



Farmingdale School District

Board of Education Virtual Meeting
June 4, 2021

PUBLIC MEETING, 9:00 A.M.

Virtual

Welcome to this morning's meeting of the Board of Education.

Pursuant to Executive Order 202.1 (and subsequent orders closing District schools) issued by the Hon. Andrew M. Cuomo, Governor of the State of New York, signed March 12, 2020, and due to the concerns of the Board of Education for the Health and Safety of the community emanating from the current COVID 19 pandemic, there will be no in-person public access to the aforementioned board meeting and instead the meeting will be live streamed and recorded. Access to the live stream can be had by accessing the school district's website for a link that will bring you to a youtube site and the recording of the meeting can be accessed on www.farmingdaleschools.org. In addition, the public participation portion of the meeting shall be suspended by board resolution.

PLEASE KNOW THAT THE BOARD OF EDUCATION IS INTERESTED IN ENCOURAGING MEMBERS OF THE PUBLIC TO SHARE THEIR IDEAS, COMMENTS AND QUESTIONS. YOU MAY SEND YOUR FEEDBACK AND QUESTIONS TO US THROUGH OUR EMAIL ACCOUNT: BOE@FARMINGDALESCHOOLS.ORG. QUESTIONS WILL BE PUBLICLY ADDRESSED AT NEXT WEEK'S BOARD MEETING. THANK YOU FOR YOUR ANTICIPATED COURTESY AND COOPERATION.

Call to Order

Pledge of Allegiance

Superintendent's Update

Board of Education Minutes

Motion made by _____, seconded by _____ to
approve
the minutes of

1. Board of Education - Board Meeting
2. Board of Education - Board Meeting/ Public Hearing
3. Board of Education - Special Meeting
4. Board of Education - Executive Session

Board Correspondence

Board Committee Reports

Consideration of Consent Agenda

Motion made by _____, seconded by _____ that the Consent agenda consisting of Items I (a-p), II (a-h), and III (a-d) be approved as a whole with action recorded separately.

I. Business Report

a. Acceptance for File of Financial Reports

1. Acceptance of the Extra Curricular Report - April 2021
2. Acceptance of the Revenue and Expenditure Report - April 2021
3. Acceptance of the Claims Auditor Report - April 2021
4. Acceptance of the Treasurer's Report - April 2021

b. Approval of Contracts and Agreements

1. Approval of a Service Agreement and Business Associate Agreement for Compliance with the HIPAA Act of 1996 with Zycron Industries, LLC to Provide Assistance of Medicaid Submissions for the 2021/22 School Year
2. Approval of an Agreement with Edgewater Consulting, LLC for Federal, Capital Project Filings, and State Aid Maximization Services for the 2021/22 School Year
3. Approval of an Extended Warranty Services Agreement with Tecogen Inc. for the Maintenance of the Cogeneration System for the 2021/22 School Year
4. Approval of an Inter-Municipal Cooperative Parking Lot License Agreement with the Incorporated Village of Farmingdale for the 2021/22 School Year
5. Approval of a Special Education and General Education Contract
6. Approval of an Affordable Care Act Administration Agreement with Seneca for 2021-2022
7. Approval of a Revocable Permit and Agreement with SUNY Farmingdale for Non-Commercial Use of University Facilities (Off-Site Emergency Shelter) for 2021-2022
8. Approval of a Contract with MTI Production
9. Approval of a Letter of Agreement with LIU for the High School Scholars Program for the 2021-2022 School Year
10. Approval of an Apple Direct Customer Agreement Renewal for the 2021/22 School Year
11. Approval of a Renewal Agreement with Lexmark Testing Assistant for the 2021/22 School Year
12. Approval of GoGuardian End User License Renewal Agreement for the 2021/22 school year
13. Approval of a Renewal Agreement with Grammarly, Inc. for the 2021/22 School Year
14. Approval of a One-Year Contract Extension with Nesco Bus Maintenance, Inc. for the 2021/22 School Year
15. Approval of a Renewal Agreement with PowerSchool Group LLC for the 2021/22 School Year

16. Approval of a Renewal of TalkingPoints Agreement for the 2021/22 school year
17. Approval of an Agreement with Travelers Indemnity Company for Workers' Compensation Coverage for the 2021-22 School Year
18. Approval of a Multi-Year Lease Agreement with Nassau BOCES for Classroom Space at Woodward Parkway Elementary School for the Special Education Elementary Program
19. Approval of an Agreement with CBIZ Valuation Group, LLC for Capital Asset Reporting and Property Insurance Updating Services for the 2021/22 School Year
20. Approval of Health & Welfare Services Agreements for Resident Students Attending Non Public Schools Outside of the District for the 2020/21 School Year (Bellmore, Hempstead & Manhasset)
21. Approval of a One-Year Extension for Transportation Contracts for Summer 2021
- c. Approval of Award of Bid - Woodwind/Brass Instrument Repair
- d. Approval of Award of Bid - Bagels
- e. Approval of Award of Bid to First Student for Transportation for Special Education Students for Summer 2021
- f. Approval of Participation in the Joint Cooperative Bid Program with Nassau BOCES for the 2021/22 School Year
- g. Acceptance of Funds and Increase the 2020/21 Budget for Participation in PTA Arts-in-Education
- h. Acceptance of Funds and Increase the 2021/22 Budget for the Summer Drivers' Education Program
- i. Approval of Declaration of Obsolete Textbooks
- j. Approval of Transfer of Funds - June 2021
- k. Approval of Declaration of Obsolete Equipment - June 2021
- l. Approval of Change Order #3 with Norberto Construction, Inc. for a New Timing System at the Aquatic Center at Howitt Middle School
- m. Approval of Change Order #1 with Renu Contracting & Restoration, Inc. for Asbestos Abatement and Door & Hardware Replacement at Saltzman East Memorial Elementary School Related to the Bathroom Project
- n. Approval of a Discovery Education Order Form and Standard Terms of Service and License
- o. Approval of a Variance to Board Policy 1500 to Waive Fee Schedule for the Town of Oyster Bay to Use the Pool at Farmingdale High School for Lifeguard Certification
- p. Approval of a Transfer from Unappropriated Fund Balance to Increase the General Fund Appropriation for the 2020/21 School Year Due to Increased Costs Related to COVID-19

II. Items for Action

- a. Approval of Policy #8412, Bus Stops
- b. Approval of Policy #8410, Student Transportation
- c. Approval of Policy #8414, School Bus Safety
- d. Approval of Policy and Regulation #8414.3, Student Conduct on School Buses
- e. Disposal of Cast Ballots / June 9, 2020 Budget Vote and Election
- f. Approval of Appointments to Board of Registration 2021-2022
- g. Certification of the Results of the Budget Vote and Election / May 18, 2021
- h. Approval of the Superintendent's Employment Agreement

III. Superintendent's Report

- a. Personnel Items -- Instructional
- b. Personnel Items -- Non-Instructional
- c. Approval of the Committee on Special Education Placements Report and Acceptance for File of Said Report
- d. Approval of the Committee on Preschool Special Education Placements Report and Acceptance for File of Said Report

IV. Items for Discussion and Action

1. Approval of a Retirement Contribution Reserve Sub-Fund Resolution
2. Authorization to Issue and Sell Revenue Anticipation Notes
3. Authorization to Issue and Sell Tax Anticipation Notes
4. Authorization to Transfer Excess Fund Balance in the General Fund for the Period Ending June 30, 2021
5. Approval of a Request for an Exemption to the Mandated School Zone

V. Items for Discussion

1. Draft Policy #4531-R, Field Trip Regulation
2. Policy #5300 Code of Conduct Annual Review
3. Draft Districtwide School Safety Plan for 2021-2022

Adjournment

Mary E. Rogers, District Clerk

Board of Education

50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant to the Superintendent for Business
Category: Discussion and Action
Prepared By: Ro Fullam
Initiator: Michael Motisi

SCHEDULED

Sponsors:

DISCUSSION AND ACTION (ID # 7141)

DOC ID: 7141

Approval of a Retirement Contribution Reserve Sub-Fund Resolution

WHEREAS, the Farmingdale Union Free School District participates in the New York State Teachers' Retirement System ("TRS"); and

WHEREAS, on June 30, 2006, the Board of Education of the Farmingdale Union Free School District by resolution established a Retirement Contribution Reserve Fund known as the Retirement Contribution Reserve Fund pursuant to Section 6-r of the General Municipal Law; and

WHEREAS, the Board of Education has determined it is also appropriate to establish a sub-fund within said Retirement Contribution Reserve Fund pursuant to Section 6-r of the General Municipal Law.

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of the Farmingdale Union Free School District, pursuant to Section 6-r of the General Municipal Law, as follows:

1. The Board hereby establishes a sub-fund within the Retirement Contribution Reserve Fund to be known as the Retirement Contribution Reserve Sub-Fund;
2. The source of funds for this Reserve Sub-Fund shall be:
 - a. such amounts as may be provided therefore by budgetary appropriation or raised by tax therefore;
 - b. such revenues as are not required by law to be paid into any other fund or account;
 - c. such other funds as may be legally appropriated; and
 - d. notwithstanding any law to the contrary, such amounts as may be transferred from a reserve fund established pursuant to Section 6-c, 6-d, 6-e, 6-f or 6-g of Article 2 of the General Municipal Law, comprised of moneys raised from the same tax base as the moneys in the retirement contribution reserve fund, or a reserve fund established pursuant to Education Law Section 3651, provided that any such transfer shall only be made by Board resolution adopted after a public hearing held on at least 15 days prior notice published in at least one newspaper having general circulation in the District.
3. By resolution, the Board of Education may authorize expenditures from this Reserve Sub-Fund. Except as otherwise provided by law, moneys in this Reserve Sub-Fund may only be appropriated to finance retirement contributions to the New York State Teachers' Retirement System, and/or to offset all or a portion of the amount deducted from the moneys apportioned to the District from the State for the support of schools pursuant to Section 521 of the Education Law.
4. No member of the Board of Education or employee of the District shall:

- a. authorize a withdrawal from this Reserve Sub-Fund for any purpose except as provided in Section 6-r of the General Municipal Law; or
 - b. expend any money withdrawn from this Reserve Sub-Fund for a purpose other than as provided in Section 6-r of the General Municipal Law.
5. The moneys contributed annually to the Reserve Sub-Fund shall not exceed 2% of the total compensation or salaries of all teachers (as that term is defined in Education Law §501[4]) employed by the District who are members of TRS paid during the immediately preceding fiscal year.
6. The balance of the Reserve Sub-Fund shall not exceed 10% of the total compensation or salaries of all teachers (as that term is defined in Education Law §501[4]) employed by the District who are members of TRS paid during the immediately preceding fiscal year.
7. The moneys in this Reserve Sub-Fund shall be deposited and secured in the manner provided by Section 10 of the General Municipal Law. The Board of Education or its authorized designee may invest the moneys in this Reserve Sub-Fund in the manner provided by Section 11 of the General Municipal Law. Any interest earned or capital gain realized on the money so deposited or invested shall accrue to and become part of this Reserve Sub-Fund.
8. The chief fiscal officer shall account for this Reserve Sub-Fund separate and apart from all other funds of the District. Such accounting shall show: the source, date and amount of each sum paid into the sub-fund; the interest earned by such sub-fund; capital gains or losses resulting from the sale of investments of this sub-fund; the order, purpose thereof, date and amount of each payment from this sub-fund; the assets of the sub-fund, indicating cash balance and a schedule of investments. The chief fiscal officer, within sixty (60) days of the end of each fiscal year, shall furnish a detailed report of the operation and condition of this sub-fund to the Board of Education.
9. This Resolution shall take effect immediately.

Board of Education
50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant to the Superintendent for Business
Category: Action Item
Prepared By: Ro Fullam
Initiator: Michael Motisi
Sponsors:
DOC ID: 7060

SCHEDULED

CONSENT ITEM (ID # 7060)

Authorization to Issue and Sell Revenue Anticipation Notes

REVENUE ANTICIPATION NOTE RESOLUTION DATED JUNE 2, 2021 **for the period July 1, 2021 through June 30, 2022**

A RESOLUTION DELEGATING TO THE PRESIDENT OF THE BOARD OF EDUCATION OF THE FARMINGDALE UNION FREE SCHOOL DISTRICT, NASSAU AND SUFFOLK COUNTIES, NEW YORK, THE POWER TO AUTHORIZE THE SALE AND ISSUANCE OF NOT TO EXCEED \$15,000,000 OF REVENUE ANTICIPATION NOTES OF SAID SCHOOL DISTRICT IN ANTICIPATION OF THE COLLECTION OF REVENUES TO BE RECEIVED AS STATE AID AND STAR PAYMENTS BY SAID SCHOOL DISTRICT FROM THE STATE OF NEW YORK IN THE 2021-2022 FISCAL YEAR OF SAID SCHOOL DISTRICT.

