

PERSONNEL ACTIONS - INSTRUCTIONAL STAFF**H.1.a. RESIGNATIONS**

EMPLOYEE TYPE	NAME	POSITION	LOCATION	EFFECTIVE DATES
Full-time	Eric Rodrigues	Art Teacher	Wantagh Elementary School	6/23/2023
Full-time	Carly Robey	Reading Teacher	Wantagh Elementary School	7/12/2023

PROBATIONARY ADMINISTRATIVE APPOINTMENTS

EMPLOYEE TYPE	NAME	TENURE AREA	SALARY	EFFECTIVE DATE	EXPIRATION DATE
---------------	------	-------------	--------	----------------	-----------------

H.1.b. PROBATIONARY TEACHING APPOINTMENTS

EMPLOYEE TYPE	NAME	TENURE AREA	SALARY	CLASS, STEP	EFFECTIVE DATE	EXPIRATION DATE
Full-time	Conor McCarthy	Special Education	\$69,280.00	M,1	9/1/2023	8/30/2027
Full-time	Molly Perrone	Special Education	\$59,618.00	B, 1	9/1/2023	8/30/2027
Full-time	Kristen Brown	Physical Education	\$69,280.00	M, 1	9/1/2023	8/30/2027
Full-time	Stephanie Hansen	Art Education	\$71,897.00	M, 3	9/1/2023	8/30/2026

H.1.c. APPOINTMENTS TO PART-TIME TEACHING POSITIONS

EMPLOYEE TYPE	NAME	POSITION	SALARY	CLASS, STEP	EFFECTIVE DATE	EXPIRATION DATE
Part-time	Brittany Holmstrom	Special Education	FTE (0.50) \$70,226 (pro-rated)	M, 2	9/1/2023	6/30/2024

H.1.d. ANNUAL STIPENDS FOR 2022-2023

PROGRAM	LOCATION	NAME	STIPEND	EFFECTIVE DATE
College Level/Dual Enrollment	Adelphi	Julie Rosslee	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	Syracuse	Julie Rosslee	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	CW Post	Julie Rosslee	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	Farmingdale	Kelly Jones	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	NYIT	Kelly Jones	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	Molloy	Christopher Kozak	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	RIT	Christopher Kozak	\$500.00	per year 9/1/23 - 6/30/24
College Level/Dual Enrollment	St. John's	Christopher Kozak	\$500.00	per year 9/1/23 - 6/30/24
Testing Coordinator	Middle School	Diane Garey	\$2,000.00	per year 9/1/23 - 6/30/24
Testing Coordinator	High School	Christine VonRekowsky	\$4,750.00	per year 9/1/23 - 6/30/24
Assistant Webmaster	Districtwide	Alisa Lopera	\$2,500.00	per year 9/1/23 - 6/30/24
Turnkey Teacher	Middle School/High School	Thomas Keegan	\$2,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Mandalay Elementary	Jeanhee Cho	\$1,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Mandalay Elementary	Nicole Romagnuolo	\$1,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Wantagh Elementary	Sarah Danziger	\$1,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Wantagh Elementary	Erika Horan	\$1,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Mandalay Elementary	Erin Joyce	\$1,000.00	per year 9/1/23 - 6/30/24
Elementary Model Teachers	Mandalay Elementary	Stacey Wright	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	Mandalay Elementary	Laura Clarke	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	High School	Jacqueline Harrison	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	High School	George Margarites	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	Mandalay Elementary	Kelsey Riegger	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	High School	Darlene Thompson	\$1,000.00	per year 9/1/23 - 6/30/24
Special Ed Model Teachers	Middle School	Jillian Vetter	\$1,000.00	per year 9/1/23 - 6/30/24
Summer Reading Teachers	Mandalay Elementary	Susan Berge	\$2,880.00	per year 7/1/23 - 8/30/23
Summer Reading Teachers	Mandalay Elementary	Angela Luciano	\$2,880.00	per year 7/1/23 - 8/30/23
Summer Reading Teachers	Mandalay Elementary	Denise Burkhard	\$1,440.00	per year 7/1/23 - 8/30/23
Summer Reading Teachers	Mandalay Elementary	Laura Espinosa	\$1,440.00	per year 7/1/23 - 8/30/23
Summer Reading Teachers	Mandalay Elementary	Lisa Hansen	\$1,440.00	per year 7/1/23 - 8/30/23
Summer Reading Teachers	Mandalay Elementary	Susan Murphy	\$1,440.00	per year 7/1/23 - 8/30/23

H.1.d. ANNUAL STIPENDS FOR 2022-2023 (cont'd)						
PROGRAM	LOCATION	NAME	STIPEND		EFFECTIVE DATE	
Summer Academy Teachers	Middle School	Coleen Nicolosi	\$1,800.00	per year	7/1/23 - 8/30/23	
Summer Academy Teachers	Middle School	Corrie Harris	\$1,800.00	per year	7/1/23 - 8/30/23	
APPOINTMENT OF SUMMER PERSONNEL						
EMPLOYEE TYPE	NAME	POSITION	LOCATION	RATE	MAX AMOUNT	EFFECTIVE DATE
EMPLOYEE TYPE	NAME	POSITION	LOCATION	# DAYS		EFFECTIVE DATES
REQUEST FOR LEAVE OF ABSENCE						
LEAVE TYPE	NAME	POSITION	LOCATION	RATE		EFFECTIVE DATES
H.1.e. APPOINTMENT TO CLUB/EXTRACURRICULAR ACTIVITIES						
BUILDING	ACTIVITY	POSITION	ADVISOR	STIPEND		
Middle School	Pride Club	Co-Advisor	Amelie Weber	\$404.25		
Middle School	Pride Club	Co-Advisor	Diane Marzo-Garey	\$404.25		
Middle School	Social Media Coordinator	Advisor	Elyse Longo	\$3,987.00		
Middle School	Yoga	Advisor	Eileen Keener	\$808.75		
APPOINTMENT TO COACHING ASSIGNMENTS						
SEASON	ACTIVITY	POSITION	ADVISOR	STIPEND		
H.1.f. APPOINTMENT OF INSTRUCTIONAL SUBSTITUTES						
EMPLOYEE TYPE	NAME	POSITION	LOCATION	RATE		EFFECTIVE DATES
Part-time	Samantha Halper	Long-term Substitute/Permanent Sub.	Middle School	\$130.00	per day	2023-2024

PERSONNEL ACTIONS - CIVIL SERVICE**RETIREMENTS**

EMPLOYEE TYPE	NAME	POSITION	LOCATION	EFFECTIVE DATE
---------------	------	----------	----------	----------------

H.2.a RESIGNATIONS

EMPLOYEE TYPE	NAME	POSITION	LOCATION	EFFECTIVE DATE
---------------	------	----------	----------	----------------

Full-time	Joe Arguello	Security	Central Admin	7/15/2023
Full-time	Danielle Ortiz	Typist Clerk	Registrar	6/30/2023
Part-time	Jamie Lindwall	Lunch Monitor	Wantagh Elementary	6/23/2023
Part-time	Dolores McHugh	Lunch Monitor	Wantagh Elementary	6/23/2023

REQUEST FOR LEAVE OF ABSENCE

LEAVE TYPE	NAME	POSITION	LOCATION	RATE	EFFECTIVE DATES
------------	------	----------	----------	------	-----------------

H.2.b. APPOINTMENT OF SUMMER PERSONNEL

EMPLOYEE TYPE	NAME	POSITION	LOCATION	RATE	EFFECTIVE DATE
---------------	------	----------	----------	------	----------------

Summer	Mark Salerno	Cleaner	Districtwide	\$27.40 per hour	7/1/23 - 8/30/23
--------	--------------	---------	--------------	------------------	------------------

H.2.c. CHANGE IN HOURS/SALARY

EMPLOYEE TYPE	NAME	POSITION	FROM	TO	EFFECTIVE DATE
---------------	------	----------	------	----	----------------

Full-time	Danielle Ortiz	Senior Duplicating Machine Operator	FTE 0.75	FTE 1.0	7/1/2023
Full-time	Ron Schneider	Security Aide	\$23.00/hr	\$26.00/hr	7/16/2023

H.2.d. APPOINTMENTS OF CIVIL SERVICE PERSONNEL

EMPLOYEE TYPE	NAME	POSITION	LOCATION	RATE	EFFECTIVE DATE
---------------	------	----------	----------	------	----------------

Full-time	Michele Cerbelli	Typist Clerk	Elem. Curriculum Office	\$40,512.00 per year	7/1/2023
Full-time	Anthony Speciale	Typist Clerk	Fine Arts Department	\$40,111.00 per year	7/10/2023
Full-time	Susan Petrou	Typist Clerk	Middle School Main Office	\$44,751.00 per year	7/10/2023
Full-time	Zunaira Sajid	Typist Clerk	PPS Office	\$42,157.00 per year	7/10/2023
Full-time	Theresa Argus	Account Clerk	Payroll Department	\$50,054.00 per year	7/17/2023
Part-time	Ruben Alborez	Messenger/Bus Driver	Business Office	\$34,265.00 per year	7/6/2023
Summer	Annette Podesta	Bus Monitor	PARISS	\$15.70 per hour	6/29/23 - 8/11/23
Summer	Jennifer Bennett	Bus Monitor	PARISS	\$15.70 per hour	6/29/23 - 8/11/23

H.2.e. APPOINTMENT OF NON-INSTRUCTIONAL SUBSTITUTES

EMPLOYEE TYPE	NAME	POSITION	LOCATION	RATE	EFFECTIVE DATE
---------------	------	----------	----------	------	----------------

Part-time	Joe Arguello	Security	Districtwide	\$23.00 per hour	7/17/2023
-----------	--------------	----------	--------------	------------------	-----------

MINUTES

July 5, 2023

The regular monthly meeting of the Wantagh Board of Education, Wantagh Union Free School District, was held on Wednesday, July 5, 2023, and was called to order by President, Adam Fisher at 8:15 p.m. The following were present:

The following were present:

Adam Fisher	President
Tara Cassidy	Vice-President
Anthony Greco	Trustee
Jennifer Perfetti	Trustee
Laura Reich	Trustee (video conferenced)
John McNamara	Superintendent of Schools
Anthony Cedrone	Assistant Superintendent for Business
Carol-Ann Winans	Executive Director of Curriculum & Instruction K-12
Stephanie Scolieri	Director of Human Resources

A moment-of-silence was held for: Mother of Karen Lorentzen

On the recommendation of the Superintendent of Schools, MOTION was made by Anthony Greco, seconded by Tara Cassidy, and passed unanimously:

approving the minutes of June 15, 2023.

approving acknowledgement and acceptance of budget transfers as printed.

A communication was received from: Cristine and Matthew Rizzuto
Stephanie and Jason Maltese
Roxanne and Adam Wolfthal
Courtney Lazarus
Mrs. DeBiase
Robert Cheeseman

On the recommendation of the Superintendent of Schools, MOTION was made by Tara Cassidy, seconded by Jennifer Perfetti, and passed unanimously:

approving the attached resignations.

approving the attached probationary appointments.

approving the attached part-time appointment.

approving the attached annual stipends.

approving the attached club/extracurricular appointments.

approving the attached instructional substitute.

