security devices include, but are not limited to, cameras (internal/external), proximity access cards, vestibule access, raptor visitor management system, metal detectors (handheld wands/walk-through metal detectors), pendent alarms, panic buttons (classrooms/offices), two-way radios, detection alarms, phones (regular/cell phones), and intercom systems.

The WUFSD shall promote an ongoing assessment of safety and security concerns of students, staff and visitors to maintain a safe learning environment.

School Building Monitors

Monitors work in an atmosphere that is closely related to the educational process with a constant contact with the student population. They provide a sense of smooth transition and security while students, staff, and visitors move about the halls in the school buildings. Hall monitors are Teacher Aides or Teacher Assistants, and the number of hall monitors and their working hours are determined by building site/population needs. The WUFSD follows all state mandates and utilizes independent screening by an outside organization regarding the hiring and screening of school building hall monitors. The duties may include:

- Greet visitors and distribute passes
- Direct hall traffic (check all passes)
- Patrol hallway
- Patrol lavatories (not clean them)
- Door security
- Alert building administrator or his/her designee about altercations/situations
- Interaction/intervention as required
- Report vandalism and unsecured areas to building administrator or his/her designee
- Other duties specific to security purposes as determined by the building administrator

Required training and required knowledge shall include:

- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses including verbal and non-verbal students
- Site-specific training (minimum half-day initial training/ongoing/annual refresher) including review of all manuals (e.g. Policies, School Safety Plan, Staff Handbook, etc.)
- Right-to-know training
- Blood borne pathogen training

Safety/Security Officer

Safety/security officers regularly encounter a wide variety of safety and security related problems as they patrol District buildings and grounds to prevent the endangerment of students, staff, and visitors who lawfully enter WUFSD property. Safety/security officers are hired and managed by the UFSD, and the number of safety/security officers and their working hours are determined by building site/population needs. WUFSD follows all state mandates and utilizes independent screening by an outside organization regarding the hiring and screening of safety/security officers. At the discretion of the building administrator, the duties may include:

- Provide protection for students, staff and visitors
- Enforce WUFSD Policies (i.e., smoking, weapons)
- Assist building administrators in developing Building Level Safety Plans
- Patrol parking lots, outside entrances and doorways, outside walkways and secured areas (e.g., automotive corrals)

- Control flow of campus traffic, particularly at bus arrival/dismissal
- Oversee parking
- Conduct periodic checks of doors, windows and parking areas to prevent trespassing and vandalism
- Interaction/intervention with students, buses, etc. as required
- Direct hall traffic (check all passes)
- Greet visitors and distribute passes
- Provide information and directions as may be required
- Patrol hallway
- Patrol lavatories
- Intervene in the event of disturbances and contact appropriate officials
- Assist with persons engaged in disorderly conduct and/or make civilian arrests
- Respond to emergencies such as bomb threats and building evacuations
- Assist in calming disturbances and crowd control
- Assist law enforcement officers in the performance of their duties
- Work with police and rescue personnel with medical emergency situations
- Bring any fire hazards and building safety problems to the attention of the building administrator
- Alert building administrator about altercations/problems
- Report vandalism and unsecured areas to building administrator
- Perform other duties specific to security purposes as determined by site

Required training and required knowledge shall include:

- State certification
- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses for verbal and non-verbal students
- Site-specific training (minimum half-day initial training/ongoing/annual refresher) including review of all manuals (e.g., Policies, School Safety Plan, Staff Handbook, etc.)
- Right-to-know training
- Bloodborne pathogen training

A Security Coordinator position will be established to oversee the above Security Personnel.

Vital Educational Agency Information

The WUFSD maintains the following listings regarding Vital Educational Agencies located within the Western Suffolk BOCES Supervisory District.

WUFSD Building and Staff Locations

Directory of Suffolk County Public Schools

Directory of Recognized Nonpublic Schools

Early Detection of Potentially Violent Behaviors

Early detection of an anxiety state in a student results in eliminating up to 85% of a potential crisis. Therefore, personnel involved with students shall receive training on warning signs and symptoms of suicide and violent behavior.

- All new staff shall be trained in CPI (Crisis Prevention Intervention) as early in the school year as possible including verbal and non-verbal students as appropriate
- Retraining shall be made available by certified trainers
- All staff shall be trained in recognizing signs and symptoms of potential violence using the “American Psychological Association MTV News and Special Warning Signs” video or comparable warning signs video
- Building administrators will coordinate training in conjunction with social workers, psychologists, and guidance counselors

In order to provide and maintain a safe and secure environment for all personnel, it is imperative to establish policies and procedures for annual school safety training. The WUFSD Building and Staff Locations shall implement a staff development program in order to assure that staff incorporate the necessary knowledge and skills to assure their own safety, as well as the safety of students and visitors. Training shall be implemented as follows:

- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses for verbal and non-verbal students as appropriate
- Violence prevention training on regular conference days (annually)
- Right-to-know training (as required by law)
- Bloodborne pathogen training (as required by law)
- Additional building-based training based on site discretion and needs
- Knowledge of Board Policies related to safety and security
- Knowledge of School Safety Plan and specific roles related to plan
- Videotapes related to security and crisis situations
- Training in the use of security devices as needed.