BE IT RESOLVED, by the Board of Education of Farmingdale Union Free School District, Nassau and Suffolk Counties, New York, as follows:

Section 1. The power to authorize the sale and issuance of not to exceed \$15,000,000 of revenue anticipation notes of the Farmingdale Union Free School District, Nassau and Suffolk Counties, New York, including renewals thereof, in anticipation of revenues to be received by said School District as State Aid and STAR payments from the State of New York during the 2021-2022 fiscal year of said School District, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, form and contents as may be determined by said President of the Board of Education, pursuant to the Local Finance Law.

Section 2. This resolution shall take effect immediately on July 1, 2021.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

Mario Espinosa	VOTING _____
Anthony Giordano	VOTING _____
Kathy Lively	VOTING _____
Ralph Morales	VOTING _____
Arlene Soete	VOTING _____
Suzanne D'Amico	VOTING _____
Michael Goldberg	VOTING _____

Consent Item (ID # 7060)

Meeting of June 4, 2021

The resolution was thereupon declared duly adopted.

Board of Education
50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant to the Superintendent for Business
Category: Business Report
Prepared By: Ro Fullam
Initiator: Michael Motisi
Sponsors:
DOC ID: 7061

SCHEDULED

CONSENT ITEM (ID # 7061)

Authorization to Issue and Sell Tax Anticipation Notes

TAX ANTICIPATION NOTE RESOLUTION DATED JUNE 2, 2021 **for the period July 1, 2021 through June 30, 2022**

A RESOLUTION DELEGATING TO THE PRESIDENT OF THE BOARD OF EDUCATION OF THE FARMINGDALE UNION FREE SCHOOL DISTRICT, NASSAU AND SUFFOLK COUNTIES, NEW YORK, THE POWER TO AUTHORIZE THE ISSUANCE OF AND TO SELL TAX ANTICIPATION NOTES OF SAID SCHOOL DISTRICT IN ANTICIPATION OF THE COLLECTION OF REAL ESTATE TAXES LEVIED OR TO BE LEVIED FOR THE FISCAL YEAR OF SAID SCHOOL DISTRICT COMMENCING JULY 1, 2021.

BE IT RESOLVED, by the Board of Education of Farmingdale Union Free School District, Nassau and Suffolk Counties, New York, as follows:

Section 1. The power to authorize the issuance of and to sell tax anticipation notes of the Farmingdale Union Free School District, Nassau and Suffolk Counties, New York, including renewals thereof, in anticipation of the collection of real estate taxes levied or to be levied for the fiscal year of said School District commencing July 1, 2021, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, form and contents as may be determined by said President of the Board of Education, pursuant to the Local Finance Law.

Section 2. The School District Treasurer or the School District Clerk of said School District is hereby authorized to execute such notes in the place of the chief fiscal officer if such chief fiscal officer of said School District shall so specify.

Section 3. This resolution shall take effect immediately on July 1, 2021.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

Mario Espinosa	VOTING _____
Anthony Giordano	VOTING _____
Kathy Lively	VOTING _____
Ralph Morales	VOTING _____

Consent Item (ID # 7061)

Meeting of June 4, 2021

Arlene Soete	VOTING _____
Suzanne D'Amico	VOTING _____
Michael Goldberg	VOTING _____

The resolution was thereupon declared duly adopted.

Board of Education

50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM

Department: Assistant to the Superintendent for Business

Category: Action Item

Prepared By: Ro Fullam

Initiator: Michael Motisi

Sponsors:

DOC ID: 7065

SCHEDULED

CONSENT ITEM (ID # 7065)

Authorization to Transfer Excess Fund Balance in the General Fund for the Period Ending June 30, 2021

RESOLVED, that upon the recommendation of the Superintendent, Farmingdale Union Free School District's Board of Education hereby authorizes the attached transfer of funds from the 2020/21 Excess Fund Balance in the General Fund.

**Farmingdale School District
General Fund Reserves - Period Ending June 30, 2021**

	G.M.L. or Ed. Law Section	Maximum Not-to-Exceed Transfer
Workers' Compensation Reserve Fund	G.M.L. 6-J	\$1,000
Employee Benefit Accrued Liability Reserve Fund	G.M.L. 6-P	\$2,500,000
Retirement Contribution Reserve Fund	G.M.L. 6-R	\$3,600,000
Retirement Contribution Reserve Sub-Fund	G.M.L. 6-R	\$1,356,291
Unemployment Insurance Payment Reserve Fund	G.M.L. 6-M	\$10,000
Insurance Reserve Fund	G.M.L. 6-N	\$3,000
Capital Reserve Fund	Ed. Law 3651	*\$50,000

* Funds spent from this reserve cannot be replenished. As of June 30, 2020, the district had fully reserved the voter approved maximum of \$20,000,000.

**FARMINGDALE UNION FREE SCHOOL DISTRICT
FUND BALANCE AND RESERVES PLAN (UPDATED JUNE 2021)**

Workers' Compensation Reserve Fund

Creation – This reserve was created on June 30, 1982 via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – The purpose of this reserve fund is to pay for workers' compensation benefits and other expenses authorized by Article 2 of the Workers' Compensation Law, and for payment of expenses of administering this self-insurance program.

Funding Methods – This reserve was funded through fund balance over the course of several years.

Use of Reserve – The district plans to utilize the funds in this reserve to offset the costs associated with claims from when it was self-insured. A referendum is not required to expend moneys from this reserve.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – The current funding level has been deemed adequate to cover any and all costs that could result from when the district was self-funded. If at the end of any fiscal year, moneys in the fund exceed the amounts required to be paid for compensation, benefits and expenses, plus any additional amount required to pay all pending claims, the Board of Education, within 60 days of the close of such fiscal year, may elect to transfer all or part of the excess amount to certain other funds, or may apply all or part of the excess to the budget appropriation of the next succeeding fiscal year. Subsequent to being self-insured, money remaining in the fund may be transferred to certain other reserve funds, but only to the extent moneys in the fund exceed an amount sufficient to pay all authorized expenditures, both accrued and contingent.

6/30/20 Actual Balance: \$76,253, including interest

Maximum Not-to-Exceed Transfer into of \$1,000

6/30/21 Maximum Not-to-Exceed Value: \$77,253, including interest

Employee Benefit Accrued Liability Reserve Fund

Creation – This reserve was created on June 30, 2003 via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – This reserve is for the cash payment of the monetary value of accumulated or accrued and unused sick leave, holiday leave, vacation leave, time allowance granted in lieu of overtime compensation and other forms of payment for accrued leave time and benefits due an employee upon termination for the employee's service with the district.

Funding Methods – This reserve was funded through fund balance over the course of several years.

Use of Reserve – This reserve is used to pay for accumulated leave upon an employee's retirement. Referendum is not required to expend moneys from this reserve.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – This reserve should be funded at 100% of the accrued liability for unused accumulated leave time. As of the fiscal year ended June 30, 2020, this reserve was not fully funded.

6/30/20 Actual Balance: \$2,664,414, including interest

Maximum Not-to-Exceed Transfer into of \$2,500,000

6/30/21 Maximum Not-to-Exceed Value: \$5,000,000, including interest

Retirement Contribution Reserve Fund

Creation – This reserve was created on June 30, 2006 via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – This reserve is used to pay for district expenses to the NYS Employees' Retirement System (ERS) only. Payments to the NYS Teachers' Retirement System (TRS) are not allowed from this reserve.

Funding Methods – This reserve was funded through fund balance over the course of several years.

Use of Reserve – The district may use this reserve to offset costs of the district portion of NYS ERS contributions. Beginning with the 2013-14 budget, increases in district required contributions are planned to be funded by The Reserve for Retirement Contributions. A portion of the funds may be transferred to another reserve fund established pursuant to section 3651 of the Education Law following a public hearing conducted in the manner set forth in the law. A referendum is not required to expend moneys from this reserve.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – General Municipal Law does not limit the funding level of this reserve.

6/30/20 Actual Balance: \$5,362,872, including interest, which is sufficient to pay for approximately 2 years of employer ERS expense

Maximum Not-to-Exceed Transfer into of \$3,600,000

6/30/21 Maximum Not-to-Exceed Value: \$8,942,046, including interest, which is sufficient to pay for approximately 3 years of employer ERS expense

Retirement Contribution Reserve Sub-Fund

Creation – The creation of this reserve will be proposed to the Board of Education on June 2, 2021. This reserve would be considered *Restricted* fund balance.

Purpose – This reserve would be used to pay for district expenses to the NYS Teachers' Retirement System (TRS).

Funding Methods – The intention is to fund this reserve through fund balance over the course of several years.

Use of Reserve – Upon its establishment, the district may use this reserve to offset costs of the district portion of NYS TRS contributions.

Monitoring of Reserve – This reserve would be monitored by the Assistant to the Superintendent for Business.

Funding Level – The annual contribution to this reserve shall not exceed 2% of the total salaries of all teachers and administrators employed by the district who are members of TRS paid during the prior fiscal year. The balance in the reserve shall not exceed 10% of the total salaries of all teachers employed by the district who are members of TRS paid during the prior year.

6/30/20 Actual Balance: \$0

Maximum Not-to-Exceed Transfer into of \$1,356,291

6/30/21 Maximum Not-to-Exceed Value: \$1,356,291, including interest, which is 2% of the total salaries of all teachers and administrators employed by the district who are members of TRS during the 2019/20 school year

Unemployment Insurance Payment Reserve Fund

Creation – This reserve was created on June 30, 1981 via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – This reserve is used to reimburse the State for payments made to claimants where the district uses the benefit reimbursement method.

Funding Methods – This reserve was funded through fund balance over the course of several years.

Use of Reserve – This reserve is used to offset unemployment expenses paid by the district.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – This reserve was adequately funded at approximately two times the sum of the expense for the last five years.

6/30/20 Actual Balance: \$617,144, including interest

Maximum Not-to-Exceed Transfer into of \$10,000

6/30/21 Maximum Not-to-Exceed Value: \$627,144, including interest

Insurance Reserve Fund

Creation – This reserve was created on June 30, 2006 via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – The purpose of this reserve is to fund certain uninsured losses, claims, actions, or judgments for which the local government is authorized or required to purchase or maintain insurance, with a number of exceptions. It may also be used to pay for expert or professional services in connection with the investigation, adjustment, or settlement of claims, actions, or judgments.

Funding Methods – This reserve was funded through fund balance over the course of several years. Future funding of this reserve is not planned at this time.

Use of Reserve – This reserve would be used to pay any allowable claims, as described in the purpose for this reserve.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – The current funding level of this reserve was established in connection with the outstanding lawsuits the district was engaged in over faulty building construction.

6/30/20 Actual Balance: \$412,166, including interest

Maximum Not-to-Exceed Transfer into of \$3,000

6/30/21 Maximum Not-to-Exceed Value: \$415,166, including interest

Capital Reserve Fund

Creation – This reserve was originally created on May 19, 2009 via voter approval. A new reserve was established via voter approval on May 19, 2015. This reserve is considered *Restricted* fund balance.

Purpose – This reserve may be used to finance all or part of the cost of construction, reconstruction, or acquisition of capital improvements and/or acquisition of equipment.

Funding Methods – Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded from fund balance.

Use of Reserve – This reserve is used to fund various district capital improvements. Use of this reserve requires voter approval.

Monitoring of Reserve – This reserve is monitored by the Assistant to the Superintendent for Business.

Funding Level – As stated in the approved proposition, this reserve was created with a maximum limit of \$20,000,000. Accumulation of funds into this reserve must cease at either \$20,000,000 or 10 years, whichever comes first, inclusive of interest.

6/30/20 Actual Balance: \$13,835,730, including interest

Maximum Not-to-Exceed Transfer into of \$50,000

6/30/21 Maximum Not-to-Exceed Value: \$20,000,000, plus interest

Note: Funds spent from this reserve cannot be replenished. As of 6/30/20, the district had fully reserved the voter approved maximum of \$20,000,000.

Reserve Fund for Payment of Bonded Indebtedness

Creation – This reserve was created on June 30, 2010, via Board of Education resolution. This reserve is considered *Restricted* fund balance.

Purpose – This reserve is used to record and apply the amount of premium the district received due to the refinancing of bonds. This amount is amortized over the life of the new bonds and used to offset taxes in equal installments each year.

Funding Methods – Funded from the proceeds on premiums received as a result of bond refinancing.

Use of Reserve – A journal entry is done each year in conjunction with the closing of the books to properly draw down on this reserve.

Monitoring of Reserve – The reserve is monitored by the Assistant to the Superintendent for Business and the School Business Administrator.

Funding Level – Limited to premiums received on bond refinancing.