On the recommendation of the Superintendent of Schools, MOTION was made by Anthony Greco, seconded by Jennifer Perfetti, and passed unanimously:

approving the attached resignations.

approving the attached summer personnel appointments.

approving the attached changes in hours/salary.

approving the attached civil service appointments.

approving the attached non-instructional substitute appointment.

On the recommendation of the Superintendent of Schools, MOTION was made by Jennifer Perfetti, seconded by Anthony Greco, and passed unanimously:

approving the following resolution:

RESOLVED, that the Board of Education, in accordance with Education Law §1724.3, authorizes for payment in advance of claims audit, invoices for public utility services (electric, gas, water, sewer, telephone), postage, freight and any other such charges as may be expressly allowed by this section.

approving the following resolution:

RESOLVED, that as a “public entity” pursuant to Public Officers Law §18(1)(a), the Wantagh Union Free School District hereby expressly agrees pursuant to Public Officers Law §18(2)(b) to confer the benefits of Public Officers Law upon the employees of the Wantagh Union Free School District and to be held liable for the costs incurred under its provisions; and

BE IT FURTHER RESOLVED, that these benefits are expressly intended to supplement any and all other statutory protections.

approving the proposal and agreement from the following service provider for the 2023-24 school year, with an option to renew up to four (4) additional years ending June 30, 2028, and hereby authorize the Board President to execute said agreement:

Service Provider

Service/Rates

Blue Sea Educational Consulting, Inc.

See attached

July 5, 2023

approving an Inter-Municipal Agreement between the Levittown Union Free School District and the Wantagh Union Free School District, for the purchase of gasoline for Wantagh's school vehicles for the 2023-24 school year, and hereby authorize the Board President to execute said agreement.

approving an agreement between the West Hempstead Union Free School District and the Wantagh Union Free School District, to combine the Girls Swim and Dive teams for the Fall season, effective August 28 through November 18, 2023, and hereby authorize the Board President to execute said agreement.

approving the following agreement for the summer of 2023, and hereby authorize the Board President to execute said agreement:

<u>School</u>	<u># of Students</u>	<u>Ref. #</u>
Plainedge UFSD	2	073190014 100200000

approving the extension of contract for School Food Service Management with our present contractor, Aramark Educational Services, LLC, for the 2023-24 school year. Meal charges will increase at the CPI rate of 3.50 with an a la carte conversion rate of 4.52 and a subsidy up to \$80,000 and hereby authorize the Board President to execute said contract.

On the recommendation of the Superintendent of Schools, MOTION was made by Anthony Greco, seconded by Jennifer Perfetti, and passed unanimously:

approving price increases for the following a la carte items:

	<u>From</u>	<u>To</u>
Rice Krispy Bars	\$1.50/each	\$1.75/each
Milk Carton 8 oz.	\$0.65/each	\$1.00/each
Juice Carton 4 oz.	\$0.50/each	\$0.75/each

approving the following resolution:

RESOLVED, that the Board of Education accept, with thanks, a donation of \$300 from the American Heart Association; and

BE IT FURTHER RESOLVED, that the Board of Education approve an increase in the General Education Supply Code, A2110.450.05.000, in the amount of \$300 received from the American Heart Association to be donated to the Wantagh Middle School.

approving the disposal of obsolete equipment from the Technology Department, as attached.

July 5, 2023

approving that teachers be paid for the completion of curriculum writing, as attached.

approving the following substitute wage rates for the 2023-24 school year:

Substitute Teacher	\$130.00 per day
Substitute Nurse	\$130.00 per day
Substitute Psychologist	\$130.00 per day
Nurse Extended School Year Program	\$ 41.00 per hour
Substitute Teacher Aide	\$16.00 per hour
Substitute Bus Driver	\$25.00 per hour
Substitute Clerk Typist	\$17.00 per hour
Substitute Cafeteria Monitor	\$16.00 per hour
Substitute Security Aide	\$23.00 per hour
Substitute Custodial/Cleaner	\$17.00 per hour
Substitute Account Clerk	\$20.00 per hour
Substitute Bus Matron	\$16.00 per hour
PSAT Proctor Fee	\$175.00
	\$225.00 (extended time)

approving the following transportation agreement for the summer of 2023, and hereby authorize the Board President to execute said agreement:

<u>Bus Company</u>	<u>Contract #</u>	<u>Estimated Cost</u>
BOCES	New- Summer	\$26,053

On the recommendation of the Superintendent of Schools, MOTION was made by Tara Cassidy, seconded by Jennifer Perfetti, and passed unanimously, approving the following resolution:

WHEREAS the District received bids on July 5, 2023 in response to specifications for a capital improvement project for the Wantagh High School gymnasium renovation;

RESOLVED, that the Board of Education approves the bid to Arrow Steel Window Corporation of Farmingdale, New York for the Wantagh High School Gymnasium Renovation, GC-2 (SED #28-02-23-03-0-001-039) for a contract total of \$384,000 as per the attached recommendation from Mark Design Studios Architecture, PC; and

BE IT FURTHER RESOLVED, that the Board of Education authorizes the Board President to execute a contract with Arrow Steel Window Corporation in the amount of \$384,000.

July 5, 2023

On the recommendation of the Superintendent of Schools, MOTION was made by Tara Cassidy, seconded by Anthony Greco, and passed unanimously:

approving the recommendations of the Committees on Special Education and Preschool Special Education be approved as specified in the minutes of the meetings of January 26, March 23, 29, May 5, June 6, 7, 12, 13, 14, 15, 20, 21, 22, 28, and 30, 2023.

approving that the Board of Education accept for a first reading the 2023-24 District-Wide School Safety Plan, as attached.

approving the attached revised District Code of Conduct.

MOTION was made by Tara Cassidy, seconded by Anthony Greco, and passed unanimously, approving to adjourn at 8:30 p.m.

Submitted,

Elaine McGuigan
District Clerk

The following reports/presentations/information was given:

Superintendent's Report

John McNamara reported on the following items:

- New York State Education Mascot Regulation Update
- Summer Facilities Projects

July 5, 2023

Curriculum Writing

<u>Teacher</u>	<u>Course</u>	<u>Salary</u>
Laura Clark	Curriculum Development and Modification	\$1,000
Kelsey Reiger	Curriculum Development and Modification	\$1,000
New Teacher (pending appointment)	Curriculum Development and Modification	\$1,000
Danielle Luke	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Denise Weinberg	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Elisa Ferrara	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Bridget Montario	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Michele Anszelowicz	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Lisa Hansen	Elementary Social Studies Committee Curriculum Work	\$ 750 (summer)
Ilyse Gitman	Google Sites	\$1,000 (summer)
Samantha Barrett	Reading & Writing Unit of Study	\$ 750 (summer)
Erin Joyce	Reading & Writing Unit of Study	\$ 750 (summer)
Michele Anszelowicz	Reading & Writing Unit of Study	\$ 750 (summer)
Lisa Hansen	Reading & Writing Unit of Study	\$ 750 (summer)
Meaghan Prokesch	Reading & Writing Unit of Study	\$ 750 (summer)
Stacey Wright	Reading & Writing Unit of Study	\$ 750 (summer)
Denise Weinberg	Reading & Writing Unit of Study	\$ 750 (summer)
Nicole Romagnuolo	Reading & Writing Unit of Study	\$ 750 (summer)
Erin Moody	Reading & Writing Unit of Study	\$ 750 (summer)
Jessica Akapnitis	Reading & Writing Unit of Study	\$ 750 (summer)
Lindsay Voight	Frontline RTI/MTSS	\$1,000
John Walsh	PowerSports	\$1,000
Casey Clark	Foundations of Science Research	\$1,000

Samantha Gordon	Matter and Energy	\$ 750
Kara Pearlstein	Matter and Energy	\$ 750
Daniel Bonomini	Special Class Algebra I	\$1,000
Jason Apfelbaum	Algebra I	\$ 750
Nicholas Roberts	Algebra I	\$ 750
Richard Colavita	AP Physics C	\$1,000
Kali Psihos	AP Precalculus	\$1,000
Patrick Chin	College Criminal Justice	\$1,000
Kali Psihos	Algebra I NYSNGMLS Curriculum	\$1,000



WANTAGH UNION FREE SCHOOL DISTRICT
Department of Information Systems and Instructional Technology

3299 BELTAGH AVENUE • WANTAGH, NEW YORK 11793 (516) 765-4360 • FAX (516) 765-4369

John McNamara
Superintendent

Penny L. Curry
Director of Information Systems & Instructional Technology

MEMORANDUM

Date: 6/21/23
To: Anthony Cedrone
From: Penny Curry
Re: Obsolete Equipment

Please add the attached items to the next Board of Education Agenda.

Serial Num	Asset Tag	Model	Location	Owner
NXSHEAA0	20140019	Acer C720	Wantagh	UFSD
NXSHEAA0	20140020	Acer C720	Wantagh	UFSD
NXSHEAA0	20140022	Acer C720	Wantagh	UFSD
NXSHEAA0	20140023	Acer C720	Wantagh	UFSD
NXSHEAA0	20140024	Acer C720	Wantagh	UFSD
NXSHEAA0	20140026	Acer C720	Wantagh	UFSD
NXSHEAA0	20140027	Acer C720	Wantagh	UFSD
NXSHEAA0	20140028	Acer C720	Wantagh	UFSD
NXSHEAA0	20140030	Acer C720	Wantagh	UFSD
NXSHEAA0	20140033	Acer C720	Wantagh	UFSD
NXSHEAA0	20140037	Acer C720	Wantagh	UFSD
NXSHEAA0	20140039	Acer C720	Wantagh	UFSD
NXSHEAA0	20140040	Acer C720	Wantagh	UFSD
NXSHEAA0	20140041	Acer C720	Wantagh	UFSD
NXSHEAA0	20140044	Acer C720	Wantagh	UFSD
NXSHEAA0	20140046	Acer C720	Wantagh	UFSD
NXSHEAA0	20140047	Acer C720	Wantagh	UFSD
NXEF2AA0	20140155	Acer C740	Wantagh	UFSD
NXMJAAAC	20140198	Acer C720	Wantagh	UFSD
NXSHEAA0	20140632	Acer C720	Wantagh	UFSD
NXSHEAA0	20150040	Acer C720	Wantagh	UFSD
NXSHEAA0	20150041	Acer C720	Wantagh	UFSD
NXSHEAA0	20150042	Acer C720	Wantagh	UFSD
NXSHEAA0	20150044	Acer C720	Wantagh	UFSD
NXSHEAA0	20150045	Acer C720	Wantagh	UFSD
NXSHEAA0	20150046	Acer C720	Wantagh	UFSD
NXSHEAA0	20150048	Acer C720	Wantagh	UFSD
NXSHEAA0	20150185	Acer C720	Wantagh	UFSD
NXSHEAA0	20150186	Acer C720	Wantagh	UFSD
NXSHEAA0	20150187	Acer C720	Wantagh	UFSD
NXSHEAA0	20150189	Acer C720	Wantagh	UFSD
NXSHEAA0	20150190	Acer C720	Wantagh	UFSD
NXSHEAA0	20150191	Acer C720	Wantagh	UFSD
NXSHEAA0	20150192	Acer C720	Wantagh	UFSD
NXSHEAA0	20150194	Acer C720	Wantagh	UFSD
NXSHEAA0	20150195	Acer C720	Wantagh	UFSD
NXSHEAA0	20150197	Acer C720	Wantagh	UFSD
NXSHEAA0	20150198	Acer C720	Wantagh	UFSD
NXSHEAA0	20150199	Acer C720	Wantagh	UFSD
NXSHEAA0	20150200	Acer C720	Wantagh	UFSD
NXMJAAAC	20150810	Acer C720	Wantagh	UFSD
NXMJAAAC	20150827	Acer C720	Wantagh	UFSD
NXEF2AA0	20150857	Acer C740	Wantagh	UFSD
NXMJAAAC	20150893	Acer C720	Wantagh	UFSD
NXEF2AA0	20150895	Acer C740	Wantagh	UFSD
NXEF2AA0	20150897	Acer C740	Wantagh	UFSD