Dissemination of Information

- Each building-level plan shall include mechanisms such as direct mailings, newsletters, meetings, open house presentations, and counseling sessions for disseminating materials regarding early detection of potentially violent behaviors
- Annual review of student handbook and Code of Conduct (including compliance with Dignity for All Students Act) as early in the school year as practical
- review and explanation of policies and procedures for bomb threat drills, lockdown drills, and evacuation drills prior to actual drills
- classroom and/or assembly orientations on security and safety issues approximately twice per year
- nonviolent conflict resolution, peer mediation and youth courts, which are currently a part of the WUFSD safety culture will continue to be available as part of the School Safety Plan

- minimum of two school safety programs such as DARE, LIPA, LIRR, police, and fire as determined by the building Shared Decision Making (SDM) Committee

Hazard Identification/Sites of Potential Emergencies

The District-wide Comprehensive School Safety Plan requires each Building level School Safety Team to identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population.

It will be the responsibility of the building level teams to determine sites of potential emergencies. Sites shall include, but are not limited to:

- Airports
 - MacArthur Airport
 - Bayport Airport
 - Westhampton Beach airport
 - Calabro Airport
 - Republic Airport
 - East Hampton airport
- Brookhaven National Laboratory
- Long Island Railroad Facilities
- Stony Brook Research Facilities
- Highways & Related Thoroughfares
- Hazardous Waste Sites
- Areas prone to natural disasters

Response

Each building administrator shall establish an ongoing rapport with local law enforcement officials in order to develop appropriate safety and security policies and procedures.

Notification and Activation (Internal and External Communications)

- In the event of a violent incident, personnel will notify the main office regarding the nature of the incident and the need to call 9-1-1 for law enforcement agencies. Office personnel will immediately contact the Building's Principal and or designee, Central Office and call 9-1-1 if a building administrator cannot be immediately reached. If the main office is involved with the incident, the alternative site as designated within the "Building Level Response Plan" will be utilized to call 9-1-1.
- A SAVE Hotline phone has been installed in School District facilities. These phones are to be used in worst-case scenario situation (i.e. armed intruder). The initial phone call will by-pass any waiting period and will go to a special ops board, which will pre-populate with school information based on the calling number. Emergency responders will respond to all calls coming in on this line even if it is just knocked off the hook.

The WUFSD recognizes that many different types of emergencies may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each School Building Emergency Response Plan specifically addressing threats of violence, armed intruders, hostage/kidnapping, fire and explosion, medical emergencies, and natural hazards. Each Building Level School Safety Team will be responsible for reviewing and updating these responses and communicating them to students and staff.

Internal communication is also of prime importance and will be specifically defined in the Building Level Response Plan. Depending on the nature of the emergency, some of the communication methods will include public address system, cellular phones, and others as deemed necessary. The District-Wide School Safety Team will determine appropriate notifications and methods.

Contacting other educational agencies

If a disaster occurs in a WUFSD facility, the School Building administrator for that facility shall, at the earliest practical opportunity, notify the superintendent of the BOCES District that the building is physically located about the event providing as much information as possible to help safeguard the students, faculty, staff and visitors. The building administrator will also notify the District Superintendent who will contact all appropriate educational agencies.

Contacting Parents, Guardians in the Event of a Violent Incident

Building administrators shall develop policies and procedures for contacting parents or guardians in the event of violent incidents and crises. All procedures shall be in accordance with the WUFSD' Code of Conduct and New York State Law, and all anti-violence policies and procedures shall be presented to staff and students annually in a clear and concise format. When a student is involved in any violent situation, a parent or guardian shall be contacted. Further notification will be made on a case-by-case basis to those individuals deemed necessary to know.

In general, in the event of a violent incident or an early dismissal, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or via the Connect-Ed automated communications system. However, in some cases it may be necessary to use other means such as local media. Prior arrangements will be established with the appropriate media.

Threats of Suicide

Whenever a student makes a threat of violence or suicide, a mental health professional within the school/agency will make an assessment. If deemed necessary, transport to the Comprehensive Psychiatric Emergency Program at Stony Brook Hospital will be arranged for, where an evaluation will be performed. No parental consent is necessary; however, simultaneously the person(s) in the parental guardianship relationship will be notified. Proper documentation will be required before the student is allowed to return to the school. A record of the incident will be kept in the student's confidential file.

Implied or Direct Threats of Violence, Acts of Violence and Response Protocols

Each building shall develop a Building Level School Safety Plan and shall provide instruction to students, staff and visitors to prepare them to respond to disaster and emergency in a practical way. It shall be standard operating procedures for staff and students to be familiar with the Building Level School Safety Plan to ensure each individual knows what to do in an emergency and how to do it should the need arise. Building Level School Safety Plans shall identify potential sites of emergency including but not limited to, buildings, grounds, buses, field trips, and work sites and shall contain the following elements.