6/30/20 Actual Balance: \$166,310

6/30/21 Projected Balance: \$0

Note: This reserve will no longer be utilized for any newly refinanced bonds beginning in the 2012-2013 fiscal year due to the implementation of GASB No. 64 - *Financial Reporting of Deferred Outflows of Resources*,

Deferred Inflows of Resources, and Net Position. The existing balance will continue to be utilized for bonds refinanced prior to June 30, 2012.

Unassigned Fund Balance

Creation – Retention of these funds are allowed by law.

Purpose – These funds are unrestricted and may be used for any valid purpose.

Funding Methods – This reserve is funded through prior year fund balance only.

Use of Funds – It is recommended that these funds not be used except for an emergency, unanticipated expense, or revenue shortfall, that cannot be handled either in the budget or with other available reserves.

Monitoring of Balance – These funds are monitored by the Assistant to the Superintendent for Business.

Funding Level – The maximum legal limit is 4% of the next fiscal year budget.

6/30/20 Actual Balance: \$6,923,064

6/30/21 Projected Balance: \$6,996,622

Assigned Fund Balance - Appropriated for Subsequent Years

Creation – These funds are actually fund balance that have been set aside for a particular purpose, namely to reduce the tax levy required to support an ensuing years budget.

Purpose – These funds are set aside and returned to the community by lowering the required tax levy to support the district's budget.

Funding Methods – These funds are fund balance that is assigned for a particular purpose.

Use of Funds – It is recommended that the practice of returning these funds continue each year, as budgets permit. In the future, tighter budgets may restrict the amount of excess available to be returned in a subsequent year.

Monitoring of Balance – The balance and use of these funds are monitored by the Assistant to the Superintendent for Business.

Funding Level – Over time, a planned amount of assigned fund balance will continue to be used to offset taxes.

6/30/20 Use of Funds for 2020/21 school year: \$5,500,000

6/30/21 Use of Funds for 2021/22 school year: \$3,000,000

Board of Education
50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant to the Superintendent for Business
Category: Discussion and Action
Prepared By: Ro Fullam
Initiator: Michael Motisi
Sponsors:
DOC ID: 7108

SCHEDULED

DISCUSSION AND ACTION (ID # 7108)

Approval of a Request for an Exemption to the Mandated School Zone

RESOLVED, that the Farmingdale Union Free School District Board of Education approve an exemption to the mandated school zone by reason of a demonstrated personal and/or family hardship in accordance with Board Policy 5110.

5110 SCHOOL ATTENDANCE AREAS

The assignment of students to buildings is a matter completely within the discretion of the Board of Education. Therefore, in order to provide for proper housing, planning and administration of staff and students, the Board has established geographic elementary school attendance zones. Each student shall attend that school assigned as the receiving school for the zone in which he/she resides. The Board shall not consider transfer requests which are based solely upon the preferential, selective judgment of the parent. This policy will not apply to designated homeless students who opt for attendance in Farmingdale.

Adoption date: July 5, 1995

Farmingdale Union Free School District

5110-R SCHOOL ATTENDANCE AREAS REGULATION

Assignment of Students to Buildings

The Board of Education has established geographic elementary school attendance zones as shown on official maps of the district. These school attendance zones are designated by letter or number as listed below. Each student shall attend that school assigned as the receiving school for the zone in which he/she resides. The official district map shall be kept on file in the Transportation Office where it may be examined by district residents.

Attendance Zones:

Students grades K-5 residing in Zones:

1. L, M, N, P, Q, R, S, and 3 shall attend the Albany Avenue School.
2. A, B, C, D, E, F, G, H (north of the Southern State Parkway), and J shall attend the Saltzman East Memorial School.
3. T, 1, 2, 5, 6, 7 (north of Fulton Street), 8, and 9, shall attend the Northside School.
4. 4, 7 (south of Fulton Street), U, V, W, X, Y, Z, K, and H (south of the Southern State Parkway), shall attend the Woodward Parkway School.

Exceptions

An exception to the above policy concerns the assignment of students designated as English Language Learners (ELL's), and students with disabilities, as determined within the discretion of the District, Committee on Special Education and/or 504 Committee. In addition, the sibling(s) of such students may attend school outside his/her attendance zone, in the same school building as his/her sibling with transportation, through the completion of all grades regularly offered at that school building, even if his/her sibling has already graduated at the election of the parent or guardian.

The Board also recognizes that exceptions may be made in the following limited circumstances, as determined solely within the discretion of the District:

1. In those cases where a shift in schools would be required by reason of a demonstrated personal and/or family hardship, the Board offers this avenue of appeal. In each instance of alleged hardship, the parent shall seek relief, via written application, submitted through the Superintendent to the Board. The application shall list specific reason for the hardship claim. Exception to the mandated zone assignment in this instance shall be only by approval of the Board.
2. In those cases where a shift of schools is warranted for physical, mental or emotional reasons, the Superintendent, or his/her designee, may effect, upon proof of need, said transfer with notification to the Board. Said proof of need

- shall be in the form of a certificate from a psychiatrist or psychologist, or physician with input from and review by corresponding district personnel.
3. When a family moves from one attendance zone to another zone within the district, the child shall be permitted, upon request to the Superintendent or his/her designee, to finish the school year. In such a case, transportation may be provided on the basis of availability. When existing transportation is not available, transportation shall become the responsibility of the parent.

The objective of such a waiver is to permit students to complete the school year at "their" school; however, all conditions under the waiver shall cease at the conclusion of the school year.

1. In those cases where a shift in schools is necessary due to homelessness as determined within the discretion of the District.

The Board shall not consider transfer requests which are based solely upon the preferential, selective judgment of the parent.

Ref:

Education Law §§ 1709; 2045; 3606

Cross-Ref:

5151, Homeless Children

Adoption date: July 5, 1995; Revised: February 1, 2017; Revised: January 15, 2020

Farmingdale Union Free School District

Board of Education

50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant Supt for Human Resources and Admin

Category: Discussion

Prepared By: Marie Lovisa

Initiator: Glen A Zakian

Sponsors:

DOC ID: 7087

SCHEDULED

DISCUSSION ITEM (ID # 7087)

Draft Policy #4531-R, Field Trip Regulation

FIELD TRIP REGULATION

General Requirements - All Trips

- Each teacher contemplating or planning a trip must use the Check-Off List for Field Trips (Exhibit 4531-E.3). The teacher is to confer with the Principal before making any arrangements. After securing the Principal's tentative approval, the teacher is to get the permission of an official of the institution or point of interest to bring a group for a visit. The teacher then is to complete a Field Request application on the approved form (Exhibit 4531-E.1 / **Exhibit 4531-E.5**) and secure the Principal's (or his/her designee's) signature.
- The teacher shall notify parents of the field trip and Parental Permission slips (Exhibit 4531-E.2) shall be sent home after each of the above items have been completed and approved.
- Each Principal is to forward completed applications to the Transportation Supervisor via the Superintendent's office a minimum of ten (10) days prior to the date of the trip or thirty (30) days in the case of overnight trips or trips outside of the New York/Metropolitan area.
- Field trips are voluntary for students; alternative experiences for curriculum-related trips should be arranged for students who cannot go on the trip, or whose parents will not allow participation.
- It shall be the responsibility of the students to behave appropriately and in conformity with the District Code of Conduct at all times.
- Students are expected to report inappropriate behavior to a chaperone or the teacher in charge of the field trip.
- No hazing of any kind is permitted.
- The school district reserves the right to inspect all student property if they are participating in a field trip.
- It shall be incumbent upon the teacher in charge of a field trip to advise students that they must behave and conduct themselves appropriately while at the destination facility.
- The trip coordinator will be responsible for making sure that all field trip participants are present and accounted for during all phases of the trip.
- Failure of a student to behave appropriately may be cause for disciplinary action in accordance with the District Code of Conduct.
- The teacher in charge is authorized to discontinue the trip when in his/her judgment continuing the trip would seriously endanger the participants. This decision may be based on inappropriate

DRAFT #4531-R

behavior by the driver, students, staff or chaperones; weather; unsafe conditions at the destination, etc. Based on the problem, the teacher may decide to return to Farmingdale or direct the driver to pull off at a safe location and call for assistance.

- No child shall be refused participation in a trip if parents cannot afford the costs involved. The Principal must make provisions through alternate funding sources to provide for such students.
- Transportation, on all school-sponsored trips, shall be provided only by transportation contractors approved by the Supervisor of Transportation or by public service carriers.
- Trips may be made only to points at which safe and adequate unloading and parking areas (preferably off the street) are definitely arranged for in advance.

Overnight Trips

- In the case of overnight trips, all housing arrangements shall include provision for responsible adult chaperones, either parents from Farmingdale or the host school (if exchange visit) or professional staff.
- Although supervision will be provided throughout the field trip, chaperones will not be housed in the room with students on overnight trips.

Permissions

- Each student going on a trip must have, in advance, the permission of the teacher accompanying the group, the Principal of his/her school, and the written or electronic permission of his/her parents. Parents will, and students may be, required to sign or electronically submit a field trip permission form which may include additional expectations established by the trip coordinator and the building administration.
- In the case of overnight, extended trips, the teacher in charge must also secure a completed Medical Information form (Exhibit 4531-E.4) from the parent.

Supervision of Students

- Chaperones must be 21 years of age and a parent of a student or a responsible person known to the teacher in charge.
- Students and chaperones shall abide by the regular codes of behavior in force during the school day. This shall include the rules for safe conduct on buses. At least one member of the school professional staff, in addition to the driver, must travel in each bus used for a trip.

Chaperone/Student Ratios

Lower ratios may be required on any trip at the discretion of the Principal.

Out-of-District Trips:

<u>Grade</u>	<u>Regular Ed Students</u>	<u>Special Education Students</u>
K	1 per five	1 per four
1-6	1 per eight	1 per six
7-8	1 per twelve	1 per eight
9-12	1 per fifteen	1 per eight

Overnight Trips:

<u>Grade</u>	<u>Regular Ed Students</u>	<u>Special Education Students</u>
K	1 per five	1 per four
1-6	1 per eight	1 per six
7-8	1 per twelve	1 per eight
9-12	1 per twelve	1 per eight

In-district Trips

- Trips from school to school require only the teachers as a chaperone; or only the bus driver while in transit with teachers to meet and chaperone students at both ends.
- Trips to commercial or community facilities in the district will require chaperone ratios in accordance with out-of-district ratios listed in Out-of-District Trips."
- Special school events, in grades K-12, within the district or county, i.e., senior banquet, all English classes within a grade to see a play at a theater, career day, NYSMMA competitions, BOCES outdoor educational programs, may use higher ratios at the discretion of the Principal to a maximum of 1-20 at grades 7-8 and 1-25 at grades 9-12.

Adoption date: July 5, 1995; Endorsed: October 11, 1995; Revised: March 3, 2004

Board of Education

50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant Supt for Human Resources and Admin

Category: Policy

Prepared By: Marie Lovisa

Initiator: Glen A Zakian

Sponsors:

DOC ID: 7104

SCHEDULED

DISCUSSION ITEM (ID # 7104)

Policy #5300 Code of Conduct Annual Review

FARMINGDALE PUBLIC SCHOOLS

CODE OF CONDUCT

IMPLEMENTING PROJECT SAVE

POLICY #5300

12/6/17

TABLE OF CONTENTS

	<u>PAGE</u>
5300.05 Introduction	3
5300.10 Definitions	3
5300.15 Student Rights and Responsibilities	5
5300.20 Essential Partners	6
5300.25 Student Dress Code	11
5300.30 Prohibited Student Conduct	11
5300.35 Reporting Violations	16
5300.40 Disciplinary Penalties, Procedures and Referrals	17
5300.45 Alternative Instruction	25
5300.50 Discipline of Students with Disabilities	25
5300.55 Corporal Punishment	32
5300.60 Student Searches and Interrogations	32
5300.65 Visitors to Schools	35
5300.70 Public Conduct on School Property	35
5300.75 Dissemination and Review	37

CODE OF CONDUCT

5300.05

INTRODUCTION

The Board of Education 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, integrity and responsibility.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property and at school functions, 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.

5300.10

DEFINITIONS

For purposes of this code, the following definitions apply.

"Authorized individual" means any school district official acting within their job description and/or authorized public official.

"Bullying" (which is subsumed under the term "harassment") means a hostile activity which harms or induces fear through the threat of further aggression. Bullying may be premeditated or a sudden activity; it may be subtle or easy to identify, done by one person or a group.

"Cyberbullying" means the use of electronic information and communication devices such as e-mail, instant messaging, mobile/camera phones, and defamatory websites to bully or otherwise harass an individual or group through personal attacks or other means.

"Discrimination" means to act on the basis of prejudice 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, disability, sexual orientation, gender (including identity and expression) or sex.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process and/or normal functioning of the school's environment and substantially interferes with the

5300

teacher's authority over the classroom.