2023 - 2024 Rate Sheet

PLACEMENT SERVICES

Behavior Intervention Services

60 Min Paraprofessional-School	\$35.00
60 Minute Health Aide-School	\$35.00
60 Min 2:1 Paraprofessional-School	\$50.00
60 Min Individual	\$95.00
60 Min Parent Train & Counseling	\$105.00
60 Min Case Supervision	\$125.00
60 Min BIS In District Consulting	\$130.00
60 Min BIS FBA/BIP	\$130.00
60 Min LBA/BCBA	\$150.00
60 Min PhD BIS	\$150.00
60 Min ADOS Eval (Mono/Bilingual)	\$150.00/\$175.00
30 Min Group A-B-C Smart	\$100.00

Social Work & Counseling

60 Min Individual Social Work	\$95.00
60 Min Group Social Work	\$125.00
60 Min Individual-Home/Private	\$95.00
Social History Evaluation	\$200.00/\$250.00

Psychology

Evaluation (Mono/Bilingual)	\$600.00/\$675.00
Psychoed. Eval (Mono/Bilingual)	\$1100.00/\$1400.00
Social History Evaluation	\$250.00/\$300.00
School Psychologist	\$120.00 per hour/\$800.00 Per Day

Home Instruction & Tutoring Individual Instruction

60 Min Home Instruct General Education	\$75.00
60 Min Home Instruct Special Education	\$85.00
60 Min Home Instruct / Behavioral Intervention Support	\$95.00
60 Min Home Tutoring General Education	\$75.00
60 Min Home Tutoring Special Education	\$85.00
60 Min Priv. School/Out of Dist. General Education	\$75.00
60 Min Priv. School/Out of Dist. Special Education	\$85.00
60 Min Extended Day/ After School Program	\$150.00
60 Min Home/School Educational Therapist	\$125.00
60 Min Group Educational Therapist	\$200.00



Resource Room Individual & Group Instruction*

60 Min Individual Special Education	\$80.00
60 Min Group/Class Instruct Special Education	\$125.00

* Group = Up to Five Students

Specialized Reading Services

60 Min Orton Gillingham Instruction	\$125.00
60 Min Wilson Reading Instruction	\$125.00
60 Min Spire Reading Instruction	\$125.00
60 Min Soudy Reading Program Instruction	\$125.00
60 Min Certified Reading Teacher (K-12)	\$125.00
60 Min Group Certified Reading Teacher	\$200.00
60 Min Literacy Teacher (K-12)	\$125.00
Specialized Reading Evaluation	\$850.00
Specialized Writing Evaluation	\$850.00
Specialized Math Evaluation	\$850.00

Educational Consulting

60 Min Senior Education and Literacy Consultant	\$175.00
60 Min Junior Education and Literacy Consultant	\$125.00
60 Min Literacy Analyst	\$90.00

Educational Evaluations & Screening

Educational Evaluation – Monolingual	\$550.00
Educational Evaluation – Bilingual	\$700.00
Screening (Flat Rate)	\$100.00

Nursing Services

60 Min C.N.A	\$100.00
60 Min L.P.N	\$125.00
60 Min R.N	\$140.00

Occupational Therapy

30 Min Individual	\$50.00
30 Min Group (Flat Rate Per Group)	\$85.00
30 Min Individual (Home/Private)	\$65.00
Evaluation (Monolingual)	\$250.00
Evaluation (Bilingual)	\$300.00
Screening (Flat Rate)	\$75.00
30 Min OT Consultation	\$70.00
30 Min OT Programmatic Consulting	\$70.00
30 Min Group A-B-C Smart	\$80.00



Physical Therapy

30 Min Individual	\$60.00
30 Min Group (Flat Rate Per Group)	\$95.00
30 Min Individual (Home/Private)	\$75.00
Evaluation (Monolingual)	\$300.00
Evaluation (Bilingual)	\$350.00
30 Min PT Consultation	\$75.00
30 Min PT Programmatic Consulting	\$75.00
Screening (Flat Rate)	\$75.00

Speech Language Therapy

30 Min Individual	\$55.00
30 Min SLP Teletherapy	\$50.00
30 Min PROMPT Therapy	\$70.00
30 Min Group (Flat Rate Per Group)	\$85.00
30 Min Individual (Home/Private)	\$65.00
Evaluation Monolingual/Bilingual	\$325.00/\$400.00
Feeding Evaluation Monolingual/Bilingual	\$400.00/\$450.00
PROMPT Evaluation Monolingual/Bilingual	\$400.00/\$450.00
30 Min SLP Programmatic Consulting	\$65.00
Screening (Flat Rate)	\$100.00
30 Min Speech Feeding Therapy	\$70.00
30 Min SLP Consultation (Monolingual)	\$65.00
30 Min SLP Consultation (Bilingual)	\$75.00
30 Min Group A-B-C Smart	\$80.00

* OT, PT & Speech Groups = Up to Five Students

Augmentative/Alternative Communication & Assistive Technology

60 Min AAC/AT Evaluation Services	\$200.00
60 Min AAC/AT Consulting & Train	\$200.00

Translation/Interpreting Services*

60 Min Spanish	\$50.00
60 Min Creole	\$50.00
60 Min Cantonese/Mandarin	\$60.00
60 Min Most Other Languages	\$60.00

**1 hour minimum on all Translation/Interpreting Services*



Additional Services

60 Min Credit Recovery	\$125.00
60 Min Diversity Consulting	\$150.00
60 Min Job Coaching	\$125.00
60 Min Music Therapy	\$125.00
60 Min Legal Consulting	\$250.00
60 Min Transition & Planning	\$125.00

CSE & Team Meetings

Flat Rate CSE per Attendee	\$75.00
60 Min Team Meetings per Attendee	\$90.00

July 5, 2023



Mr. John McNamara
Superintendent Of Schools
Wantagh UFSD
3301 Bellagh Avenue
Wantagh, NY 11793

**RE: Wantagh UFSD
Wantagh High School
Main Gymnasium Window Replacement – Contract GC-1
Project #28-02-23-03-0-001-039
Recommendation for Award**

Dear Mr. McNamara:

On July 5th, 2023, bids were received for the above-referenced project. Four (4) bids were received for this contract bid. The lowest complete base bid for this project was from **Arrow Steel Window Corp.** in the amount of **\$384,000.00** including the allowance. The district has decided not to accept Add-Alternate-1 to repaint the existing masonry on the east & west elevations for \$49,800.00. Our office spoke to Arrow Steel Window Corp. and they confirmed their bid price includes the full scope of the work, and they stand by their bid as submitted.

This office has worked with Arrow Steel Window Corp. on previous projects with favorable results. All references were also found to be favorable. Arrow Steel Window Corp. does not appear on the listing of contractors banned from performing work by the NYS Dept. of Labor. Based on the above, our office has no reason to object to the award of the Main Gymnasium Window Replacement Project to:

**Arrow Steel Window Corp.
133 East Carmans Road
East Farmingdale, NY 11735**

TOTAL RECOMMENDED AWARD as noted above: \$384,000.00

Should the Board agree with our recommendation, it would be wise to have the district issue a Letter of Intent to the contractor as soon as possible so the contractor can begin to mobilize and order materials.

Please feel free to contact me if you have any questions.

Regards,

A handwritten signature in black ink, appearing to read 'Thomas R. Petersen', followed by a horizontal line.

Thomas R. Petersen
Director of Architecture

Mark Design Studios Architecture, PC

270 North Broadway, Hicksville, NY 11801 T 516.827.0240 F 516.827.0224

WANTAGH UNION FREE SCHOOL DISTRICT

Wantagh, New York

DISTRICT CODE OF CONDUCT
2023-24 School Year

Board Approved July 5, 2023

Table of Contents

I.	Introduction	4
II.	Definitions	4
III.	Students Rights and Responsibilities	7
	A. Student Rights	7
	B. Student Responsibilities	8
IV.	Essential Partners	8
	A. Parents	8
	B. Teachers	9
	C. Guidance Counselors	10
	D. Expectations for Student Support Service Personnel	11
	E. Expectations for Other School Staff	11
	F. Principals	12
	G. Superintendent	13
	H. Board of Education	13
	I. Dignity Act Coordinator	14
V.	Prohibited Student Conduct	15
VI.	Reporting Violations	21
VII.	Disciplinary Penalties, Procedures and Referrals	22
	A. Penalties	23
	B. Procedures	24
	C. Minimum Periods of Suspension	28
	D. Referrals	29

VIII.	Alternative Instruction	30
IX.	Discipline of Pupils with Disabilities	30
X.	Corporal Punishment	34
XI.	Student Searches and Interrogation	34
	A. Student Lockers, Desks and Storage Places	35
	B. Documentation of Searches	35
	C. Police Involvement in Searches/Interrogations	36
	D. Child Protective Services Investigations	37
XII.	Visitors to Schools	37
XIII.	Public Conduct on School Property	38
	a. Prohibited Conduct	38
	b. Section VIII Spectator Code of Conduct	39
	c. Penalties	40
	d. Enforcement	40
XIV.	Dissemination and Review	41
	a. Dissemination of Code of Conduct	41
	b. Review of Code of Conduct	42

Wantagh Union Free School District Code of Conduct

We believe that all students deserve the right to a successful education. We hope that students take advantage of the many opportunities afforded to them. In order to preserve our positive school climate, there are rules and regulations that are set in place to protect the safety and well-being of students and staff. It is our goal to create an environment where students can learn to be kind, compassionate, independent, resilient, and hardworking learners and leaders.

I. Introduction

The Board (“Board”) of the Wantagh U.F.S.D. is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property and at school functions to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply.

“Cyberbullying” means harassment/bullying, as defined below, through any form of electronic communication.

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“District Staff” means any individual appointed by the Board of Education to provide a service to the District.