- Procedures for the safe evacuation of students, staff and visitors in the event of a serious violent incident or other emergency
- Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local, regional and/or state emergency response agencies; other appropriate incident response teams; and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident
- Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area
- Establishment of internal and external communication systems in emergencies
- Definition of the chain of command in a manner consistent with the National Incident Management System/Incident Command System
- Coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident
- Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan
- Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property

The implementation of the District-wide School Safety Plan begins with the adoption of basic preventative measures prior to a crisis. All personnel shall practice these measures on a daily basis.

- Each teacher/staff member who occupies a room or area must scan the room or area upon first entering.
- The building administrator or his/her designee should be notified immediately if anything looks suspicious.

- After opening the room, staff should key the door in the locked position, if possible.
- When leaving the room vacant, staff should lock and close the door.
- After school begins, all entrances should be locked, including those monitored or where access is controlled.
- All visitors must report to the main office to obtain a visitor's pass through the Raptor System and all visitor passes must be returned to the main office at the end of the visit.

All WUFSD employees have been trained in appropriate responses to emergencies including but not limited to sheltering, evacuation, lockdown, lockout, bomb threats, hostage taking, intrusions and kidnapping via instructions in the District's Building Level Emergency Response Plans. The BLERP's include step-by-step instructions for responding to threats of violence, acts of violence, and other potentially violent and non-violent emergencies. Additionally, zero tolerance policies were considered and discussed at District-wide Safety Planning Team and Code of Conduct meetings. The District-wide Safety Planning team made the recommendation that zero tolerance policies will not be applicable to WUFSD student population. Alternatively, student incidents will be handled on a case-by-case basis.

Emergency Assistance from Local Government

Depending on the nature of the emergency, WUFSD may need to obtain assistance from local government agencies. During an emergency, WUFSD will contact 9-1-1 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, fire department, local police, private industry groups, religious organizations, among others. These contacts will be clearly delineated in the School Building Level Emergency Response Plans.

Advice and Assistance from Local Government

In the event that the Suffolk County Executive implements Article 2B of the Executive Law, the District Superintendent or Designee will obtain advice and assistance, as necessary, from the Suffolk County Executive's Office 631-853-4000 and the Suffolk County Emergency Management Office 631-852-4900.

District Resources Available for Use in an Emergency

Crisis Kits

Each building has at least one crisis kit located at a location specified by the Building Safety Team.

Equipment:

Megaphone and whistle
Small First Aid Kit
Plastic Gloves (large box)
Vest for incident commander

Barricade Tape
Flashlight & batteries
Duct Tape
Plastic Garbage Bags
Leatherman tool (or Swiss Army Knife)
Nametags
Pens/Waterproof marker / Paper/Materials for Signs
Shock Blankets
Waterproof Duffle Bags (to hold these items)

Information:

Emergency Guidebook or Building Level Safety Plan (or on Smart Phone)
Student Rosters / Emergency Contact Information (Available via E-School Student Mgmt. System)
Floor Plans (with exits utility shut offs marked)
Employee / Teacher Rosters
Bus Schedule / Bell Schedule
Bus Routes
Blank Student Sign out Sheet
Telephone Directory (ESBOCES email System)

Vehicles

The WUFSD maintains a listing of vehicles that may be used in an emergency.

Other Equipment

Standard Buildings and Grounds Maintenance equipment is located in the custodial office of each building.

Coordination of District Resources and Manpower

A WUFSD Support Team will be available when necessary to assist all school buildings in their response efforts. This team will be comprised of:

- District Superintendent
- Assistant Superintendent for Human Resources
- Assistant Superintendent for Curriculum
- Assistant to the Superintendent for Administration and Instructional Accountability
- School Business Official
- Associate Administrator for Operations, Security, Health & Safety
- Director of Special Education

In the event of an emergency, the team will be notified and will serve as support to the Building Emergency Response Team.

Protective Action Options

To account for the variable character of disaster emergencies and the extent of advance warning, there are several differing plans of action to ensure the health and safety of students, staff and visitors: Cancellation Prior to the Start of School, General Evacuation (including evacuation of handicapped individuals), General Go-Home, General Shelter, Lockdown and Lockout. Additional threats are covered in the Building Level Emergency Response Plans.

1. Cancellation Prior to the Start of School

The District Superintendent/Executive Officer or his/her designee(s) shall make the decision to close schools/offices for the health, welfare, and safety of students, staff, and visitors. Notice will be given to parents and students through the use of “Connect-Ed”, radio and television stations and other appropriate procedures. Each building shall establish and implement a telephone notification chain for staff or Connect Ed. As a general statement, staff are expected to report for service as usual unless specifically relieved via the telephone notification chain or Connect-Ed service.