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

"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.

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

"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, as defined in Vehicle and Traffic Law §142.

"School function" means any activities in the district schools, school-sponsored extra-curricular event or activity (e.g. field trips, sporting events, club activities etc.), regardless of where such event or activity takes place, including those events or activities that take place in another state.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"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 at 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. Possess, while on school property or at a school function, a firearm or weapon.
4. Displays, while on school property or at a school function, what appears to be a firearm or weapon.
5. Threatens, while on school property or at a school function, to use a firearm or weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.
8. Communicates in any manner (i.e. telephone, note, internet, fax) a threat to commit violence or use of a firearm weapon upon another student, an employee or any other person on school property or at a school function.

"Firearm" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act.

"Weapon" means any other gun, including but not limited to: BB guns, airguns, spring guns, revolvers, shotguns, rifles, machine guns, disguised guns, paintball guns, electronic stun guns, taser guns and electronic dart guns; all knives and/or blades including but not limited to: daggers, dirks, razors, razor blades, stilettos, switchblade knives, gravity knives, metal knuckle knives, box cutters, box cutter/utility knife blades, pocket knives and cane swords (with the exception of plastic cutlery solely used for eating meals); as well as brass knuckles, sling

5300

shots, throwing stars, pepper sprays or other noxious sprays, explosive or incendiary bombs, or other devices, instruments, materials or substances that can cause physical injury or death when used to cause physical injury or death.

5300.15 STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The district is committed to safeguarding the rights given to all students under local, state and federal law and district policy while being mindful of the rights afforded special education students in part X of this document. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Have the opportunity to take part in all district activities and to be free from discrimination and harassment in conformity with the law, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations, rules and, when necessary, receive an explanation of those rules from school personnel.
4. Instruction that is uninterrupted by the disruptive behavior of other students in the classroom or elsewhere on school property.
5. The use of all public areas that host school activities, including classroom, hallways, courtyards, parking lots of athletic facilities without fear of intimidation or threats by other students.
6. Appropriate justice within the school, i.e. allegations of violent acts or threats of violent acts against one student by another will be addressed in a serious and timely manner.
7. Be insulated from retaliatory acts that derive from a student's accurately reporting the misbehavior of others to school authorities. Such protections include safety from physical harm and also from behaviors defined as "harassment, intimidation, defamation, etc." as defined in section VI.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all 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. School responsibilities regarding attendance shall apply to all zero period co-curricular classes.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement

5300

- 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. Dress appropriately for school and school functions.
 10. Accept responsibility for their actions.
 11. 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.

5300.20 ESSENTIAL PARTNERS**A. Parents**

Parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents, students and the school community and promote education as a top priority.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive and orderly school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Provide the necessary medical attention or treatment, as prescribed by the child's physician and as required by law, which enables a student to function effectively in a learning environment.
14. Plan vacations when school is not in session as the removal of students for vacation will not be considered a legal absence and will be disruptive to the child's education.

B. Visitors

Visitors to the school are expected to:

1. Sign in and out of the building
2. Wear a visitor's pass
3. Conduct themselves in an appropriate manner
4. Abide by all school rules

5300

5. Be mindful that school is in session and, therefore, not go to classroom doors to disturb instruction
6. Dress appropriately

C. Instructional Staff

District teachers, psychologists, guidance counselors, social workers, deans and speech pathologists 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 or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. 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.
 - f. Expectations for parents' support
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Dress in a professional manner.
8. Assist with the identification of student dress code violations
9. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
10. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
11. Be well informed about the procedures to be followed in any crisis situation involving trauma within the school or community and serve on the School Crisis Response Teams. They are also available to contribute to the school district's policy planning and prevention efforts.
12. Request identification from adults who are not wearing a visitor's pass and direct them to the visitor's desk.
13. Address issues of harassment 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.
14. Maintain confidentiality in accordance with law.
15. Participate in school-wide efforts to provide adequate supervision in all school spaces.
16. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

5300

D. Instructional Support Staff or Other School Personnel

Instructional Support Staff 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 or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Comply with all aspects of employment job description.
3. Request identification from adults who are not wearing a visitor's pass and direct them to the visitor's desk.
4. Assist with the identification of student dress code violations.
5. Dress in a professional manner.
6. Address issues of harassment 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.
7. Maintain confidentiality in accordance with law.
8. Help children understand the district's expectations for maintaining a safe orderly environment.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address personal biases that may prevent equal treatment of all students.

E. Administrators

Administrators are expected to:

1. Promote a safe, orderly, supportive 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 or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Review policies of the Board of Education and state and federal laws relating to school operations and management.
7. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
8. Provide support in the development of the Code of Conduct, when called upon to do so. Disseminate the Code of Conduct and anti-harassment policies.
9. Address issues of harassment 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.
10. Maintain confidentiality in accordance with law.
11. Participate in school-wide efforts to provide adequate supervision

5300

- in all school spaces.
12. Address personal biases that may prevent equal treatment of all students and staff.

F. Board of Education

Board of Education members are expected to:

1. Collaborate with student, teacher, administrator and 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.
2. 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.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
4. Promote a safe, supportive, 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 or sex.
5. Address issues of harassment 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.
6. Maintain confidentiality in accordance with law.
7. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.
8. Address personal biases that may prevent equal treatment of all students and staff.

G. The Dignity Act Coordinators

1. Promote a safe, orderly, supportive 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 or sex.
2. Oversee and coordinate the work of the district-wide and building level bullying prevention committees.
3. 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.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevent policy.

5300

6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is unlawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.
8. The Dignity Act Coordinators are as follows:

Jed Herman FARMINGDALE HIGH SCHOOL
150 Lincoln Street
Farmingdale, New York 11735
(516) 434-5210

Cheryl DePierro HOWITT MIDDLE SCHOOL
Giulia Marano 50 Van Cott Avenue
Farmingdale, New York 11735
(516) 434-5410

Victoria LoRusso ALBANY AVENUE
101 N. Albany Avenue
N. Massapequa, New York 11758
(516) 434-5510

Christopher Peterson NORTHSIDE
55 Powell Place
Farmingdale, New York 11735
(516) 434-5610

Anjany Smar SALTZMAN EAST MEMORIAL
25 Mill Lane
Farmingdale, New York 11735
(516) 434-5710

Jennifer DeHayes WOODWARD PARKWAY
95 Woodward Parkway
Farmingdale, New York 11735
(516) 434-5810

If the Building Coordinator is not available, students should contact the Principal or the School Psychologist.

H. Superintendent

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 or sex.
2. Inform the Board about educational trends relating to student discipline.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Maintain confidentiality in accordance with law.
5. Work to create instructional programs that minimize incidents of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.

5300

8. Address issues of harassment 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.
9. Address personal biases that may prevent equal treatment of all students and staff.

5300.25 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, appearance and hygiene. 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. All employees are expected to assist with the identification of student dress code violations.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as but not limited to tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate. Pajamas are not appropriate except when approved by the building principal.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in school except when approved by the building principal or for medical or religious purposes.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities, including those related to gangs or organization promoting violence.

Each Building Principal or his/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.

5300.30 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 personnel and other members of the school community, and for the care of school facilities and equipment.

5300

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, according to generally held standards of conduct, as well as the consequences of their misbehavior. District personnel 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.

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, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
 - 1. Running in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engages in any willful act which disrupts the normal operation of the school community.
 - 6. 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.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 - 8. The unauthorized display or use of personal electronic devices, such as, but not limited to, radios, cell phones, digital music players, cameras, laptops and tablets.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, teacher aides, monitors, security personnel, bus drivers, school administrators or other school employees or otherwise demonstrating disrespect.
 - 2. Arriving late for class, missing or leaving school without permission, failure to provide a medical release/doctor's note after three (3) days of consecutive absence.
 - 3. Skipping detention.
 - 4. Failing to address adults by proper surnames without permission.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - 2. Inappropriate public sexual contact.

5300

3. The unauthorized display or use of personal electronic devices, such as, but not limited to, radios, cell phones, digital music players, cameras, laptops and tablets.
- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) or attempting to do so upon other students, teachers, administrators, or other school personnel or any other person lawfully on school property.
 2. Possessing a firearm or weapon. 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.
 3. Displaying what appears to be a weapon.
 4. Threatening to use any weapon.
 5. Intentionally damaging or destroying the personal property of a student, teacher, teacher aide, monitor, bus driver, security personnel, school administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 6. Intentionally damaging or destroying school district property.
- E. 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:
1. Lying to school personnel.
 2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function, to danger by engaging in conduct which creates a substantial risk of physical injury.
 3. Stealing or attempting to steal the property of other students, school personnel or any other person on school property or attending a school function.
 4. 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.
 5. Discrimination, which includes an act of prejudice 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, disability, sexual orientation, gender (including identity and expression) or sex, to deny rights, equitable treatment or access to facilities available to others.
 6. Harassment, which includes the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering

5300

with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being, or 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 safety; such conduct, verbal threats, intimidation or abuse includes, but is not limited to, conduct, verbal 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, as an actual or perceived basis for treating another in a negative manner.

7. Acts of sexual harassment as defined in the District's sexual harassment policy.
8. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
9. Bullying (which is subsumed under the term "harassment") is understood to be a hostile activity which harms or induces fear through the threat of further aggression. Bullying may be premeditated or a sudden activity; it may be subtle or easy to identify, done by one person or a group.
10. Hazing means committing an act against a student or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to a person, as a precondition for the student to be initiated into or affiliated with a student organization, or for any other comparable improper purpose. The term "hazing" includes, but is not limited to:
 - 1) Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate, that has the potential to endanger the mental or physical health or safety of that student.
 - 2) Any hurtful, aggressive, destructive or disruptive behavior that subjects a student to risk of harm or that adversely affects the mental or physical health or safety of that student
 - 3) The coerced use or abuse of tobacco, alcohol, drugs or other illegal substances.
 - 4) Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of District policies and regulations.
 - 5) An induction, initiation, or membership process involving harassment.
11. Selling, using, possessing or distributing obscene or pornographic material, drug paraphernalia, or tobacco/tobacco-related paraphernalia.
12. Using vulgar or abusive language, cursing or swearing.
13. Possessing or smoking a cigarette, cigar, pipe. Possessing or using chewing or smokeless tobacco or an electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or other device that can be used for smoking. Electronic cigarette and vapor pen shall include any refill, cartridge, and any other component of an electronic cigarette or vapor pen.

5300

14. Possessing, consuming, selling, offering, manufacturing, 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 cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
 15. Inappropriately using or sharing prescription and over-the-counter drugs.
 16. Gambling.
 17. Inappropriate sexual contact.
 18. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 19. Using slurs based upon race, ethnicity, national origin, religion, gender (identity and expression), sex, sexual orientation, or disability.
 20. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 21. Cyberbullying – "Cyberbullying is the use of electronic information and communication devices such as e-mail, instant messaging, mobile/camera phones, and defamatory websites to bully or otherwise harass an individual or group through personal attacks or other means."
 22. Using social networking websites such as blogs, Myspace, Facebook, YouTube, chat rooms or instant messaging to convey threats, derogatory comments, pornographic or inappropriate pictures or inappropriate written material about students or school personnel.
 23. Any form of electronic messaging that causes disruption to the educational environment (e.g. texting, sexting, tweeting, instant messaging).
 24. Distribution or electronic transmission of photographs, videos, or any other image or other recording that shows exposed private parts of the body in a lewd or indecent manner.
 25. Failure to mitigate, hinder, attempt to stop, or report to a school official or the proper authorities any violation of the Code of Conduct.
- F. Engage in misconduct while on a school bus or school-sponsored transportation. It is crucial for students to behave appropriately while

5300

riding on district buses and/or other school-sponsored transportation, to ensure their safety and that of other passengers and to avoid distracting the bus driver or transportation operator. Students are required to conduct themselves on the bus and/or other school-sponsored transportation in a manner consistent with established standards for classroom behavior. Pushing, shoving, fighting, bullying and excessive noise will not be tolerated.

- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
 - 1. Plagiarism.
 - 2. Cheating.
 - 3. Copying.
 - 4. Altering records.
 - 5. Inappropriate use of the Internet and/or school district computer Networks. (As per Policy #4526, Acceptable Use Policy for Internet/Computer Networks)
 - 6. Forgery of parent's or district employee's signature.
 - 7. Assisting another student in any of the above actions.
- H. 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:
 - 1. Cyberbullying.
 - 2. Threatening or harassing students or school personnel in person, through any means off-campus, including by mail, over the phone or via other electronic mediums (i.e., internet, etc.).
 - 3. Using electronic mediums, including but not limited to, message boards, text messages, and group chats to convey threats, or derogatory comments or post pornographic or inappropriate pictures of students or school personnel.