“Gender” means actual or perceived sex, and a person’s gender identity or expression. (N.Y. Education Law § 11(6))

“Gender Expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“Gender Identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“Harassment or Bullying under the Dignity Act” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in Educational Law section 11(8) that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. (c) Such definition shall include acts of harassment or bullying that occur: (i) on school property, as defined in section 100.2(kk)(1)(i) the Commissioner’s Regulations; and/or (ii) at a school function, as defined in section 100.2(kk)(1) the Commissioner’s Regulations; or (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. (d) “Harassment or Bullying under the Dignity Act” means the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse, including cyberbullying as defined in Education Law section 11(8) that either: (a) has or would have the effect of unreasonably or substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. (c) Such definition shall include acts of harassment or bullying that occur: (i) on school property, as defined in the Commissioner’s Regulations; and/or (ii) at a school function, as defined in the Commissioner’s Regulations; or (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse reach school property. (d) The terms “threat, intimidation or abuse” shall include verbal and non-verbal actions. Acts of harassment and bullying shall include, but not be limited to, acts based on a person’s

actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex. (e) "Emotional Harm" that takes place in the context of "harassment or bullying" means to harm a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Material Incident of Harassment, Bullying, and/or Discrimination" means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, meets the definition set forth in the Commissioner's Regulations and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means parent, guardian or person in parental relation to a student.

"School Bus" means every motor vehicle a) owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, b) privately owned and operated-for-compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities. (N.Y. Vehicle and Traffic Law § 142)

"School function" means any school-sponsored extra-curricular event or activity.

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, additionally, harassment (including harassment or cyberbullying using interactive and communication technologies) that takes place at locations outside of school grounds that can be reasonably forecast to materially and substantially disrupt the educational process or school environment can generally be prohibited and potentially be subject to disciplinary consequences as defined in Vehicle and Traffic Law §142 (NY Education Law § 11.1).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality. (N.Y. Education Law § 11(5))

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon or threatens violence.
6. Knowingly and intentionally damages or destroys the personal property of any school employee, student, or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Attend school in the district in which one’s parent or legal guardian resides.
2. Expect that school will be a safe, orderly and purposeful place for students to gain an education.
3. Be respected as an individual.
4. Have the opportunity to take part in all district activities free of prohibited discrimination, harassment and bullying in conformity with the law, regardless of actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, political affiliation, sex, sexual orientation, gender, gender identity, gender expression, age, weight, marital status, military status, veteran status, or disability.

5. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
6. Access school policies, regulations, rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and supportive school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Use the internet and technology in a responsible and productive manner which supports student learning.
10. Dress appropriately for school and school functions in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
11. Accept responsibility for their actions.
12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
14. Report and encourage others, to report any incidents of intimidation, harassment, bullying or discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
4. Send their children to school ready to participate and learn.
5. Ensure their children attend school regularly and on time.
6. Ensure absences are excused.
7. Insist their children be dressed and groomed in a manner consistent with the student dress code.
8. Monitor child's use of technology, the internet, smart phones, social media sites and apps, both in and out of the home.
9. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
10. Know school rules and help their children understand them so that their children can help create a safe environment.
11. Convey to their children a supportive attitude toward education and the district.
12. Build positive and constructive relationships with teachers, other parents and their children's friends.
13. Help their children deal effectively with peer pressure.
14. Inform school officials of changes in the home situation that may affect student conduct or performance.
15. Provide a place for study and ensure homework assignments are completed.
16. Prohibit child's use of alcohol, tobacco products, drugs and other illegal substances and seek support from school personnel if additional support is needed. This includes vaping paraphernalia.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.

2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Be prepared to teach.
5. Demonstrate interest in teaching and concern for student achievement.
6. Know school policies and rules, and enforce them in a fair and consistent manner.
7. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
8. Communicate regularly with students, parents and other teachers concerning growth and achievement.
9. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.

C. Guidance Counselors (where applicable)

All guidance counselors are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

6. Regularly review with students their educational progress and career plans.
7. Provide information to assist students with career planning.
8. Encourage students to benefit from the curriculum and extracurricular programs.
9. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.

**D. Student Support Service Personnel
(i.e. School Psychologist, School Social Worker, Director and Assistant
Director of PPS)**

All Student Support Service Personnel are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Support educational and academic goals.
5. Know school rules, abide by them and enforce them in a fair and consistent manner.
6. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
7. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
8. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.
9. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
10. Regularly review with students their educational progress and career plan.
11. Provide information to assist students with career planning.
12. Encourage students to benefit from the curriculum and extra-curricular programs.

E. Other School Staff

All other school staff are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
4. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
5. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
6. Assist in promoting a safe, orderly and stimulating school environment.
7. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.
8. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Principals

All principals are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
5. Evaluate on a regular basis all instructional programs.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

G. Superintendent

The Superintendent is expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
5. Inform the board about educational trends relating to student discipline.
6. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
7. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

H. Board of Education

All Board of Education members are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student,

- school employee or any person who is lawfully on school property or at a school function.
3. Collaborate with students, teachers, administrators, parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
 4. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
 5. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
 6. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

I. Dignity Act Coordinator(s)

All Dignity Act Coordinators are expected to:

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
2. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
3. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
4. Address issues of harassment, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is unlawfully on a school property or at a school function.
5. The Dignity Act Coordinators for Wantagh Public Schools are as follows:

District Wide:

- Dr. Stephanie Scolieri, Director of Human Resources
scolieris@wantaghschools.org (516) 765-4131

Wantagh High School:

- Nick Pappas, Assistant Principal
pappasn@wantaghschools.org (516) 765-4203

- Paul Guzzone, Principal
guzzonep@wantagschools.org (516) 765-4202

Wantagh Middle School:

- Tracey Zelenetz, School Psychologist
zelenetzt@wantagschools.org (516) 765-4140
- Anthony Ciuffo, Principal
ciuffoa@wantagschools.org (516) 765-4140

Wantagh Elementary School:

- Dr. Meredith Protzel, School Psychologist
protzelm@wantagschools.org (516) 765-4600
- Dr. Randee Bonagura, Principal
bonagurar@wantagschools.org (516) 765-4600

Forest Lake Elementary School:

- Emily Bogart, School Psychologist,
bogarte@wantagschools.org (516) 765-4400
- Thomas Burke, Principal
burket@wantagschools.org (516) 765-4400

Mandalay Elementary School:

- Maria Jones, School Psychologist,
jonesm@wantagschools.org (516) 765-4500
- Marie Pisticchio, Principal
pisticchiom@wantagschools.org (516) 765-4500

V. Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district staff and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District staff who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate,

disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

1) Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- A. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- B. Obstructing vehicular or pedestrian traffic.
- C. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Furthermore, students may not enter their own school building during non-school hours without specific permission.
- D. Computer/electronic communications misuse, including any unauthorized use of computers, software, Photoshop, internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- E. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, all Bluetooth and wireless devices, speakers and other personal electronic devices deemed inappropriate by the administration).
- F. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

2) Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

- A. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- B. Lateness for, missing or leaving school without permission.

3) Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

- A. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

- B. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

4) Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- A. Committing an act of violence (such as hitting, kicking, punching, throwing objects and scratching) upon a teacher, administrator or other school employee or attempting to do so.
- B. Committing an act of violence (such as hitting, kicking, punching, throwing objects and scratching) upon another student or any other person lawfully on school property or attempting to do so.
- C. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- D. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- E. Displaying what appears to be a weapon.
- F. Threatening to use any weapon or violence upon any person.
- G. Using weapon(s)
- H. Intentionally damaging or destroying school district property or the personal property of a district employee, student, or any person lawfully on school property, including graffiti or arson.
- I. Intentionally damaging or destroying school district property.

5) Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

- A. Lying to school personnel.
- B. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- C. Behaviors that negatively impact the school environment, such as harassment and discrimination.
- D. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.) using social media forums or using technology to alter the image or defame the character of another student or staff member.
- E. Discrimination, which includes discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to discrimination based on a person's actual or

perceived race, color, weight, national origin, ethnic group, religion, religious practice, age, use of a recognized guide dog, hearing dog or service dog, sex, sexual orientation, gender, gender expression or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.

- F. Harassment, which includes a sufficiently severe action or a persistent pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning including sexual harassment. Harassment is also the creation of a hostile environment. (See Anti-Harassment Policy for a more complete definition).
- G. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
- H. "Internet bullying" (also referred to as "cyberbullying") including the use of direct messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. Dignity Act prohibits discrimination including harassment/bullying/cyberbullying, of students on school property, including at school functions, by any student and/or employee. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, direct messaging, blogs, chat rooms, cell phones, gaming systems, apps and social media websites, to deliberately harass or threaten others.
- I. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- J. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- K. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- L. Selling, using or possessing obscene material.
- M. Using vulgar or abusive language, cursing or swearing.
- N. Possession of or smoking a cigarette, e-cigarette, cigar, pipe or using chewing or smokeless tobacco or vaping
- O. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoid cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- P. Inappropriately using or sharing prescription and over-the-counter drugs.
- Q. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling,

attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.

- R. Gambling and gaming.
- S. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner and inappropriate touching.
- T. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- U. Violating gender privacy when using school restroom facilities.

6) Engage in misconduct while on a school bus or school-sponsored modes of transportation.

It is crucial for students to behave appropriately while riding on district buses and/or other school-sponsored modes of transportation to ensure their safety and that of other passengers and to avoid distracting the bus drivers or transportation operators. This includes changing seats, climbing over or under seats, or other behavior that endanger the safety and well-being of the passengers. Additionally, students are not permitted to knowingly or intentionally damage any part of the school bus, as it is district property. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting, harassment, discrimination or inappropriate use of technology will not be tolerated.

7) Engage in off-campus misconduct that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:

- A. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
- B. Threatening or harassing students or school personnel over the phone or other electronic medium including social media forums.

8) Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

- A. Plagiarism.
- B. Cheating.
- C. Copying.
- D. Altering records.
- E. Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- F. Violation of the District Acceptable Use Policy for technology. Students are prohibited from using or having on or in an operational mode any type of telecommunications or imaging device during instructional time, except as

expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass, bully or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property should be kept on the person and in a concealed manner. Cell phones and/or smart watches are not permitted to be operational or visible during exams.

- G. Assisting another student in any of the above action (See also Internet Use Board Policies 4512, 4513).

9) Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.

Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair/style/color, jewelry, make-up and nails, shall:

- A. Be safe, appropriate and not disrupt or interfere with the educational process.
- B. Recognize that extremely brief garments such as tube tops, net tops, halter tops, plunging necklines (front and/or back) and see-through garments are not appropriate.
- C. Ensure that underwear is completely covered with outer clothing.
- D. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Footwear is defined as "shoes, sneakers, and sandals."
- E. Except for medical or religious purposes, students may be required to remove hats upon the request of a teacher or administrator.
- F. Not to include items that are vulgar, obscene, and libelous or denigrate others on account of actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, political affiliation, gender, gender identity, gender expression or sex, sexual orientation, age, weight, marital status, military status, veteran status, or disability by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the Wantagh Public Schools.

- G. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.

Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Teachers and all other school personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

VI. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, any member of the support staff, the building Dignity Act coordinator, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance including vape and vape paraphernalia on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance including vape and vape paraphernalia found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, consistent with the district's code of conduct including but not limited to provisions of the Commissioner's Regulations, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

Reporting incidents of harassment or bullying to the superintendent, principal, or designee

1. School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of harassment, bullying, and/or discrimination shall promptly verbally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of harassment, bullying, and/or discrimination.
2. Such school employees shall also file a written report in a manner prescribed by, as applicable, the school district, board of cooperative educational services (BOCES) or charter school with the principal, superintendent, or their designee no later than two school days after making an oral report.
3. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports made under Education Law section 13.
4. When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, consistent with the district's code of conduct including but not limited to the provisions of section 100.2(1)(2)(ii)(h), reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
5. The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
6. The principal shall provide a regular report on data and trends related to harassment, bullying, and/or discrimination to the superintendent. For the purpose of this subdivision, the term "regular report" shall mean at least once during each school year, and in a manner prescribed by, as applicable, the school district, BOCES or charter school.

VII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs. School staff who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. The role of the school officials are to ensure that students understand their actions and learn from their mistakes. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

Discipline will either be restorative, progressive, or a combination of both. Restorative practices are designed to provide students with the tools to repair relationships between each other, decrease anti-social behavior and repair harm. If deemed necessary, alternate disciplinary action will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

In accordance with federal and state laws and regulations, additional procedures must be followed when suspending, removing or otherwise disciplining a student with a disability. If the conduct of a student may be related to a disability or suspected disability, discipline, if warranted, shall be administered consistent with the requirements of this code of conduct for disciplining students with a disability or presumed to have a disability (Refer to Section X of this code).

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning – any member of the district staff.
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, principal, superintendent.
3. Written notification to parent – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, principal, superintendent.
4. Detention – teachers, administrators, principal, superintendent.
5. Suspension from transportation – director of transportation, principal, superintendent.
6. Suspension from athletic participation – coaches, athletic director, principal, superintendent
7. Suspension from social or extracurricular activities - activity director, principal, superintendent.
8. Suspension of other privileges – principal, superintendent.
9. In-school suspension – principal, superintendent.
10. Removal from classroom by teacher – teachers, principal. See B #5
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education.

12. Long-term (more than five days) suspension from school – Superintendent, Board of Education.
13. Permanent suspension from school – Superintendent, Board of Education.

The Dignity Act encourages a more effective approach in which consequences for a student who commits an act of discrimination or harassment are unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors. Appropriate remedial measures may include, but are not limited to:

1. Restitution and restoration
2. Peer support groups
3. Corrective instruction or other relevant learning or service experience
4. Supportive intervention; behavioral assessment or evaluation
5. Behavioral management plans, with benchmarks that are closely monitored
6. Student counseling; parent conferences; or student treatment through therapy

Provisions will be made for responding to acts of harassment, bullying/cyberbullying, which incorporate a restorative and/or progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, counseling, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent harassment and discrimination.

Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior
3. Adoption of research-based, systemic harassment prevention programs
4. Modification of schedules
5. Adjustment in hallway traffic and other student routes of travel
6. Targeted use of monitors
7. Staff professional development
8. Parent conferences

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school staff authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school staff imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than a verbal warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention/Loss of Recess

Teachers, principals and the superintendent may use detention and loss of recess as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Detention will be imposed as a penalty only after the student's parent has been notified to confirm that the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus or other school-sponsored modes of transportation, the bus driver or transportation operator is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214.

However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can disrupt the learning environment and can make it difficult for other students in the classroom to learn. Through positive classroom management techniques, the classroom teacher can maintain a positive learning environment for all. If deemed necessary, teachers may direct a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Alternative settings may include but are not limited to: (1) sending a student to a guidance counselor or other mental health professional for counseling; or (2) sending a student to an administrator's office.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others or interferes with the educational opportunities of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written

report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

6i. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat or disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonable and practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstance precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 30 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written

appeal to the board of education with the district clerk within 30 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

6ii. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. During the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing.

The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 30 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

6iii. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school.

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar

year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days.

If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. A student with disabilities may be suspended only in accordance with the requirements of state and federal law.

3. Students who are repeatedly substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term

suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. A student with disabilities may be suspended only in accordance with the requirements of state and federal law.

D. Referrals

1. The Building Administrator and the Guidance Office (where applicable) shall handle all referrals of students to counseling.
2. PINS Petitions.

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders.

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

VIII. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

IX. Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

Suspension of Students with Disabilities

Generally should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a. By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b. By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c. By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of

those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. The FBA must be developed consistent with the requirements of Commissioner's Regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a. For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed;
- b. For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others. There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a. Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b. Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or

- c. Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
 1. Substantial risk of death;
 2. Extreme physical pain; or
 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

X. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

**XI. Student Searches and Interrogations
(See Also Board Policy 5330-R)**

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, the school nurse, district security officials and/or other designated school personnel to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students (See also Board Policy 5330-R)

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in school or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or

3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during the portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district officials of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. Visitors to the Schools

The Board of Education encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place for work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member, student or member of the Board of Education will be considered a visitor.
2. All visitors to the school will be required to show identification and sign the visitor's register (where applicable) and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building. Upon request, visitors must display appropriate identification.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
5. All visitors are expected to abide by the rules for public conduct on school property contained in Section VIII Spectator Code of Conduct.*

XIII. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function, including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Unlawfully intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, religion, religious practice, national origin, political affiliation, gender, gender identity, gender expression or sex, sexual orientation, age, weight, marital status, military status, veteran status, or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Smoke a cigarette, e-cigarette, cigar, pipe or using chewing or smokeless tobacco or vaping
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Spectator Code of Conduct (Adapted from Section VIII)

1. Spectators are an important part of the game and shall at all times conform to accepted standards of good sportsmanship and behavior.
2. Spectators shall at all times respect officials, coaches and players and extend all courtesies to them.
3. Positive cheering is the only cheering that will be acceptable.

4. Stamping of feet, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not permitted.
5. Faculty supervised pep bands are permitted during "dead ball time". However, noisemakers and sound devices are prohibited.
6. Spectators shall observe and obey the district rules and regulations both at home and away contests.
7. New York State Law prohibits alcoholic beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.
8. Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests both home and away.

Violators of this Code will be permanently ejected from the game and all future athletic events. Further disciplinary action may result for current students.

C. Penalties

Persons who violate this code shall be subject to the following penalties:

1. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students.** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. **Tenured faculty members.** They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. **Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75.** They shall be subject to immediate ejection to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. **Staff members other than those described in subdivisions 4 and 5.** They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

D. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of

injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or from the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. Dissemination and Review

A. Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of an age appropriate, written in plain language, summary of the code to all students at a general assembly held at the beginning of each school year.
3. Providing a plain language summary to all parents at the beginning of the school year and thereafter upon request.
4. Posting the complete code of conduct on the District's website.
5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members. In addition, the code will be posted on the district website.
8. Posting the name, designated school building and contact information of each Dignity Act Coordinator in the plain language summary of the code of conduct.
9. Including the name, designated school and contact information of each Dignity Act Coordinator in at least one district or school mailing per year to parents and persons of parental relation, and if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter.

10. Posting the name, designated school and contact information of each Dignity Act Coordinator in the district calendar.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students. Ongoing professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school staff.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school staff, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Additionally, the Dignity Act requires that a summary of the Code of Conduct be available to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

[Type here]

2023-24

Wantagh UFSD District-Wide School Safety Plan

This Safety Plan Template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. The Plan was written in order to comply with the requirements of the New York State Safe Schools Against Violence in Education (SAVE) legislation. This Plan should be customized as necessary to reflect individual school districts compliance efforts. This Plan is a general, overarching document that can be shared with the public and posted on school district websites by October 1st of each school year as required by law. Parts of the Plan which may include names, contact information and personal information can be redacted for posting purposes. This Plan can also serve as a document for both in-district personnel and the public to better understand the overall requirements of the SAVE legislation. This contrasts to the Building-Level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. Appendix B of this Plan has been revised to specifically address Labor Law Section 27-c and how public employers will continue operations during a public health emergency involving a communicable disease.



[Type here]

Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement_____	4
Elements of the District-Wide School Safety Plan_____	5
Public Health Emergencies – Communicable Disease_____	5
School District Chief Emergency Officer_____	6
District-Wide School Safety Team_____	6
Responsibilities of the District-Wide School Safety Team_____	6
Building-Level Emergency Response Team_____	7
Risk Reduction/Prevention and Intervention Strategies_____	7
Training, Drills and Exercises_____	8
Implementation of School Security_____	8-9
Vital Educational Agency Information_____	9
Early Detection of Potentially Violent Behavior_____	9-10
Hazard Identification_____	10
Responses to Violence_____	10-11
Reporting_____	10-11
Investigation_____	11
Follow-up_____	11
Evaluation_____	11
Disciplinary Measures_____	11
Code of Conduct_____	11
Emergency Response Protocols Notification and Activation (Internal and External Communication)_____	11-13
Bomb Threats_____	12
Hostage Taking_____	12
Intrusions_____	12-13
Kidnapping_____	13
Responses to Acts of Violence (Implied or Direct Threats)_____	13
Responses to Acts of Violence (Actual)_____	13
Response Protocols_____	14
School Building Chain-of-Command Table_____	14

[Type here]

Emergency Assistance and Advice from Local Government	14
District Resources Use and Coordination	14
Protective Action Options	14-15
• School Cancellation	14
• Early Dismissal	14
• Evacuation	14
• Sheltering	14
○ Shelter-In-Place (Weather Related)	14
○ Generic (Non-Specific Bomb Threat)	15
○ Specific Bomb Threat	15
• Hold-In-Place	15
• Lockdown	15
• Lockout	15
National Terrorism Advisory System (NTAS)	15
Recovery – School District Support for Buildings	15
Disaster Mental Health Services	15
Forms and Recordkeeping	16
Appendix A	17
• District-wide School Safety Team Meeting Minutes and Attendance	18
Appendix B	19
• Communicable Disease – Pandemic Plan	20-31
○ Prevention/Mitigation	20
▪ (1) Essential Positions/Titles	21
▪ (2) Protocols Allowing Non-Essential Employees to Telecommute	22
▪ (3) Staggering Work Shifts of Essential Employees	23
○ Protection/Preparedness	23
▪ (4) Obtaining and Storing Personal Protective Equipment (PPE)	25
○ Response	26
▪ (5) Preventing Spread, Contact Tracing and Disinfection	27
▪ (6) Documenting Precise Hours/Work Locations of Essential Workers	31
▪ (7) Emergency Housing for Essential Employees	31
○ Recovery	31
Appendix C	32
• School District Pandemic Influenza Planning Checklist	33
• Contact Tracing Form	36
• Flowcharts for COVID-19 Decision Making	39
• Essential Employee Worksheets	44

[Type here]

Wantagh UFSD

District-Wide School Safety Plan

Policy Statement

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

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

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

Compliance Requirement	Date Achieved
Board of Education Appoints District-Wide School Safety Team	July 5, 2023
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	May 10, 2023
School Board has at least one public hearing on District-Wide School Safety Plan	June 15, 2023
School Board establishes 30-day public comment period	June 1, 2023
School Board adopts District-Wide School Safety Plan	July 5, 2023
District-Wide School Safety Plan posted on website	July 6, 2023
Building-Level Emergency Response Team reviews/approves Building-Level Emergency Response Plan	Ongoing
School Board adopts Building-Level Emergency Response Plan	Ongoing
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	October 1, 2023
Building-Level Emergency Response Plan filed with local police	October 1, 2023

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

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

[Type here]

Elements of the District-Wide School Safety Plan

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

Public Health Emergencies – Communicable Disease

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

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

[Type here]

**Details on this Plan are included in Appendix B (Communicable Disease - Pandemic Plan).
School District Chief Emergency Officer**

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

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

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2020-21 school year throughout the summer to discuss COVID-19. **Minutes will be kept for each meeting and attendance documented (see Appendix A).**

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Others
- Student Representative (Optional)

Responsibilities of the District-Wide School Safety Team

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

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

[Type here]

- 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.)