2. Evacuation

This plan shall be used as a guideline when conditions within a building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

3. General Go-Home Plan

This plan shall be used when it is necessary to return students to their homes as rapidly as possible.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

4. Shelter In Place / Hold In Place

This plan shall be used in crises when it has been determined that being inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter. Hold in Place is meant as a temporary version of shelter in place.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

5. Lockdown Plan/ Lockout Plan

In certain critical situations, it may be determined that the safest place for the students, staff and other occupants is inside the building and under such circumstances, the building will be secured by using either

the Lockdown or Lockout Plan. These plans may be initiated by the Chief Operating Officer (COO) (or designee) or the Building Administrator (BA). Upon initiation of Lockdown, the BA will notify the WUFSD Central Administration. After Lockdown has been initiated, Lockdown will only be released via door-to-door opening with WUFSD personnel and law enforcement.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

6. Evacuation of Disabled Students, Staff, and Visitors

Each Building Level School Safety Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled. Each building administrator shall work with local emergency responders to ensure their understanding of the protocols included in their Building Level School Safety Plan.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

7. Evacuation / Reunification Areas

Evacuation / Reunification areas must be identified in the Building Level School Safety Plan, and staff should know the location of the evacuation / reunification areas where students will be taken during emergencies. Students and parents should only be notified of evacuation / reunification areas as needed, due to security considerations and confidentiality. Students shall remain in designated evacuation areas until dismissal or parental/guardian pickup.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

8. Weather Conditions and Evacuation

The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Building Level School Safety Plans should address procedures for prolonged outdoor exposure; therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

The WUFSD maintains this sequential response information within each Building Level Safety Plan.

9. Re-Occupancy of a School Building

After a building has been cleared by law enforcement or fire department personnel, the building administrator or his/her designee shall be responsible for making the decision to reenter the school building. Based upon information received, one of three decisions shall be considered by the building

administrator: (1) reoccupy the building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

Recovery

WUFSD Support for Building:

The School Building Emergency Response team 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, State, and local resources and personnel will be obtained as dictated by the nature of the emergency.

Designation of an Emergency Response team comprised of school personnel, local law enforcement officials and representatives from local, regional and/or state emergency response agencies, other appropriate incident response teams, and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist with the school community in coping with the aftermath of a violent incident. Templates below are shared with each building level safety team to be included with their Building Level Emergency Preparedness Plan – which is confidential to the public.

Building Level Emergency Response Team

Title	Name	Phone Work / Home	Role Responsibility
Principal / Admin			
Asst. Princ./Coord.			
Clerical			
Custodian			
School Nurse			
Teacher Rep.			
Law Enforce Rep			
Emergency Response Agency Rep.			

Post Incident Response Team

Title	Name	Phone Work / Home	Role Responsibility
Principal / Admin			
Asst. Princ./Coord.			
Clerical			
School Nurse / Medical Staff			
Support Staff (Psych., Social Worker, Guidance Counselor)			
Emergency Response Agency Rep.			

Disaster Mental Health Coordination

Coordination of the School Safety Plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

- Ensure that Emergency Response Team has access to appropriate local law enforcement agency.
- Ensure that Emergency Response Team has access to appropriate resources as listed below.

District-Wide Disaster Support Team

WUFSD

Agency/Department	Office	Phone
Crisis Response Team		
Superintendent	Administration Building	631-870-0401
Assistant Superintendent for Human Resources	Administration Building	631-870-0410
Assistant Superintendent for Curriculum	Administration Building	631-870-0415
Assistant to the Supt for Admin Services	Administration Building	631-870-0510
Director of Facilities	Administration Building	631-870-0430

Suffolk County

Agency/Department	Office	Phone
Fire, Rescue & Emergency Services	Commissioner's Office (Nights, weekends & holidays) Emergency Preparedness Office	631-852-4855 631-852-4815 631-852-4900
Health Services	Information & Referrals (Nights, weekends & holidays) Poison Control	631-853-3000 631-852-4820 1 800 222-1222 / 516-542-2323
Environmental Quality Services	Administration (Nights, weekends & holidays)	631-852-5800 631-852-4820
Public Health	Commissioner's Office Administration Environmental Protection	631-853-3005 631-853-3055 631-852-5998
Police	Headquarters Local Precinct	631-852-6000
Public Works	Main Office (Nights, weekends & holidays)	631-852-4010 631-852-4256
General Information (County)		631-853-5593
Division of Mental Hygiene	Community Response Team Dr. Karen Martin	631-853-3114 631-853-3109

State

Agency/Department	Office	Phone
Environmental Conservation/Spills	Regional Office – Spills Enforcement	631-444-0320 631-444-0240 / 877-457-5680

	24-Hour Emergency Spill Hotline	1-800-457-7362
Health Department	Environmental Health Information	1-800-458-1158
Labor Department/PESH	Safety & Health Regional Office	516-228-3970
Emergency Management Office	24-Hour Number	518-292-2200

Federal

Agency/Department	Office	Phone
Federal Emergency/FEMA	Region II Office 24-Hour FEMA Operations Center (FOC)	212-225-7209 202-898-6100
Occupational Safety & Health	Long Island Regional Office Emergency Number	516-334-3344 1-800-321-6742
Energy Department	Emergency Radiological Assistance	631-282-2222
Public Affairs Office		212-225-7707