5300.35 REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct, including threats of violence, to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student threatening violence, or possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools. Failure to disclose such information to the proper authorities may result in disciplinary action.

All district staff who 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 found shall be confiscated immediately by school personnel, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

5300

The Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime. All administrators, upon learning of any violent act, or threat of a violent act, directed against any staff member, student, or other person on school property or involved in a school district-sponsored activity, shall immediately call the police to the building, or shall have the police called, as they deal with the situation, so that appropriate backup is present in the event that it is needed. In the event that an administrator is not available, and an emergency situation exists, school employees are authorized to call the police.

5300.40 DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs. School personnel 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 most effective in changing student behavior. 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.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

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. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, deans, district administrators principal, superintendent

5300

3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, deans, administrators, principal, superintendent
4. Detention – teachers, deans, district administrators, principal, superintendent
5. Suspension from transportation – principal, superintendent
6. Suspension from athletic participation – coaches, principal, principal designee, superintendent
7. Suspension from social or extracurricular activities – activity director, principal, principal designee, superintendent
8. Suspension of other privileges – principal, principal designee, superintendent
9. In-school suspension – principal, principal designee, superintendent
10. Removal from classroom by teacher – teachers, principal, principal designee
11. Short-term (five days or less) suspension from school – principal, superintendent, board
12. Long-term (more than five days) suspension from school – superintendent, board
13. Permanent suspension from school – superintendent, board.

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 personnel 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 personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral 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

Teachers, Principals and the Superintendent may use after school detention 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 arrangements have been made for transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus or other school-sponsored transportation, the bus driver or transportation operator, after taking initial action to insure safety, is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the 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. In extreme cases, and only after a thorough investigation by the school principal, should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

5300

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 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 Principals, the Principal's designee 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 or a substitute teacher authorized by the Farmingdale School District.

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 affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to an alternative setting for a brief time to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to another class briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become substantially disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher

only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately to the principal or designee. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

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 student's removal at the last known address for the parent. 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 parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a

5300

conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must maintain a complete log for all cases of removal of students from his/her class. The Principal must also keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

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.

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

Any staff member may recommend to the Superintendent or the 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.

a. Short term (five 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

5300

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 of 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 reasonably 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 ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within thirty (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 thirty (30) business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) calendar days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent or 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. At 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, which 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 thirty (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 of Education within thirty (30) days of the decision.

c. Permanent Suspension

5300

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, him/herself school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring to, or posses, a firearm or weapon on school property.

Any student, other than a student with a disability, found guilty of bringing to, or possessing, a firearm or weapon on 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:

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

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

2. Students who commit violent acts other than bringing to, or possessing, a firearm or weapon on school property.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to, or possessing a firearm or weapon on 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 parent 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 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 a disability may be suspended in accordance with the procedures set forth in state and federal law.

3. Students who are repeatedly substantially disruptive of the educational process or 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

5300

the teacher's authority over the classroom will be suspended from school. If a student is removed from a teacher's classroom three times within a 10-week period for substantially interfering with the teacher's authority over the classroom, the student will be suspended from school for a minimum of one day and a maximum of 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 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 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 a disability may be suspended in accordance with the procedures set forth in state and federal law.

D. Referrals

1. Counseling

Students may be referred to counseling with the school psychologist, social worker or guidance counselor according to the nature of the reason for the student's referral or the availability of services.

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 or other illegal substances 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).

5300

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

5300.45 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. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

5300.50 DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student Code of Conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the Code of Conduct, and consistent with applicable law and regulations, the following definitions will apply:

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, 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.

Controlled substance means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

Disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

5300

For more than 10 consecutive school days; or

For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

Illegal drug means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

Interim alternative educational setting (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation review means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.

Manifestation team means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

Removal means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

School day means any day, including a partial day, that students are in attendance at school for instructional purposes.

Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Student presumed to have a disability for discipline purposes means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

Suspension means a suspension pursuant to §3214 of New York's Education Law.

Weapon means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or

5300

serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

- Carries or possesses a weapon to or at school, on school premises or to a school function, or
- 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 district's jurisdiction, or
- Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or

5300

persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or

The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's Code of Conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student Code of Conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the

5300

student's behavior is a manifestation of the student's disability.

Manifestation Review

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

The Superintendent to change the placement of a student to an IAES;
An impartial hearing officer to place a student in an IAES; or
The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

Caused by or had a direct or substantial relationship to the student's disability, or
The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.

Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide

5300

alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
The student's parent has requested an evaluation of the student; or
A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

5300

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

The student's parent has not allowed an evaluation of the student; or

The student's parent has refused services; or

The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;

The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the

5300

student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

5300.55 CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

A. 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.

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

B. Physical Restraint

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.

5300.60 STUDENT SEARCHES AND INTERROGATIONS

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 authorized school official may question a student about an alleged violation of law or the district Code of Conduct. Authorized school officials shall include the Superintendent of Schools, building principals, assistant principals, deans, school nurses and district security officials. 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.

An authorized school official may conduct searches of students and their belongings if they have reasonable suspicion to believe that the search will result in evidence that the law or the district Code of Conduct has been violated. Every effort will be made to have a second school official present while the search is being conducted.

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 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

5300

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. Clothing Searches

A clothing search is a search that requires a student to remove an article of clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a clothing search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Clothing searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a clothing search must have probable cause – not simply reasonable suspicion – to believe the student is concealing evidence of a violation of law or the district code that could place the student, other students or employees at risk. In addition, before conducting a clothing search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the Code of Conduct and/or policy. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. An authorized school official may conduct searches of student cell phones if they have reasonable suspicion to believe that the search will result in evidence that the law or the Code of Conduct has been violated. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

D. Documentation of Searches

The authorized school official conducting the search shall be responsible

5300

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 to the 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 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 item is turned over to the police; for the purpose of facilitating student hearings, items will be photocopied next to a ruler before turning them over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

E. Police Involvement in Searches and Interrogations of Students

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 schools 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. Reason to respond to reports of threats to public safety or public order.

Before police officials are permitted to question or search any student, the 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 unless exigent circumstances are present as determined by the school district administration. 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.

F. Child Protective Services Investigations

5300

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 Principal or his or her designee. The Principal or 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 that 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 official 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.

5300.65 VISITORS TO THE SCHOOLS

The Board 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 of work and learning, however, certain limits must be set for such visits. The 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 or student of the school will be considered a visitor.
2. All visitors to the school must enter through the designated points of entry and report to the sign in desk upon arrival at the school. There they will be required to present photo identification that will be held while the visitor is in the building and sign the visitor's register 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 to the sign in desk and retrieve their photo identification before leaving the building.
3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the principal and the classroom teacher(s), so that class disruption is kept to a minimum.
5. Visitors will not expect that teachers will take class time to discuss individual matters with them.
6. 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.
7. All visitors are expected to abide by the rules for public conduct on school

5300

property contained in this Code of Conduct.

5300.70 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 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, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
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, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances, or any synthetic versions (whether or not specifically illegal or labeled for human consumption) 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.

5300

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. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. The walking of dogs (pets) on school property is prohibited.
17. Smoking a cigarette, cigar, pipe, electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or using chewing or smokeless tobacco.

B. Penalties

Persons who violate this code may be subject to immediate ejection and 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.
2. Students - They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Employees shall be subject to disciplinary action as the facts may warrant in accordance with Law or any other legal rights that they may have.

C. Enforcement

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

When the 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 designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or 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 designee shall have the individual removed immediately from school property or 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.

5300.75 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 copies of an age appropriate, written in plain language summary of the code to all students at an assembly to be held at the

5300

- beginning of each school year.
2. Making copies of the code available for review by students, parents and other community members.
3. 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.
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
5. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
6. Posting a complete Code of Conduct on the district's website.
7. Making copies of the complete Code of Conduct available for review by students, parents and other community members.
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 building and contact information of each Dignity Act Coordinator in highly-visible areas of school buildings.
11. Making the name, designated school and contact information of each Dignity Act Coordinator available at the district and school-level administrative offices.

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.

B. Review of Code of Conduct

The Board 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 may be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

5300

a*d

Adopted: 6/6/01; Revised: 2/4/04; Revised: 2/1/06; Revised: 6/4/08;
Revised: 11/5/08; Revised: 4/1/09; Revised: 3/9/11; Revised: 1/16/13;
Revised: 7/10/13; Revised: 4/13/16; Revised: 12-6-17

Annual Review: June 2, 2021

Board of Education

50 Van Cott Ave
Farmingdale, NY 11735

Meeting: 06/04/21 09:00 AM
Department: Assistant Supt for Human Resources and Admin

Category: Discussion

Prepared By: Marie Lovisa

Initiator: Glen A Zakian

Sponsors:

DOC ID: 7105

SCHEDULED

DISCUSSION ITEM (ID # 7105)

Draft Districtwide School Safety Plan for 2021-2022

2021-2022 **DRAFT**

FARMINGDALE U.F.S.D.

Districtwide

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 15th 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.)

50 VAN COTT AVENUE, FARMINGDALE, NY 11735-3742

TABLE OF CONTENTS

DISTRICTWIDE SCHOOL SAFETY PLAN

	Page Number
Policy Statement.....	5
Elements of the Districtwide School Safety Plan.....	7
Public Health Emergencies – Communicable Diseases.....	8
School District Chief Emergency Officer.....	9
Districtwide School Safety Team.....	9
Responsibilities of the Districtwide Safety Team.....	9
Building Level Emergency Response Team.....	10
• Emergency Response Team.....	10
• Post Incident Response Team.....	11
Risk Reduction/Prevention and Intervention Strategies.....	11
Training, Drills and Exercises.....	11
Emergency Drills (2021-2022 School Year).....	12
Implementation of School Security.....	13
Vital Educational Agency Information.....	14
Early Detection of Potentially Violent Behavior.....	14
Hazard Identification.....	15
Responses to Violence.....	15
• Incident Reporting.....	15
• Investigation.....	16
• Follow-Up.....	16
• Evaluation.....	16
• Disciplinary Measures.....	16
• Code of Conduct.....	17
Emergency Response Protocols/Notification and Activation – (Internal and External Communication).....	17
• Bomb Threats.....	18
• Hostage Taking.....	18
• Intrusions.....	18
• Kidnapping.....	19
Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats).....	19

Responses to Acts of Violence (Actual).....	20
Response Protocols.....	20
Emergency Assistance and Advice from Local Government.....	20
District Resources Use and Coordination.....	21
Protective Action Options.....	21
• School Cancellation.....	21
• Early Dismissal.....	21
• Evacuation.....	21
• Sheltering.....	21
○ Shelter-In-Place-Weather Related.....	21
○ Shelter-In-Place-Generic/Non-Specific Bomb Threat.....	21
○ Shelter-In-Place-Specific Bomb Threat.....	21
• Hold-In-Place.....	21
• Lockdown.....	21
• Lockout.....	21
National Terrorism Advisory System (NTAS).....	21
• NTAS Advisories.....	21
• Bulletin.....	21
• Elevated Threat Alert.....	21
• Imminent Threat Alert.....	22
Recovery- School District Support for Buildings.....	22
Disaster Mental Health Services.....	22
Forms and Recordkeeping.....	23
2021-2022 Districtwide Health & Safety Team.....	24
2021-2022 Hazard Identification Table.....	25
2021-2022 Telephone Numbers of Key Educational Officials	26
2021-2022 School Building Chain-of-Command Table.....	27
Appendix A.....	28
• Districtwide Health & Safety Team Meeting Minutes.....	28
• Districtwide Health & Safety Team Meeting Attendance.....	29
Appendix B.....	30
• Communicable Disease-Pandemic Plan.....	30
○ Prevention/Mitigation.....	30
○ Essential Positions/Titles.....	31
○ Protocols Allowing Non-Essential Employees to Telecommute.....	31
○ Technology & Connectivity for Students-Mandatory Requirements.....	31

○ Mobile Devices Delivery.....	32
○ Staggering Work Shifts of Essential Employees – Reducing Overcrowding.....	32
○ Protection (Preparedness).....	32
○ Obtaining and Storing Personal Protective Equipment.....	35
○ PPE & Face Covering Availability.....	35
○ PPE Supply Management.....	36
○ Response.....	37
○ Preventing Spread, Contact Tracing and Disinfection-Confirmed Covid-19 Case Requirements & Protocols.....	38
○ CDC and NYSDOH Recommendations.....	38
○ Return to School After Illness.....	39
○ Staff Absenteeism.....	39
○ Employee Assistance Program (EAP).....	40
○ Medical Accommodations.....	40
○ Facilities Cleaning and Sanitizing.....	41
○ DWO Custodial Cleaning Assignments Districtwide.....	42
○ Disinfecting.....	43
○ Hand Sanitizing.....	43
○ Trash Removal.....	44
○ Documenting Precise Hours/Work Locations of Essential Workers.....	44
○ Emergency Housing for Essential Employees.....	44
○ Recovery.....	45
Appendix C.....	46
• School District (K-12) Pandemic Influenza Planning Checklist.....	47
• Farmingdale School District Contact Tracing Form.....	50
• Covid-19 Notification Flowchart (Farmingdale).....	51
• Flowcharts for Covid-19 Decision Making.....	52
• Essential Employees Worksheets.....	61