Training, Drills and Exercises

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

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

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

[Type here]

Response Plans including sheltering, lockdown, or early dismissal. **Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year.** De-briefings will occur after every drill or actual event.

Implementation of School Security

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

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

- Entrance guards and hall monitors who received staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a pass badge system through Scholarchip. Upon entry into the building the visitor must show photo identification; then receives a badge and is escorted to the designated location. All names go through the sex offender data base when the visitor signs-in. Anyone in the building without a badge would be immediately questioned by building staff.
- Video surveillance – closed-circuit video security is in place in every building.
- NYS certified security guards.
- Coordinate with a Nassau BOCES Safety Director, who is on-site once a week.
- 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 (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.

[Type here]

- 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.

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.

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

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

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

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

Reporting:

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

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

[Type here]

- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

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

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on July 1, 2020 and made available and posted on our website.

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

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

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

[Type here]

In general, parent/guardian notification will be conducted by means of using the School Messenger notification system for phone calls, emails and SMS messages. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

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

Bomb Threats:

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

Hostage Taking:

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

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

Intrusions:

The Building-Level Emergency Response Plan 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:

[Type here]

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

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

Response actions in individual buildings will include:

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

[Type here]

- Debriefing procedures

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Wantagh High School	Paul Guzzone	Nick Pappas	Chris Widmann
Wantagh Middle School	Anthony Ciuffo	Rachel Quattrocchi	Tracy Zelenetz
Forest Lake Elementary School	TBD	Emily Bogart	Donna Schulman
Mandalay Elementary School	Marie Pisicchio	Maria Maleganos	Donna Schulman
Wantagh Elementary School	Randee Bonagura	Rachel Dender	Meredith Protzel

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)

[Type here]

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
- Director of PPS
- Director of Technology

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:

[Type here]

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

[Type here]

APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance

[Type here]

Wantagh UFSD
District-wide School Safety Team Meeting Attendance and Minutes

Required Attendance

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

Additional Attendance

Organization or School	Name	Title

Agenda

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

Minutes

[Type here]

APPENDIX B

Communicable Disease - Pandemic Plan

Communicable Disease - Pandemic Plan

[Type here]

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

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-227-9639
 - *Coronavirus Hotline: 888-364-3065*
 - *Fax: 516-227-9669*
 - *Weekend/After-hours Consultation and Reporting: 516-742-6154*
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Director of PPS and COVID-19 Coordinator** 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

[Type here]

all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director 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 Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed in July 2020 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

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

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

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol
District Office Administrators	Superintendent of Schools, Assistant Superintendent for Business, Assistant Superintendent for Instruction	Continue to oversee school operations	No change in hours	Report to Work
Building Principals	All Building Principals and Assistant Principals	Continue to oversee school operations	No change in hours	Required to report to work and/or work remotely as needed
Director of Facilities	Director of Facilities	Continue to oversee facilities operations	No change in hours	Report to Work

[Type here]

Director of Technology	Director of Technology	Technology infrastructure still needed to be maintained	No change in hours	Report to Work
Director of PPS	Director of PPS	Oversee the pandemic contact tracing and support services	No change in hours	Report to Work
Custodial and Maintenance Staff	Custodial and Maintenance Staff	Still monitor buildings and grounds, provide support to clean buildings and support food distribution and child care programs	Transition some night staff to days as needed	Report to Work
Central Office Clerical Staff	Central Office Clerical Staff	Needed to support functions such as payroll, accounts payable, district communication	No change in hours	Required to report to work and/or work remotely as needed
Department Supervisors/Directors	Department Supervisors/Directors	Support remote learning programs	No change in hours	Required to report to work and/or work remotely as needed

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

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

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)

[Type here]

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

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

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

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Protection (Preparedness):

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

- The District-wide Command Center will be at **District Offices** with the alternate at **3301 Beltagh Avenue** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
 - **John McNamara** **Superintendent**
 - **Anthony Cedrone** **Assistant Superintendent Business**
 - **Stephen Moran** **Assistant Superintendent PPS**
 - **Stephanie Scolieri** **Director of Human Resources**
 - **Carol-Ann Winans** **Executive Director of Curriculum and Instruction K12**
 - **Tom Fucci** **Director of Facilities**

[Type here]

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

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

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>
<i>Wantagh High School</i>	<i>Paul Guzzone</i>
<i>Wantagh Middle School</i>	<i>Anthony Ciuffo</i>
<i>Forest Lake Elementary School</i>	<i>TBD</i>
<i>Mandalay Elementary School</i>	<i>Marie Piscichio</i>
<i>Wantagh Elementary School</i>	<i>Randee Bonagura</i>
<i>Administration</i>	<i>John McNamara</i>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO), John McNamara, Superintendent of Schools, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. School Messenger will be the primary system used to deliver, email, phone, and SMS messaging to the school community.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district:
 - Superintendent
 - Assistant Superintendent for Business
 - Assistant Superintendent for Instruction
 - Assistant Superintendent for PPS
 - Director of FacilitiesRecognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas and have cross trained staff to do so.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee (Maintenance Supervisor) 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

[Type here]

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. *At no time will products not approved by the school district be utilized.*

- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources, as overseen by the Assistant Superintendents. The Human Resources Senior Clerk has provided cross-training of staff to ensure essential functions.. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - On-line instruction; on-line resources; on-line textbooks using student Chromebooks
 - Communication modalities for assignment postings and follow-up: Schoology Learning Management System, website, email

(4) Remote Learning

The plan includes policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. Students and parents have been surveyed to obtain information on student access to computing devices and access to internet connectivity to inform the plan.

- All students are provided with a Chromebook in grades K-12.
- Learning will continue virtually using the LMS Schoology at the regularly scheduled times, as if attending school in-person.
- Students will be provided direct instruction and complete assignments virtually and submit to the teacher.
- Regular assessments will be conducted as well.
- All special education services will be conducted virtually as well as required by the students IEP.

(5) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be

[Type here]

required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the school district.

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

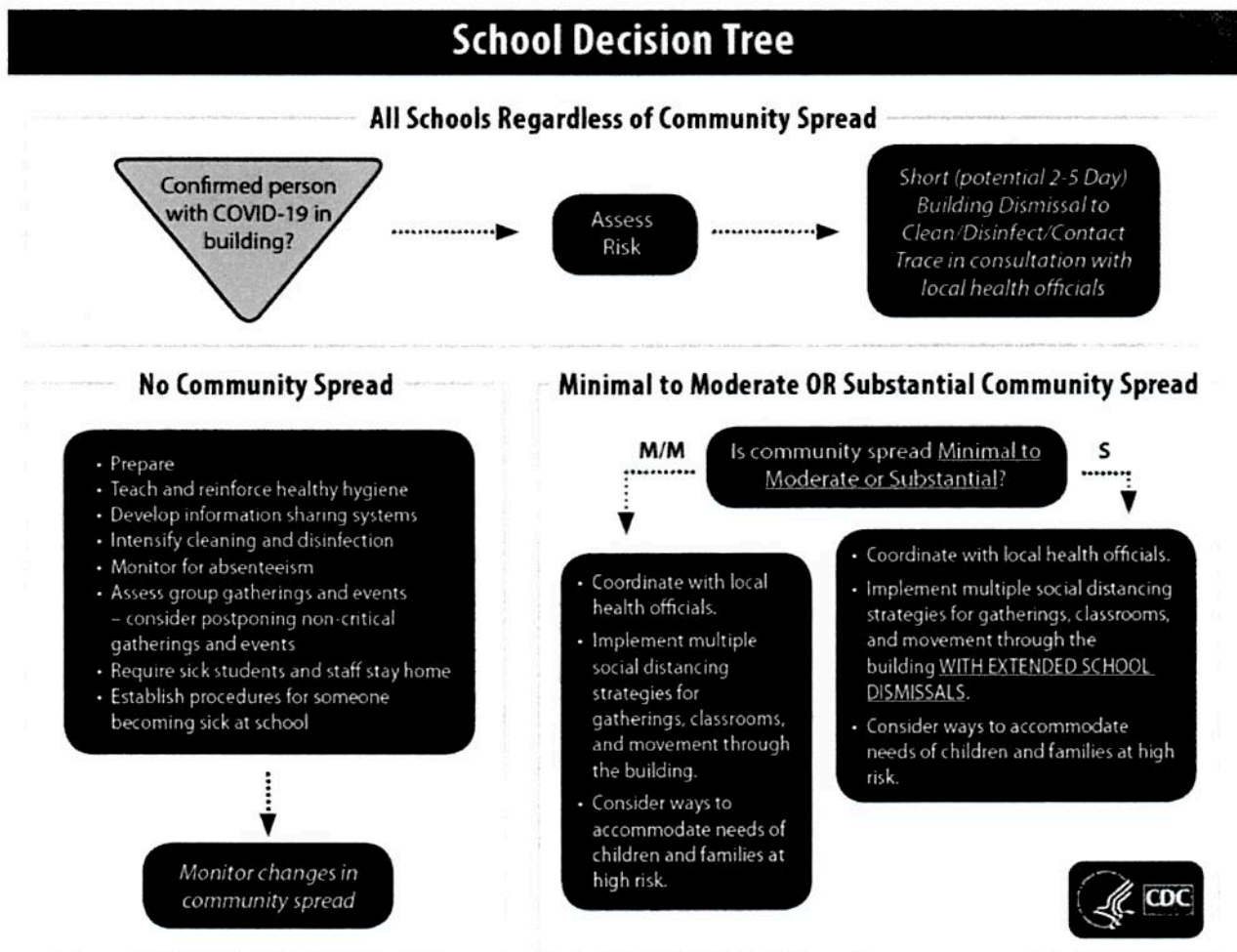
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology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

[Type here]

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

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



CDC and NYSDOH Recommendations:

[Type here]

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

Return to School After Illness:

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

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

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

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

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

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

Staff Absenteeism

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

Medical Accommodations

[Type here]

- The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent using the district request google form.

New York State Contact Tracing Program

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

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

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

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

A contact tracer will:

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

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

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

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

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

[Type here]

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

Classroom/Therapy Rooms:

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

Common Areas:

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

Disinfecting:

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

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

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

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

[Type here]

- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

Trash removal:

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

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

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

Recovery:

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

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 33)

Contact Tracing Form (page 37)

[Type here]

Flowcharts for COVID-19 Decision Making (page 40)

Essential Employee Worksheets (page 45)

[Type here]

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., 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.

[Type here]

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 (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to 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.

[Type here]

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.