Other

Agency/Department	Office	Phone
Chemtrec	Chemical Emergency Information (24-Hr)	1-800-424-9300
PSEG	Emergency Outage	1-800-490-0075

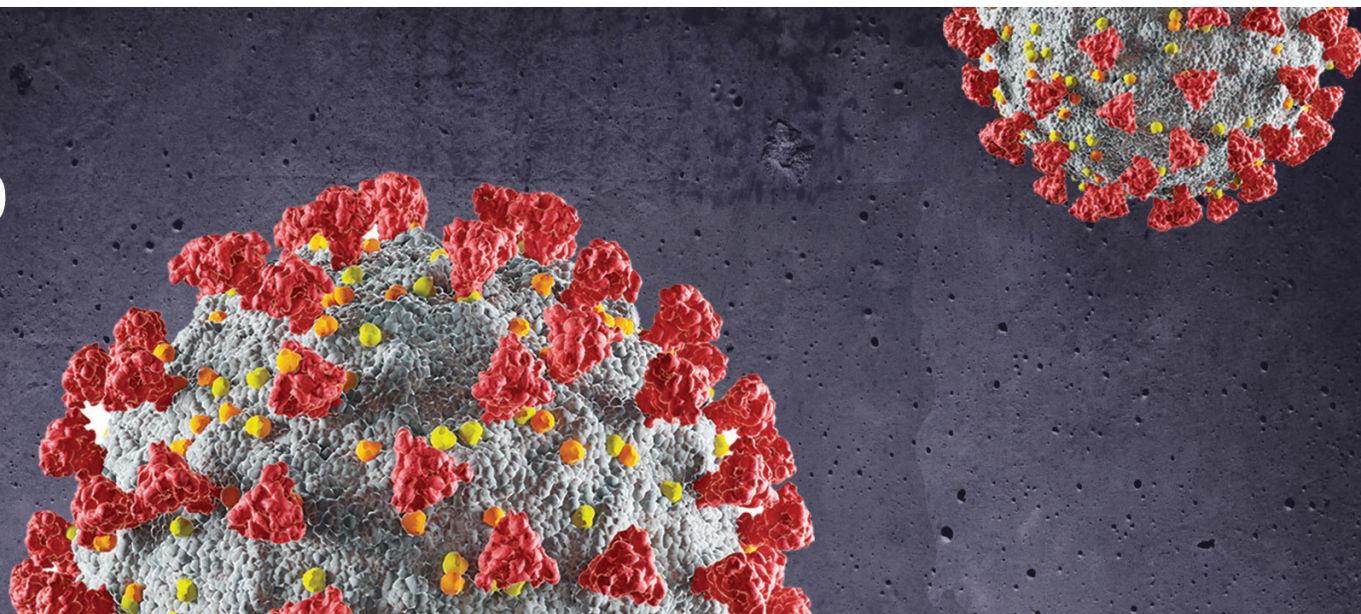
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21/22



Department
of Health

NYSDOH COVID-19



Pre-K to Gr 12 COVID-19 Toolkit

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

Can My Child Go To School Today?

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

YES

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

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.

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?

NO

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!

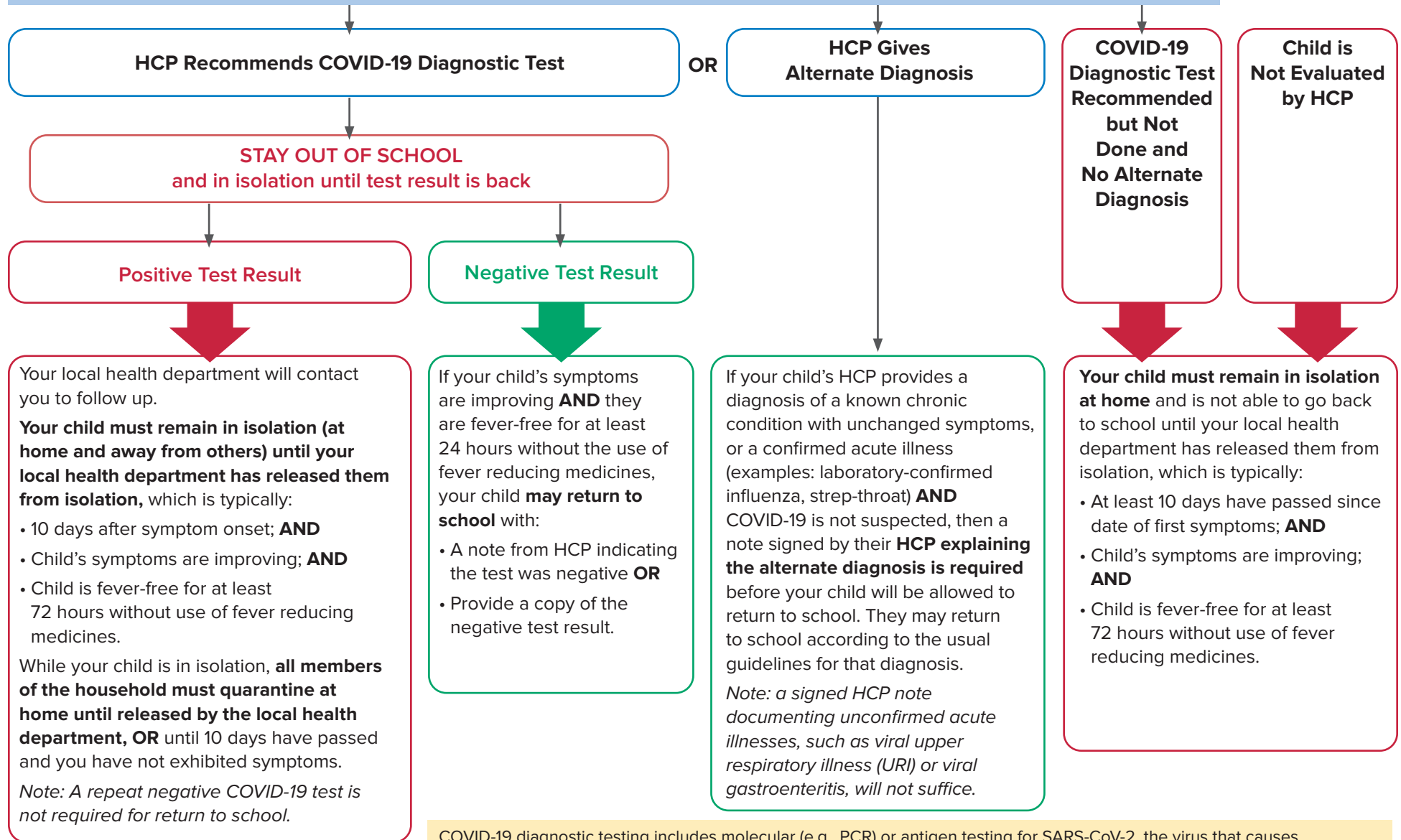
Report absences, symptoms, and positive COVID-19 test results to your child's school.