Farmingdale Union Free School District
Districtwide School Safety Plan

Policy Statement

The Districtwide 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 Districtwide 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 Districtwide School Safety Team reviewed and approved the Districtwide School Safety Plan. The Districtwide 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 Districtwide and Building Level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the Districtwide School Safety Plan is posted on the school district website by October 1st of each school year and will be reviewed annually by the Districtwide 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	7/14/2021
Districtwide School Safety Team reviews Districtwide School Safety Plan	6/4/2021
School Board has at least one public hearing on Districtwide School Safety Plan	6/4/2021
School Board establishes 30-day public comment period	6/4/2021- 7/14/2021
School Board adopts Districtwide School Safety Plan	7/14/2021
Districtwide School Safety Plan posted on website	7/15/2021
Building Level Emergency Response Team reviews/approves Building Level Emergency Response Plan	See chart below
School Board adopts Building Level Emergency Response Plan	6/4/2021
Building Level Emergency Response Plans entered into SED Business Portal (State Police filing)	See appendix
Building Level Emergency Response Plan filed with local police	See appendix

This chart will be completed in the fall.	NS	AA	SEM	WWP	HMS	FHS
Building Level Emergency Response Team reviews/approves Building Level Emergency Response Plan						
School Board adopts Building Level Emergency Response Plan						
Building Level Emergency Response Plans entered into SED Business Portal (State Police filing)						
Building Level Emergency Response Plan filed with local police						

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 Districtwide 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 Districtwide School Safety Plan, in accordance with Education Law Section 2801-a, the Building Level Emergency Response Plan will remain confidential and not be subject to disclosure. This will further ensure safety at the Building Level and reduce the potential for planned sabotage.

Elements of the Districtwide School Safety Plan

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

- Information about the school district including population, staff, transportation needs and telephone numbers of key school officials
- A system of informing all educational agencies within the school district of a disaster
- Documentation and record keeping

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:

- A list and description of positions and titles considered essential with justification for that determination.
- The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 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.
- 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.
- 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.
- 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.
- Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix C (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 Districtwide School Safety Plan
- Assurance that the Districtwide School Safety Plan and Building Level Emergency Response Plans are completed, reviewed annually and updated as needed

Districtwide School Health & Safety Team

The Districtwide School Safety Team was appointed by the School District Board of Education and will always include the representation noted below at a minimum. (Please refer to the chart on page for specific Safety Team member names.) The major function of the Districtwide School Safety Team is to create the Districtwide School Safety Plan. The Team will meet routinely and is scheduled to meet during the 2021-2022 school year on 10/18/21, 12/13/21, 2/7/22, and 4/11/22. Minutes will be kept at each meeting and attendance documented (Appendix A is a sample).

Administrators	Public Library Rep
Teacher Aide & Monitor Reps	Risk Control Services Rep
Architect or Engineer Reps	School Board Member Reps
Clerical & Custodial Reps	School Psychologist
Facilities Director Rep	School Security Rep
Nassau BOCES Health & Safety Liaison	South Farmingdale Fire Dept
Nassau/Suffolk Police Reps	Teacher Rep
Nurse Rep	Transportation Rep
Parent/Teacher Organizations Reps	Bus Driver

Responsibilities of the Districtwide School Safety Team

The Districtwide School Safety Team or designated 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 Districtwide School Safety Plan to determine its success in violence prevention. Some of the Team's primary responsibilities will include:

- Recommending training programs for students and staff in violence prevention, suicide 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.
- Dissemination of information regarding early detection of potentially violent behavior.
- 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.
- Communicating the Plan to students and staff and providing written information about emergency procedures by October 1st of each year.
- 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.).
- Making recommendations necessary for change.
- 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 Districtwide Safety Team Sub-Committee or Building Level Emergency Response Team.
- Recommending improved security measures based on school building inspection results.
- Conducting annual school building climate survey of students and staff to identify the potential for violent incidents.
- Reviewing survey results and recommending actions that are necessary.

Building Level Emergency Response Team

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

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

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

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building Level Emergency Response team which is a larger team for the purposes of planning and monitoring) which has the following representation:

- School Personnel
- Law Enforcement Officials
- Fire Officials
- Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the Farmingdale School District include:

- Non-violent conflict resolution training programs
- Peer mediation programs
- Extended day and other school safety programs
- Mentors for students concerned with bullying/violence
- An anonymous reporting process for school violence and are investigating other on-line violence reporting systems
- As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations
- Safety Stations have been established throughout all school buildings.
- The Fire Department conducts annual training in all school buildings.
- PBIS (Positive Behavior Intervention System) - proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.
- PREPARE (Participate, Reflect, Evaluate, Positive, Amend, Restore, Educate) – formally I.S.S.; a program that will meet student needs, providing both a therapeutic and individualized approach to school discipline.
- Implementation of Restorative Practices – High School Administrators, Deans, and Social Workers trained in Restorative Practices; students participate in restorative circles and conflict resolution mediations.

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 Districtwide School Safety Team and the Building Level Emergency Response Team the following methods are 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 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.

Emergency Drills (2021-2022 School Year) Education Law 807

12 Drills:

4 Lockdowns; 8 Evacuations



Implementation of School Security

School safety personnel will help carry out the Districtwide 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 whom we employ and 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 security guards are also individually licensed.

The district provides hall coverage using three different classes of employee. Coverage is provided by certified teachers as part of their duty assignment. The second category of individuals used for hall duty are school monitors. This is a Nassau County Civil Service Department title. The last category of employee used in this capacity is Security Aide. This title is used at all schools and in a Districtwide mobile capacity. All Security Aides are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All our Security Aides receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Individuals who serve as Security Aide are uniformed with the appropriate Security Aide designation. These individuals report directly to the Building Administration, but are also provided with supervision and training through the Office of Districtwide Operations. The district now utilizes security guards to provide coverage in the evenings.

The policies related to school building security and safety are detailed in the Building Level Plan. A specific individual is assigned to the main entrance in each of the school district's buildings. All entry to the buildings must be through the main entrance. An appropriate staff member is assigned to the entrance.

Appropriate school building security measures and procedures have been determined by the Districtwide School Safety Team and Building Level School Safety Team after review of school building procedures and practices, security surveys, and Building Level occupant surveys. Based on these findings we have implemented the following security measures:

- Security Aides and School Monitors receive staff development in September.
- 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 in October.
- Visitor badge/sign-in procedures – Limited access vestibules are used to assess and vet all visitors. All visitors sign in and are issued a “visitor badge” upon entry to a building. Visitors are escorted by school staff to their destination point and escorted again as they return to their exit point. They will return their “visitor badge” and collect their personal identification. Personal identification will be held until visitors leave the building. Anyone inside the building without a badge will be immediately questioned by building staff.
- Video surveillance has been upgraded in all buildings including additional cameras, updated VMS software, 24/7 access to video surveillance footage via application.

- High School students are required to swipe in with ID at designated kiosks upon entry and is monitored by school staff.
- School staff is required to display school issued ID at all times.
- Regular security audits/evaluations.
- Random searches may be considered if deemed necessary.
- Designated doors have been alarmed and marked “NO EXIT” in all buildings.
- Panic buttons, hardened doors installed with automatic closure upon activation.
- Escorting visitors in our buildings.
- Use of RAVE app to quickly communicate with first responders and share pertinent information.
- We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

Each Building Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials (See 2021-2022 Telephone Numbers of Key Educational Officials).

Early Detection of Potentially Violent Behavior

The Districtwide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention. Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for staff will take place on Superintendent’s Conference Days and students will receive training during Health education classes.

- 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
- 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
- How to recognize suicidal tendencies and changes in behavior
- Post-incident procedures including medical follow-up and the availability of counseling and referral

Other methods for informing parents and students include:

- YES Community Counseling Center
- Gang Awareness programs with parental involvement

- School social worker outreach
- School counselor involvement
- Anger Management programs
- Mailings to parents on violence prevention and early recognition
- Conflict Resolution programs - Nassau County and Suffolk County Police Departments Programs

Hazard Identification

As part of each Building Level Emergency Response Plan, each Building Level School Safety Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern may include locations delineated in the 2021-2022 Hazard Identification Table.

Responses to Violence (Incident Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures, and Code of Conduct)

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.

Relationships have been established with the Nassau County and Suffolk County Police Departments and other emergency response agencies at the building level. Representatives from these agencies are invited to participate on Building Level School Safety Teams.

Incident 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 Nassau County Police Department and/or Suffolk County 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 School Building Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents as needed.

Investigation

After the incident has occurred, the School Building Principal/Administrator or designee will conduct a detailed investigation. It is the purpose of the abovementioned individual to focus on facts that may prevent recurrence, not find fault. The individual 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 Districtwide School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will be reviewed to ensure they include the potential for different types of incidents throughout the district. 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, grounds, and facilities 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 reviewed/updated, will be made available for comment on June 4, 2021, and posted on our website on June 4, 2021.

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 School-Building Safety Teams. These individuals and appropriate means of contact are documented in the Building Level Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building- Level Response Plan. Depending on the nature of the emergency, some of the communication methods will include 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 Districtwide School Safety Team.

The Superintendent of Schools recognizes his responsibility to notify all educational agencies within the school district of a disaster and has established the notification list delineated in 2021-2022 Telephone Numbers of Key Educational Officials.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is included in each School Building Emergency Response Plan specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety 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:

Due to the confidential nature of the following actions, specifics may not be mentioned below. School Building Level Emergency Response Plans will address the following response actions as determined by the nature of the emergency.

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

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

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

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

Response actions in individual buildings will include:

- Implementation of the Incident Command System
- Use of staff trained in de-escalation techniques
- Inform building Principal or designee
- Determine level of threat with Superintendent or designee, if necessary
- 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 and hold in place or evacuate, if necessary
- Inform building Principal/Superintendent or designee
- 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 via ParentLink, email blasts, texts
- Procedures to notify media
- Debriefing procedures

(See 2021-2022 School Building
Chain-of-Command Table)

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, Nassau County and/or Suffolk Police Departments, Nassau County Office of Emergency Management, 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 School Building Level Plans.

District Resources Use and Coordination

School 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. (See 2021-2022 School Building Chain-of-Command Table)

Protective Action Options

Due to the confidential nature of the following actions, specifics are not mentioned below. School Building Level Emergency Response Plans will address the following response actions as determined by the nature of the emergency. These options become available when conditions warrant.

- **School Cancellation:** School Superintendent or Designee – conditions warrant making a decision not to open schools
- **Early Dismissal:** School Superintendent or Designee – conditions warrant returning students to their homes
- **Evacuation:** Principal or Designee – conditions in the building are unsafe warranting relocation
- **Sheltering:** Principal or Designee – 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:** Principal or Designee – conditions warrant isolation of a specific area of the building – usually short term
- **Lockdown:** Principal or Designee – the most serious situation for a school – a threat is in the building
- **Lockout:** Principal or Designee – a threat exists outside the school building or in the vicinity

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

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

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee
- Assistant Superintendent for Administration
- Assistant to the Superintendent for Business
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

Disaster Mental Health Services

A Districtwide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services as outlined in our Safety Plan. Depending on the scope of the situation, the Nassau County Office of Emergency Management 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. The following forms, resources, and training materials have been developed for this purpose and will be located in the School Building- Level Emergency Response Plan.