[Type here]

Contract Tracing Form

[Type here]

Wantagh UFSD COVID-19 Preliminary On-Site Investigation
 (Fax to Nassau County Department of Health at 516-227-9669)

School Building Click or tap here to enter text. **Today's Date** Click or tap to enter a date.

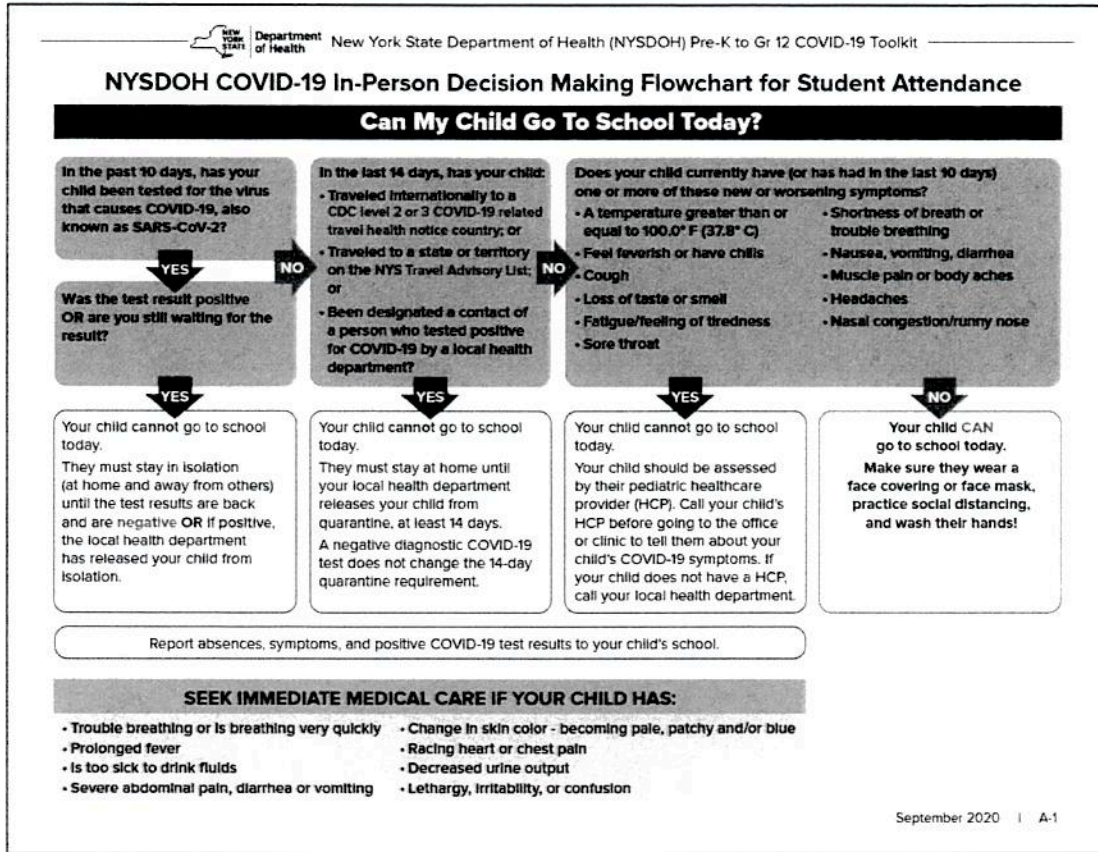
Individual Completing Form _____ **Telephone #** _____

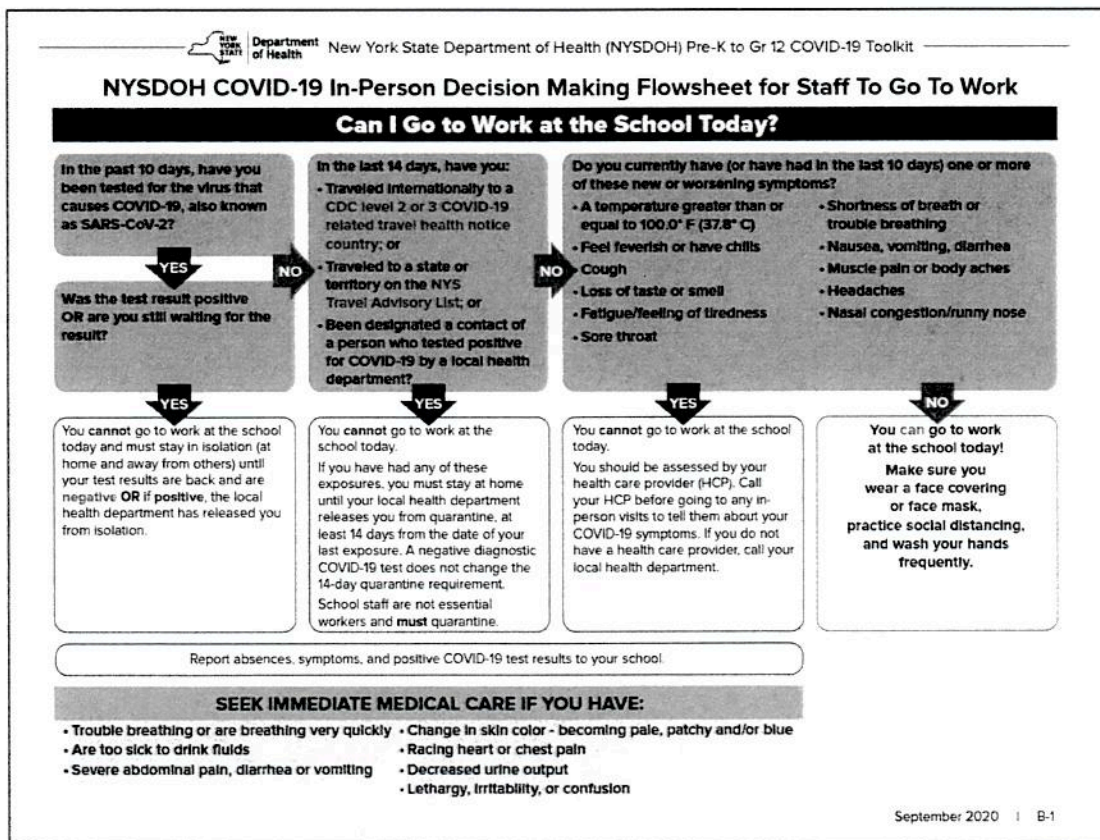
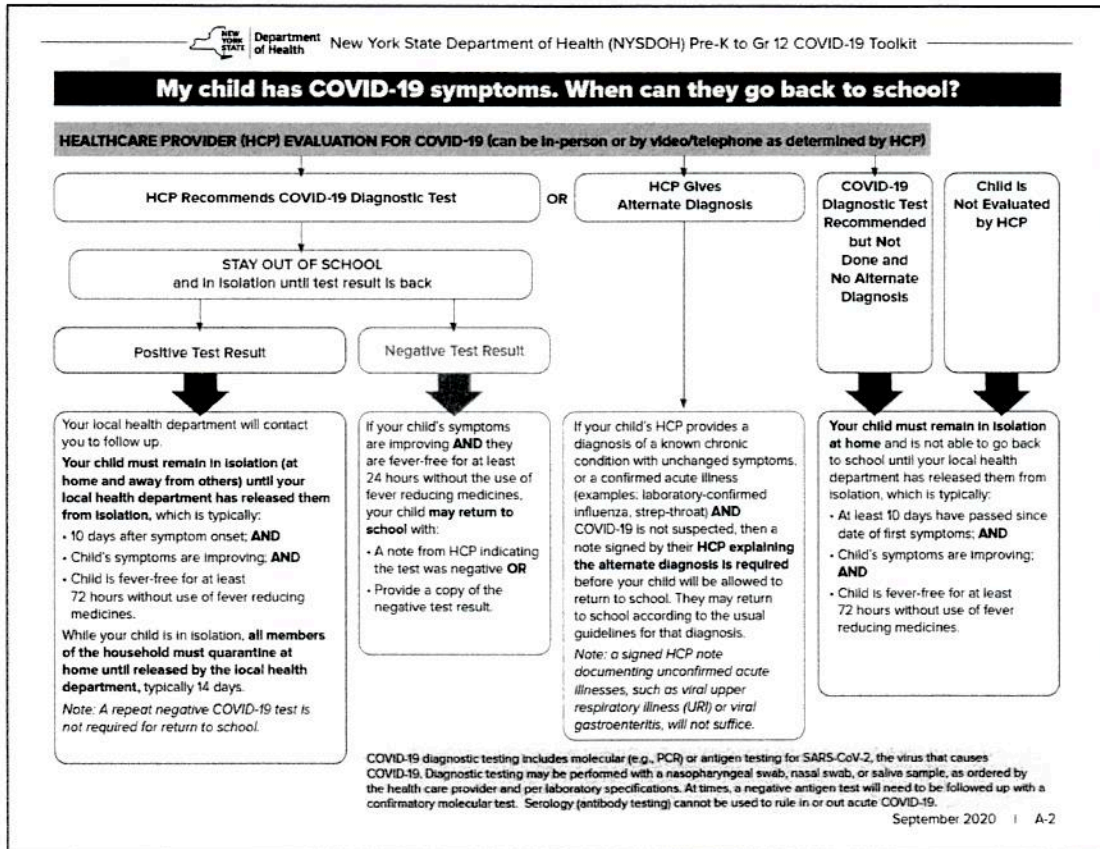
Name of Person Testing Positive: Click or tap here to enter text.		Position:		
Last Date Individual was in the School Building: Click or tap here to enter text.				
Date of Birth: Click or tap here to enter text.		County of Residence: Click or tap here to enter text.		
Telephone #: Click or tap here to enter text.		Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC		
Documentation of Lab Confirmed Positive: Yes <input type="checkbox"/> No <input type="checkbox"/>		Date of Test: Click or tap to enter a date.		
Laboratory Conducting Test: Click or tap here to enter text.		Telephone # Click or tap here to enter text.		
Names of <u>Students</u> in Close Contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
NAME	HOME DISTRICT	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
Name of <u>Staff</u> in Close Contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts please write NO CONTACTS across the page				
NAME/POSITION/ EMPLOYEE ID #	EMPLOYEE DISTRICTS (If Applicable)	DATE OF BIRTH	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

[Type here]


Flowcharts for COVID-19 Decision Making

[Type here]






[Type here]


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

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)

<p style="text-align: center;">HCP Recommends COVID-19 Diagnostic Test</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">HCP Gives Alternate Diagnosis</p>	<p style="text-align: center;">COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis</p> <p style="text-align: center;">NOT Evaluated by HCP</p>
<p>STAY OUT OF SCHOOL and in Isolation until test result is back</p>	
<p style="text-align: center;">Positive Test Result</p> <p style="text-align: center;">Negative Test Result</p>	
<p>Your local health department will contact you to follow up.</p> <p>You must remain in isolation (at home and away from others) until your local health department has released you from isolation, which is typically:</p> <ul style="list-style-type: none"> • 10 days after symptom onset; AND • Your symptoms are improving; AND • You are fever-free for at least 72 hours without use of fever reducing medicines. 	<p>If your symptoms are improving AND you are fever-free for at least 24 hours without the use of fever reducing medicines, you may return to school with:</p> <ul style="list-style-type: none"> • A note from HCP indicating the test was negative OR • Provide a copy of the negative test result.
<p>If your HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) AND COVID-19 is not suspected, then a note signed by your HCP explaining the alternate diagnosis is required before you will be allowed to return to school. You may return to school according to the usual guidelines for that diagnosis.</p>	
<p>You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:</p> <ul style="list-style-type: none"> • At least 10 days have passed since date of first symptoms; AND • Your symptoms are improving; AND • You are fever-free for at least 72 hours without use of fever reducing medicines. <p><i>Note: You may not qualify for Paid</i></p>	