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

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)



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.

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

Can I Go to Work at the School Today?

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

YES

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

YES

You **cannot** go to work at the school today. You 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 you from isolation.

In the last 10 days, have you:

- Traveled internationally to a **CDC level 2 or 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?

NO

YES

You **cannot** go to work at the school today unless:

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

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

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

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

YES

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

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

NO

You can go to work at the school today!
Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

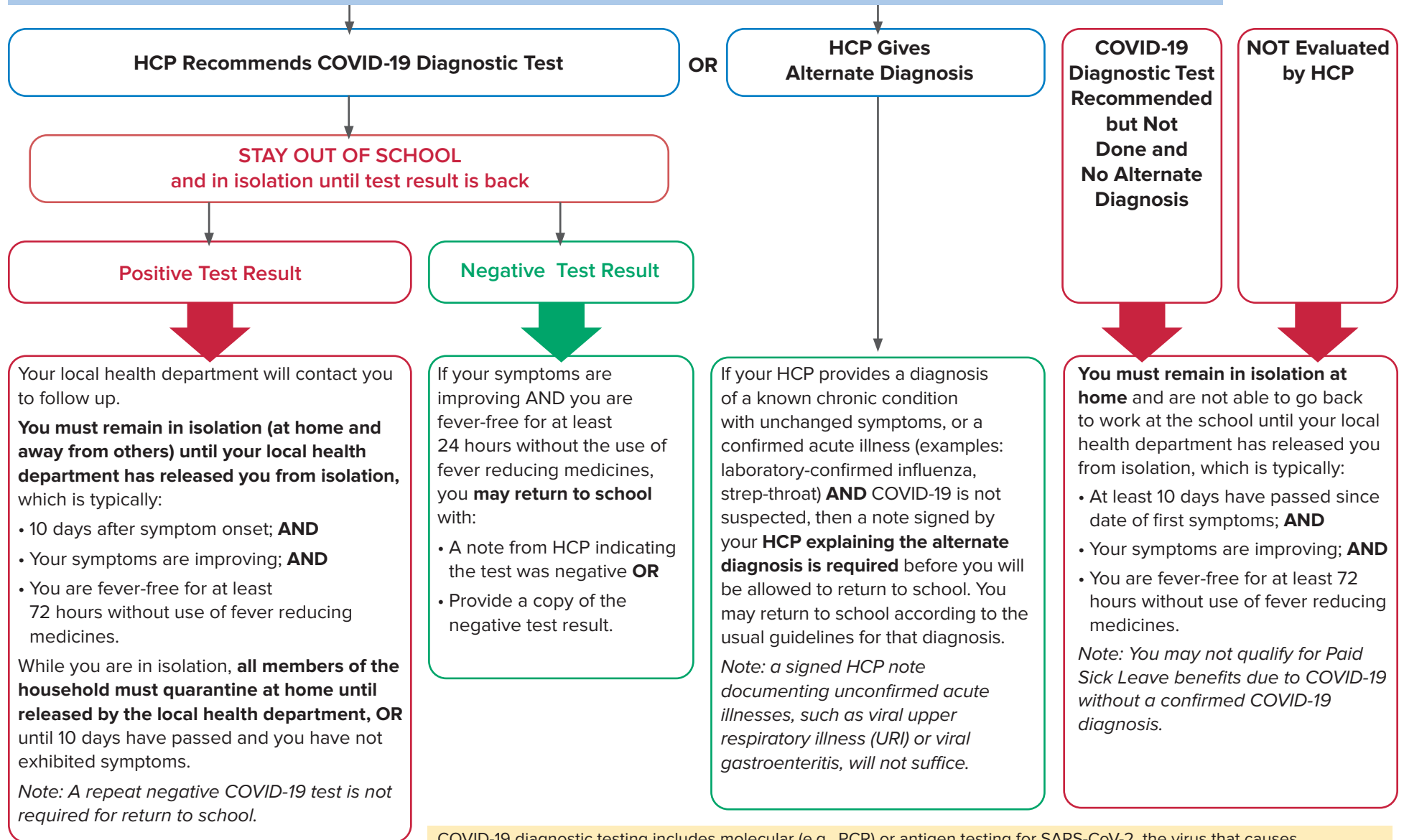
Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