- Emergency Procedures Notification
- FBI Bomb Threat Call Checklist Model
- Incident Report Form
- Parent/Guardian Notification
- Post Emergency/Post-Test Review Form
- Go-Bag
- Emergency Exercise Design and Evaluation
- Parent/Student Reunification Procedures
- School Safety Audit Checklist
- NYS Police Threat Assessment
- Search Team Training
- Verbal De-escalation Techniques
- Lockdown – Quick Guide
- Lockout – Quick Guide
- Shelter-in-Place – Quick Guide
- School Climate Survey

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

**FARMINGDALE UNION FREE SCHOOL DISTRICT
2020-2021 DISTRICTWIDE HEALTH & SAFETY TEAM**

NAME	AFFILIATION
Paul Defendini	Superintendent of Schools
Glen Zakian	Assistant Superintendent for Human Resources & Administration
Michael Motisi	Assistant to the Superintendent for Business
Victoria LoRusso	Assistant Principal, Albany Avenue Elementary School
Christopher Peterson	Assistant Principal, Northside Elementary School
Anjany Smar	Assistant Principal, Stanley D. Saltzman East Memorial Elementary School
Jennifer DeHayes	Assistant Principal, Woodward Parkway Elementary School
Cheryl K. DePierro	Assistant Principal, Weldon E. Howitt Middle School
Arlene Martinez	Assistant Principal, Farmingdale High School
Suzanne D'Amico Kathy Lively	Board of Education
Rosemary Pimental	Central Clerical Support Staff
Robert Rindos	CSEA Clerical/Custodial
Lisa Bell Michele Carlow	CSEA Teacher Aides and School Monitors
Nelson Dominguez Martin Dar Conte	Districtwide Operations
Frank Hebron	Farmingdale High School Dean
Esther Hernandez-Kramer	Farmingdale Federation of Teachers
Ehsan Elminabawy	Farmingdale High School Student
Christa Lucarelli	Assistant Director - Farmingdale Public Library
Saverio Belfiori	H2M Architects & Engineers
Stephanie Curcio	Nassau BOCES Health & Safety Liaison
Officer Todd Atkin Officer Michael Bilardello Officer David Brohman Officer Michael Cammarata	Nassau County Police Department
Michael Drance, ARM, CPSI, Manager	NYSIR Risk Control Services
TBD	PTA
Arlene Soete, Director	St. Luke's Lutheran Nursery School
Dawn Esposito, RN	School Lead Nurse
Joseph S. Volpe, Ph.D.	School Psychologist
Michael Di Bartolo, Fire Commissioner	South Farmingdale Fire Department
Officer Jeanne Osias Officer Elisa McVeigh	Suffolk County Police Department Suffolk County Police Department/Homeland Security
TBD Transportation Supervisor	Transportation Dept.
Diane Sabino, Safety Supervisor	Educational Bus Company

2021-2022 HAZARD IDENTIFICATION TABLE

Location	Potential Hazard
Main & Front Streets	Railroad Station
Main & Front Streets	Railroad Crossing
Main & Motor Avenue	Railroad Crossing
Staples St. off Route 109	Railroad Crossing
Major Thoroughfares	<ul style="list-style-type: none"> • Route 110 • Route 109 • Southern State Parkway • Hempstead Turnpike • Conklin Street • Broadway Avenue • Linden Street
Republic Airport	Air Traffic

2021-2022 TELEPHONE NUMBERS OF KEY EDUCATIONAL OFFICIALS

(Information removed due to confidential nature.)

2021-2022 SCHOOL BUILDING CHAIN-OF-COMMAND TABLE

(Information removed due to confidential nature.)

APPENDIX A

Districtwide AP School Safety Team Meeting Minutes

Districtwide General School Safety Team Meeting Minutes

**(Information removed due to
confidential nature.)**

FARMINGDALE SCHOOL DISTRICT
Districtwide Health & Safety Team Meeting
Attendance Example
October XX, 20XX

Required Attendance

Representative	Name	Absent/Present	Reason for Absence	Contact Information
School Board Member (s)				
Teacher Representative				
Administrator (s)				
PTA Rep.				
School Safety Personnel				
Student				
Others				

Additional Attendance

Organization or School	Name	Title	Contact Information

Agenda

1. Districtwide Safety Plan Review
2. Incident Review
3. Principal Reports
4. Status of Exercises/Drills Training

APPENDIX B

Communicable Disease - Pandemic Plan

Our Districtwide 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 Districtwide 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 Districtwide School Safety Plan. The Districtwide 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

- 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
 - If a positive case is identified, we report the case to that County's Department of Health.
 1. **Nassau County cases** can be reported via phone: 516-227-9639 or via fax: 516-227-9632 or 516-227-9570.
 2. **Suffolk County cases** are reported by email: suffolkcountyny.force.com/public/request/dohscvsc/details. If more than 10 contacts are associated with a positive case in Suffolk County, then a separate list of contacts are emailed to schoolcovidalert@suffolkcountyny.gov.
 - Weekend/after-hours Consultation and Reporting: 516-742-6154
 - Suffolk County after hour number: 631-852-4820

- The Nassau County Department of Health will monitor county-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Assistant Superintendent of Human Resources, will help coordinate our pandemic planning and response effort. He will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the Districtwide School Safety Plan.
- The following positions will be vital members of the Pandemic Response Team: Superintendent, Assistant Superintendent for Innovation and Organizational Development, Assistant Superintendent for Human Resources and Administration, Assistant Superintendent for Teaching & Learning, Assistant to the Superintendent for Elementary Education, Assistant to the Superintendent for Business, Human Resources Administrator, Head Nurse and building nurses, Director of Facilities, Maintenance Supervisor, School Lunch Manager, Transportation Supervisor, Public Information Officer. Other non-traditional individuals may also be required to be part of the Team. The Pandemic Response Team will review and assess any obstacles to the implementation of the Pandemic Response Plan.
- The school district emphasizes hand-washing and cough/sneezing etiquette through educational campaigns as part of our Health curriculum. In addition, we have signage around all buildings that promotes proper hygiene and social distancing protocols. 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, emails, phone calls, postings and direct mailings for this purpose.

**Essential Positions/Titles –
See Essential Employees Worksheet in APPENDIX C.**

Protocols Allowing Non-Essential Employees to Telecommute

- **Ensure Digital Equity for Employees/Teachers**
 - Mobile Device Assessments
 - Surveyed staff to determine who needed devices at home to maintain operational functions as well as instructional services
 - Conducted a cost analysis of technology device needs
- **Internet Access Assessments**
 - Surveyed staff to determine the availability of viable existing at-home internet service
 - Conducted a cost analysis of internet access needs
- **Providing Mobile Devices and Internet Access**
 - Developed procurement processes for, ordered, configured, and distributed appropriate technology devices to those determined to be in need.
 - Developed procurement processes to provide appropriate internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial internet options were provided for anyone in need.

Technology & Connectivity for Students - Mandatory Requirements

Gained the knowledge of the level of access to devices and high-speed broadband all students

have in their places of residence, and provided every student and teacher with broadband access to meet their educational/teaching needs:

- Addressed the needs to provide devices and internet access to students who did not have sufficient access
- Provided multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models

Mobile Devices Delivery

Technology offers schools and districts increased options for continued 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)
- 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.

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

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

- Limiting building occupancy for students:
 - High school level (9-12th grades) – 50 % A/B Days
 - 8th grade – 50 % A/B Days
- Forming employee work shift cohorts to limit potential contacts
- Limit employee travel within the building
- Arrival and dismissal times are staggered by the drop off/pick up times of the buses
- Alternate work-days or work weeks
- 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 53.**

Protection (Preparedness)

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau and Suffolk Police Departments, Farmingdale Fire Department,

Educational Bus Company to attend our Districtwide School Safety Team Meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

The *Districtwide Command Center* will be at Howitt Middle School with the alternate at Farmingdale High School, and will be activated at the direction of the Superintendent. We have established our **Districtwide Incident Command Structure** as follows:

- Farmingdale High School – Sam Thompson, Principal 516-434-5210
- Howitt Middle School – Michael Gavalas, Principal 516-434-5410
- Albany Avenue Elementary School – Joseph Valentine, Principal 516-434-5510
- Northside Elementary School – Michael Febraro, Principal, 516-434-5610
- Saltzman East Memorial Elementary School – Patricia O'Regan, Principal, 516-434-5710
- Woodward Parkway Elementary School – Patrick Klocek, 516-434-5810

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.

- The Superintendent has designated each building Principal as a COVID-19 Safety Coordinator of each school, 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.

School/Program	COVID-19 Safety Coordinator/Administrator	Contact Number
FHS	Samuel Thompson	516-434-5210
HMS	Michael Gavalas	516-434-5415
AA	Joseph Valentine	516-434-5510
WWP	Patrick Klocek	516-434-5810
NS	Michael Febraro	516-434-5610
SEM	Patricia O'Regan	516-434-5710
Administration	Glen Zakian	516-434-5110

- 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; and the public media (Farmingdale Observer, News12, Z&E Communications). The school district Public Information Officer (PIO), Shannon Shaw, 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 the Assistant Superintendent for Innovation & Organizational Development to assure proper function of all communication systems including text messaging (English and Spanish), email messages (English and Spanish), phone calls, website postings (English and Spanish), Talking Points (used to communicate with non-English speaking parents), and ParentLink. This coordination will also help assure that as many redundant communication systems as possible are available.

- 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 Teaching & Learning, Assistant Superintendent for HR & Administration, Assistant Superintendent for Innovation & Organizational Development, Assistant to the Superintendent for Elementary Education, Assistant to the Superintendent for Business. Our primary communication will be through our telephone system, cell phones, hand-held radios, e-mail, district automated phone notification system, and ParentLink. These systems are accessed and utilized by the Superintendent, Assistant Superintendent for Innovation & Organizational Development and his office support staff including our Public Information Officer. Our Principals have their own building ParentLink account for specific building related updates.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain Purchasing, Accounts Payable and Payroll responsibilities. There are two employees in each of those departments to maintain essential job functions.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Maintenance Supervisor II or back-up designee will communicate with building administrators and key maintenance staff members to maintain all district facilities. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building functions 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. Only products approved by the school district will be utilized.
 - Human Resources and Administration 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 the Assistant Superintendent for Human Resources and Administration.
 - The Human Resources Administrator continually provides cross-training of staff to ensure that essential responsibilities can be maintained. A comprehensive procedural binder delineates all job titles and functions within the Human Resources Department for cross training backup. This binder provides a step by step explanation of all necessary steps for each job.
 - The following Human Resources employees are considered essential employees: Administrative Assistant/District Clerk, Stenographic Secretary, Personnel Clerk, Senior Account Clerk, two Senior Typist Clerks. two Typist Clerks.
 - 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 Superintendent's Cabinet 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 and utilize daily, in combination as necessary, are:

- Hard copy, self-directed lessons
- Use of Chromebooks by staff and students
- On-line instruction; on-line resources; on-line textbooks
- Synchronous and asynchronous learning modalities
- Communication modalities for assignment postings and follow-up: telephone, cell phone, cell phone mail, text messages, e-mail; automated notification systems; website postings, SCHOOLGY virtual platform, Google Meets and Remind App for texting.

Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability

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

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
KN-95 Respirators*	10	120	10 per Week per Staff