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

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

COVID-19 Screening Flowsheet for Students and Staff

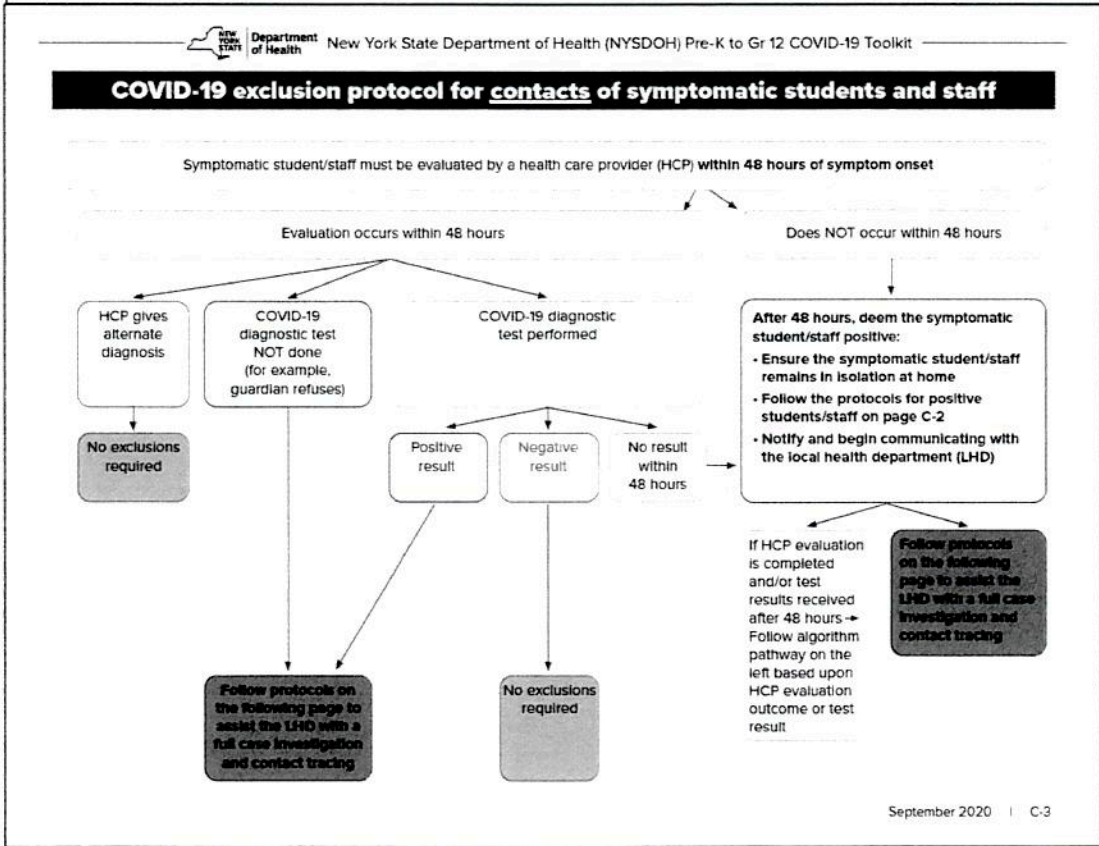
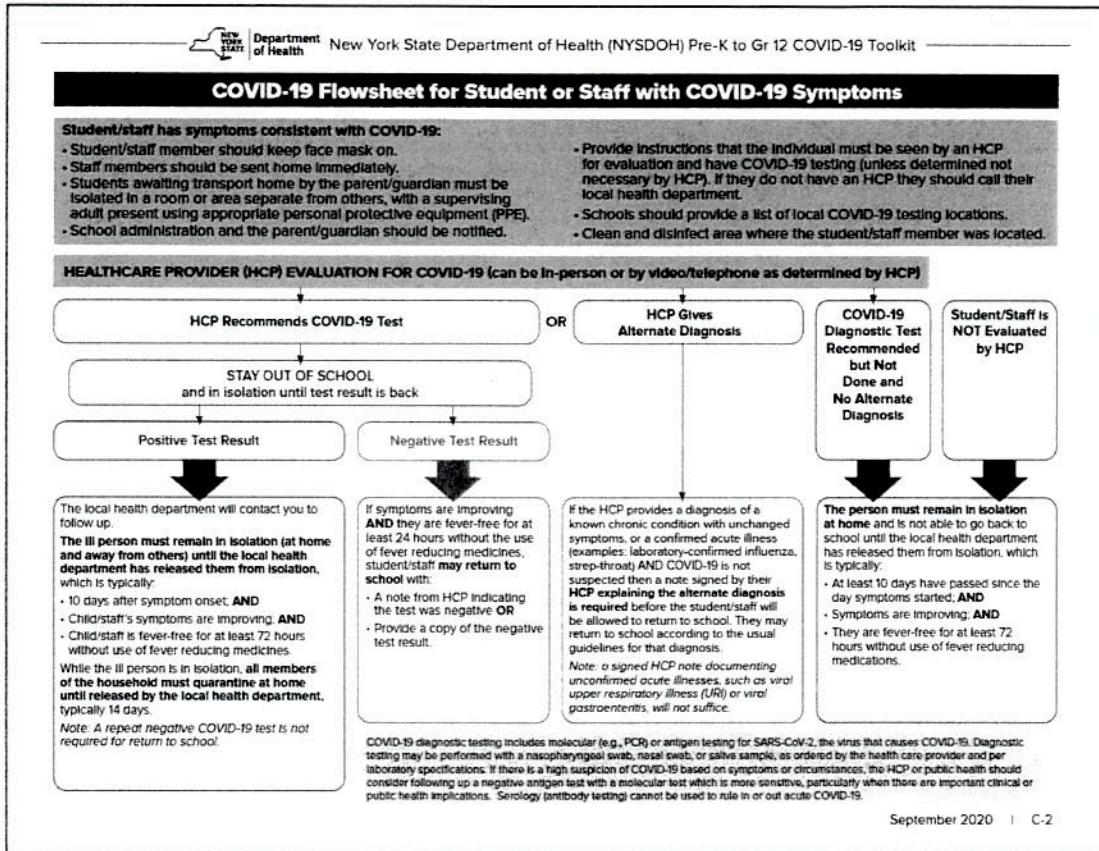
<p>In the past 10 days, has the student or staff been tested for the virus that causes COVID-19, also known as SARS-CoV-2?</p> <p style="text-align: center;">YES →</p> <p style="text-align: center;">NO →</p>	<p>In the last 14 days, has the student or staff:</p> <ul style="list-style-type: none"> • Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or • Traveled to a state or territory on the NYS Travel Advisory List; or • Been designated a contact of a person who tested positive for COVID-19 by a local health department? <p style="text-align: center;">YES →</p> <p style="text-align: center;">NO →</p>	<p>Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">YES →</p> <p style="text-align: center;">NO →</p>	
<p>Was the test result positive OR are they still waiting for the result?</p> <p style="text-align: center;">YES →</p>	<p>Students or staff cannot go to school today.</p> <p>They must stay at home until the local health department releases the individual from quarantine (at least 14 days from the date of their return from travel or last exposure). A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.</p> <p>School staff are not essential workers and must quarantine.</p>	<p>The student or staff cannot go to school today.</p> <p>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.</p>	<p>The student or staff CAN go to school today!</p> <p>Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.</p>

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

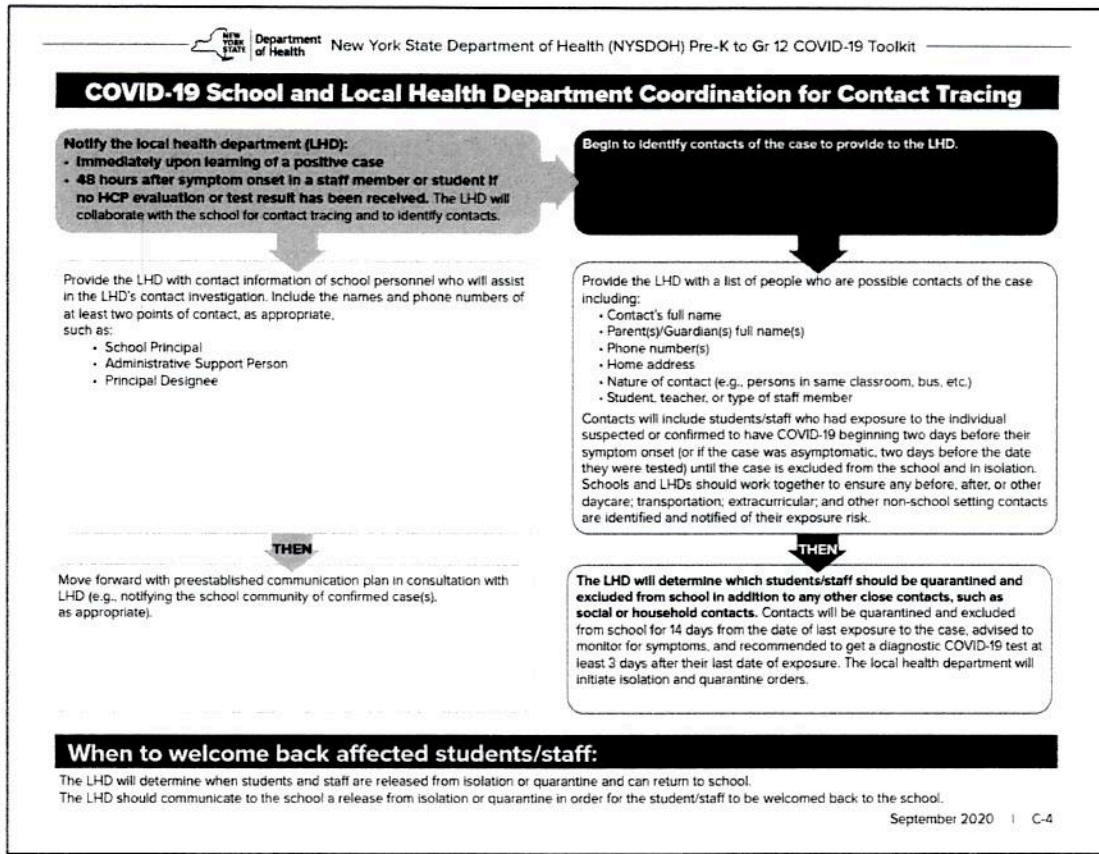
CALL 911 IF A STUDENT OR STAFF HAS:

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

September 2020 | C-1



[Type here]



Essential Employee Worksheets

[Type here]