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

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.

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

COVID-19 Screening Flowsheet for Students and Staff

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

YES

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

YES

The student or staff **cannot** go to school today.
They must stay in isolation (at home and away from others) until 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 them from isolation.

In the last 10 days, has the student or staff:

- Traveled internationally to a **CDC level 2 or 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

The student or staff **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 student or staff designated as a contact, until the local health department releases them from quarantine (at least 10 days).

If they have 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. Once they receive a second negative result can return to school.

NO

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

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

YES

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

NO

The student or staff **CAN** go to school today!
Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.

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

CALL 911 IF A STUDENT OR STAFF HAS:

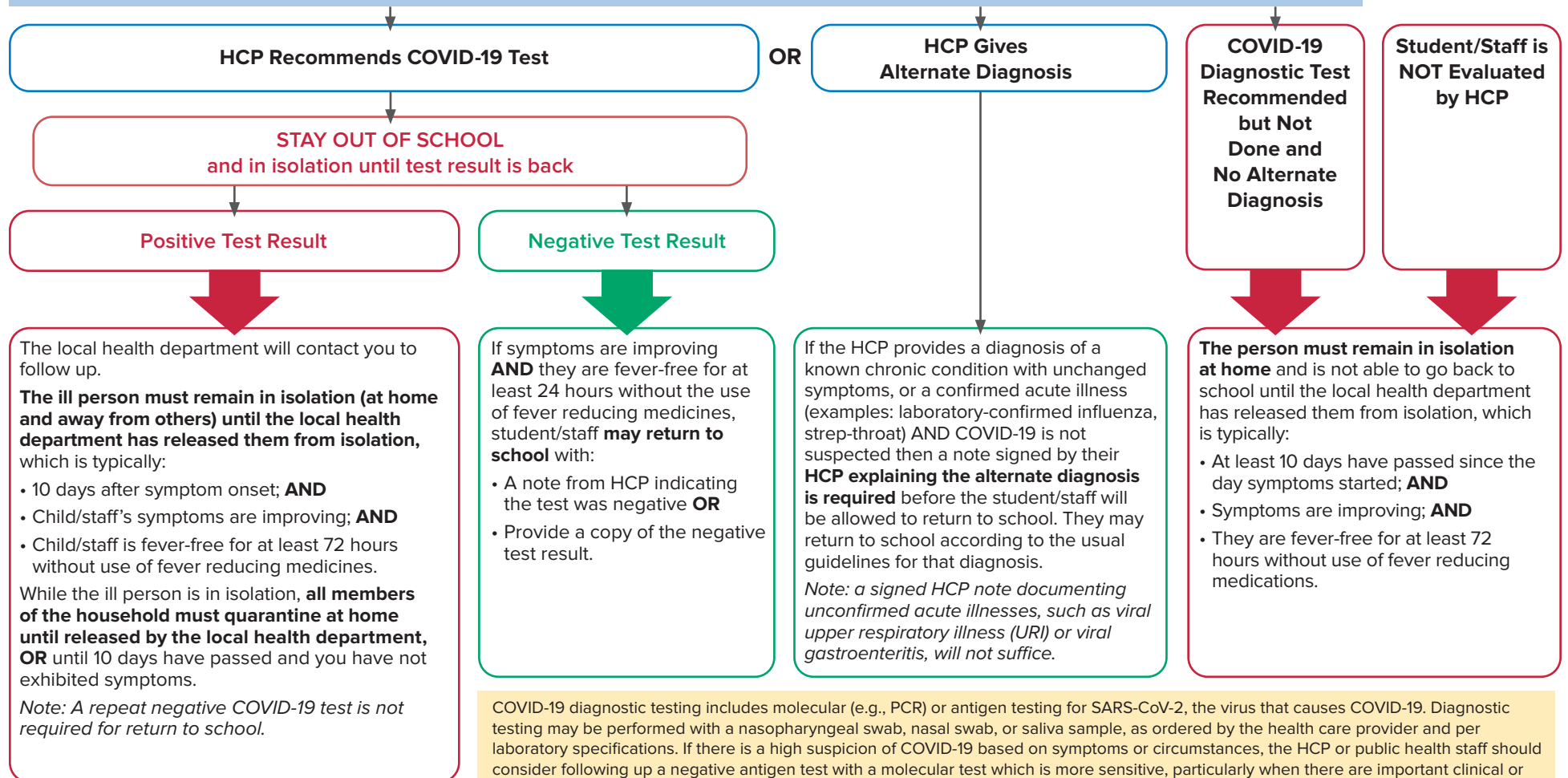
- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

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

Student/staff has symptoms consistent with COVID-19:

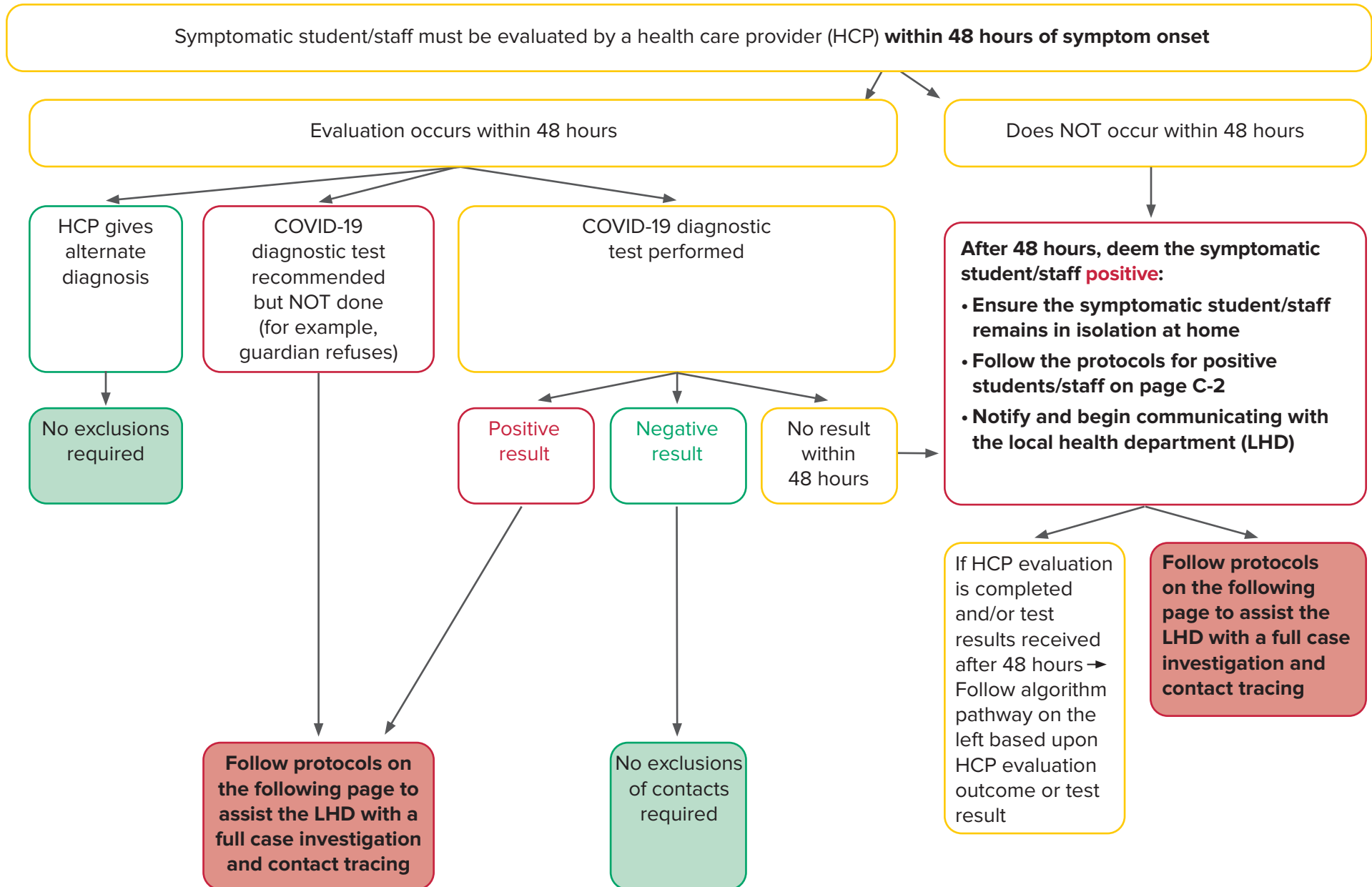
- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- 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)



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

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



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

Notify the local health department (LHD):

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

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

- School Principal
- Administrative Support Person
- Principal Designee

THEN

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

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

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

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

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 10 days from the date of last exposure to the case and advised to monitor for symptoms. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

1. Planning and Coordination:

Completed	In Progress	Not Started	
<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.

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 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.

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., 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.

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 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, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), 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 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 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.

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.