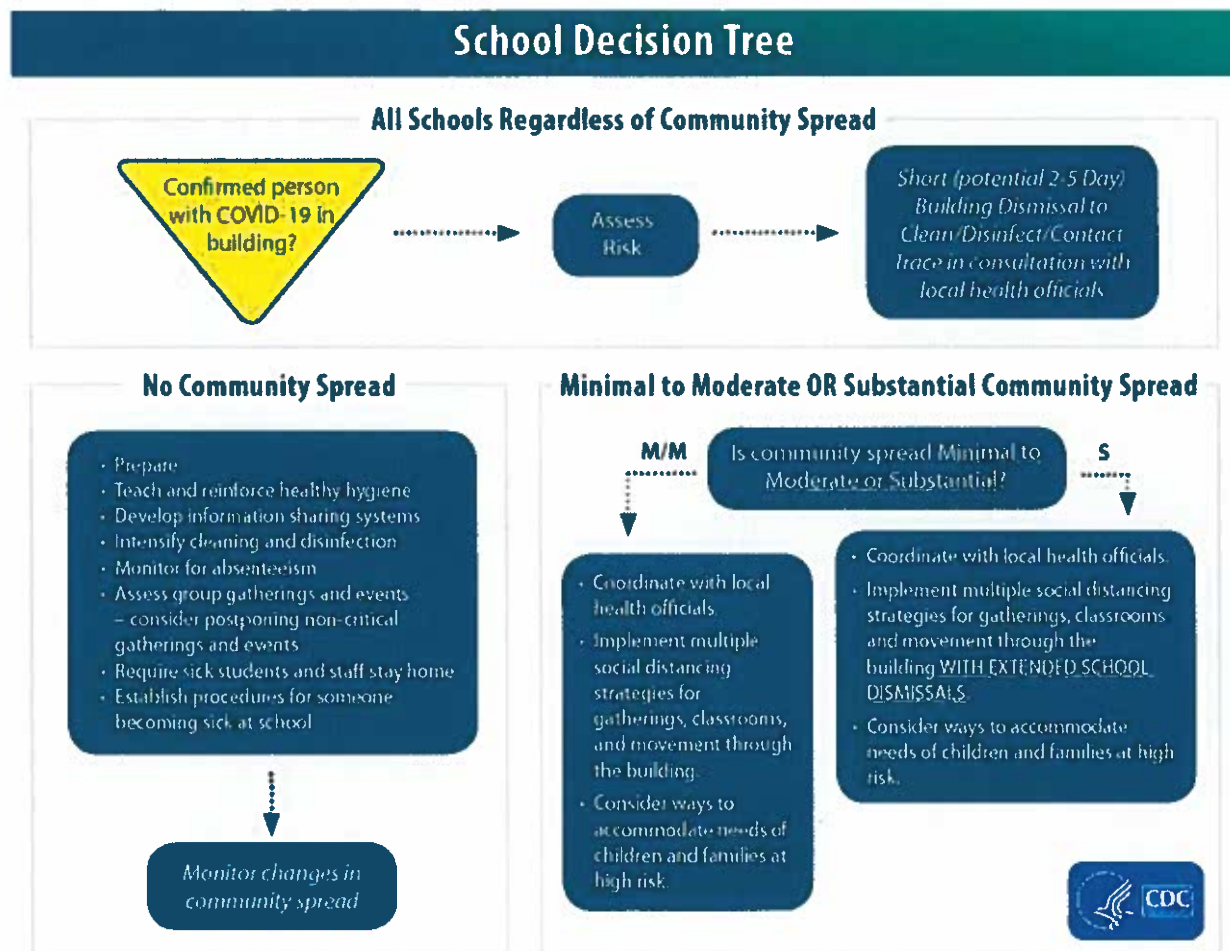
Response

The Pandemic Response 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 Public Information Officer (PIO) will work closely with the Assistant Superintendent for Innovation & Organizational Development to re-test all communication systems to assure proper function.
- 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 Districtwide School Safety Plan as it specifically applies to pandemics.
- The Assistant to the Superintendent for Business will meet with staff to review essential functions and responsibilities of back-up personnel. The Maintenance Supervisor II will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Maintenance Supervisor II will meet with staff and monitor the district's ability to maintain essential functions as well as reviewing essential building procedures with the Principals and command chain. Sanitizing procedures will be reviewed with teachers. The Maintenance Supervisor II will work closely with the Assistant to the Superintendent for Business or designee to implement different phases of the Plan as necessary.
- The Human Resources Administrator will meet with staff to review essential functions and responsibilities of back-up personnel as well as 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.

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 the current situation:



CDC and NYSDOH Recommendations

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred
- Opening outside doors and windows to increase air circulation in the area
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas

- Once the area has been appropriately cleaned and disinfected it can be reopened for use
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness

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

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

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 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the Frontline Education (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.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to gzakian@farmingdaleschools.org.
- 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.

Our Farmingdale School District Nursing Staff has been trained via the Johns Hopkins Bloomberg School of Health in Contact Tracing. 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 the Farmingdale School District, 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 Nurse from the Farmingdale School District 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!

We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record.

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.

Districtwide Operations Department

Custodial Cleaning Assignments Districtwide

Schedule for Univent filter replacement each school year: August, December & April

<p><u>Classrooms:</u></p> <ul style="list-style-type: none"> • Empty Trash Receptacles (Daily) • Sweep Floors (Daily) • Spot Mop (As Needed) • Mop & Sanitize Disinfect Floors (Daily) • Clean Door & Glass (Daily) • Clean Smartboards (Daily) • Wipe Down Windowsills (Weekly) • Wipe/Dust A/C Units (Weekly) • Wash A/C Filters (Weekly) • Disinfect & Replenish Toiletries in Bathrooms (Daily) • Disinfect Desktops (Daily) • Vacuum Vent Covers (Monthly) • Dust Bookshelves & Open Cabinets (Weekly) • Dust Computers (Weekly) • Sanitize Keyboards and mouse (Daily) • Replace Lightbulbs (As Needed) • Clean Windows (Monthly) • Secure/Lock Doors (Daily) • Vacuum Rugs (Daily & Shampoo Yearly) 	<p><u>Gang/Staff Bathrooms:</u></p> <ul style="list-style-type: none"> • Empty Trash Receptacles (Daily) • Clean & Sanitize Walls (Daily) • Clean & Sanitize Baseboards (Daily) • Clean & Sanitize Mirrors (Daily) • Clean & Sanitize Sinks (Daily) • Clean & Sanitize Urinals (Daily) • Clean & Sanitize Toilets (Daily) • Clean & Sanitize Chrome Fixtures (Daily) • Replenish Toiletries (Daily) • Sweep Floors (Daily) • Mop & Sanitize Floors (Daily) • Clean Windows (Daily)
<p><u>Stairwells:</u></p> <ul style="list-style-type: none"> • Sweep (Daily) • Spot Mop (Daily) • Mop & Sanitize (2-3 Times per Week) 	<p><u>Cafeteria:</u></p> <ul style="list-style-type: none"> • Empty Trash Receptacles (Daily) • Sweep Floors (Daily) • Mop Floors (Daily) • Dust/Vacuum Vents (Monthly) • Clean Walls (As Needed)
<p><u>Hallway/Corridors:</u></p> <ul style="list-style-type: none"> • Sweep (Daily) • Spot Mop (Daily) • Clean Water Fountains (Daily) • Empty Trash Receptacles (Daily) • Mop & Sanitize Floors (2-3 Times per Week) • Zamboni Floors (Weekly) • Replace Lightbulbs (As Needed) • Secure Exterior Doors (Continuous) 	<p><u>Health Office:</u></p> <ul style="list-style-type: none"> • Empty Trash Receptacles (Daily) • Sweep Floors (Daily) • Mop Floors (Daily) • Wipe Down & Disinfect Cots (Daily) • Clean, Disinfect & Replenish Bathrooms (Daily) • Dust Windowsills (Weekly) • Clean Windows (Weekly) • Dust/Vacuum Vents (Monthly)
<p><u>Gymnasiums:</u></p> <ul style="list-style-type: none"> • Empty Trash Receptacles (Daily) • Sweep Floors (Daily) • Mop & Sanitize Floors (2-3 Times per Week) • Dust/Vacuum Vents (Monthly) • Clean Walls (As Needed) • Clean Bleachers (After Every Event & Thorough Cleaning Weekly) 	

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 after each period
- 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 towels are available 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 (performed by bus drivers between routes)
- Buttons on vending machines and elevators
- Classroom desks, chairs, floors, teacher's desks, light switches, Smartboards/markers
- Door handles and push plates
- Handles on equipment
- Handrails
- Kitchen and bathroom faucets
- Light switches
- Lunchroom tables and chairs
- Shared computer or piano keyboards and mice
- Shared desktops
- Shared telephones

Hand Sanitizing

- Hand sanitizer dispensers will be located and installed in approved locations
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration

- Farmingdale School District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5

Trash Removal

- Trash will be removed daily
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary
- Covers/lids have been removed from trash receptacles

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. Currently our maintenance personnel who move among buildings are tracked via daily emails by the Districtwide Operations Department. The movement of Teachers/Teacher Aides among buildings is tracked by Building Administrators and Office Support Staff in each building. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 54.

Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

- i. Residence Inn Garden City (516-742-2500)
- ii. Garden City Hotel (516-747-3000)
- iii. La Quinta (516-705-9000)
- iv. Hyatt Place (516-222-6277)
- v. Hampton Inn (516-227-2720)
- vi. Long Island Marriott Uniondale (516-794-3800)
- vii. Hilton Garden Inn Westbury (516-683-8200)
- viii. Courtyard by Marriott Westbury (516-542-1001)
- ix. Holiday Inn Westbury (516-997-5000)
- x. Red Roof Plus Garden City (516-794-2555)

Nassau County School Districts have also established school building shelter sites across the County in cooperation with the Nassau County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options. Both Farmingdale High School and Howitt Middle School can be used as temporary shelters.

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 Districtwide School Safety Team and Building Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the Superintendent's Office, Human Resources and Administration Office, Office of Teaching and Learning, Office of Innovation & Organizational Development, and the Office of Elementary Education will be vital to this effort. The Districtwide 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**
- **Farmingdale School District Contract Tracing Form**
- **Flowcharts for COVID-19 Decision Making**
- **Essential Employee Worksheets**

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

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

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

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

1. Planning and Coordination:

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



1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g., promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (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.

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.





Farmingdale School District

COVID 19 Preliminary On-Site Investigation

(FAX to Nassau County Dept. of Health at 516-227-9669)

School Building _____

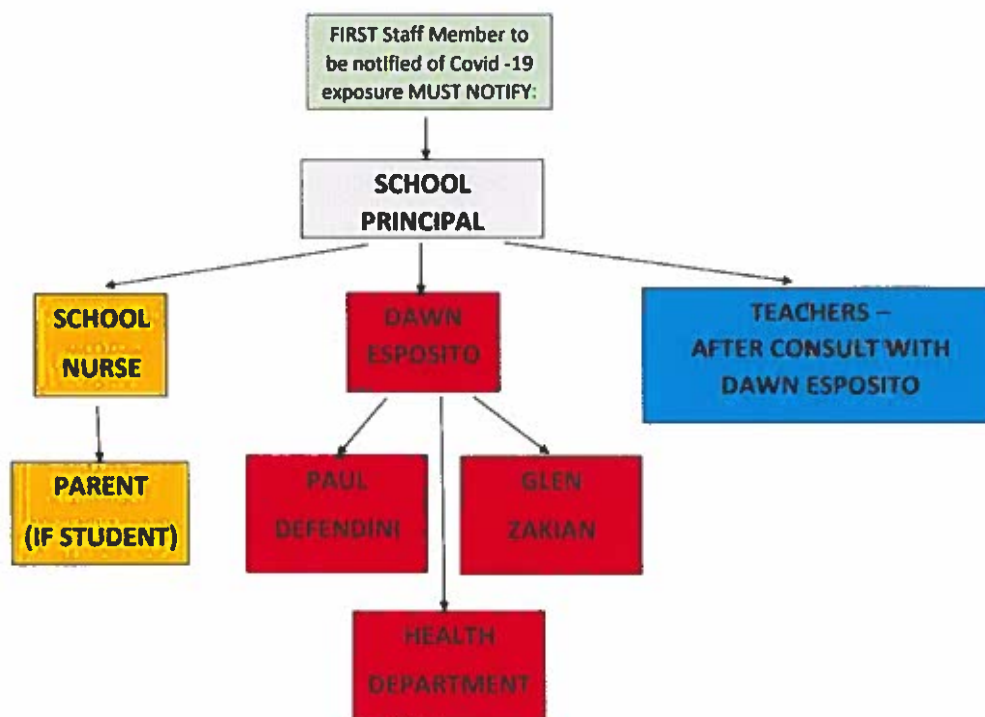
Today's Date _____

Individual Completing Form _____

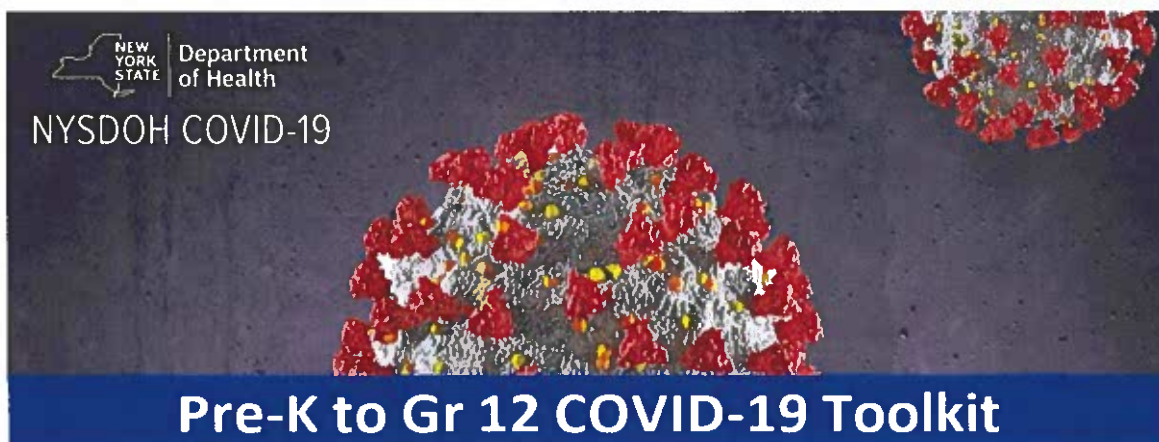
Telephone # _____

Name of Person Testing Positive: _____			Position: _____	
Last date individual was in the school building: _____				
Date of Birth: _____			County of Residence: _____	
Telephone #: _____		Please highlight - case was: <i>Asymptomatic</i> or <i>Symptomatic</i>		
Documentation of Lab Confirmed Positive? YES <input type="checkbox"/> NO <input type="checkbox"/>			Date of Test: _____	
Laboratory Conducting Test: _____			Telephone #: _____	
Name 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	SCHOOL	D.O.B.	TELEPHONE	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 / I.D. #	SCHOOL	D.O.B.	TELEPHONE	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

COVID – 19 NOTIFICATION FLOWCHART



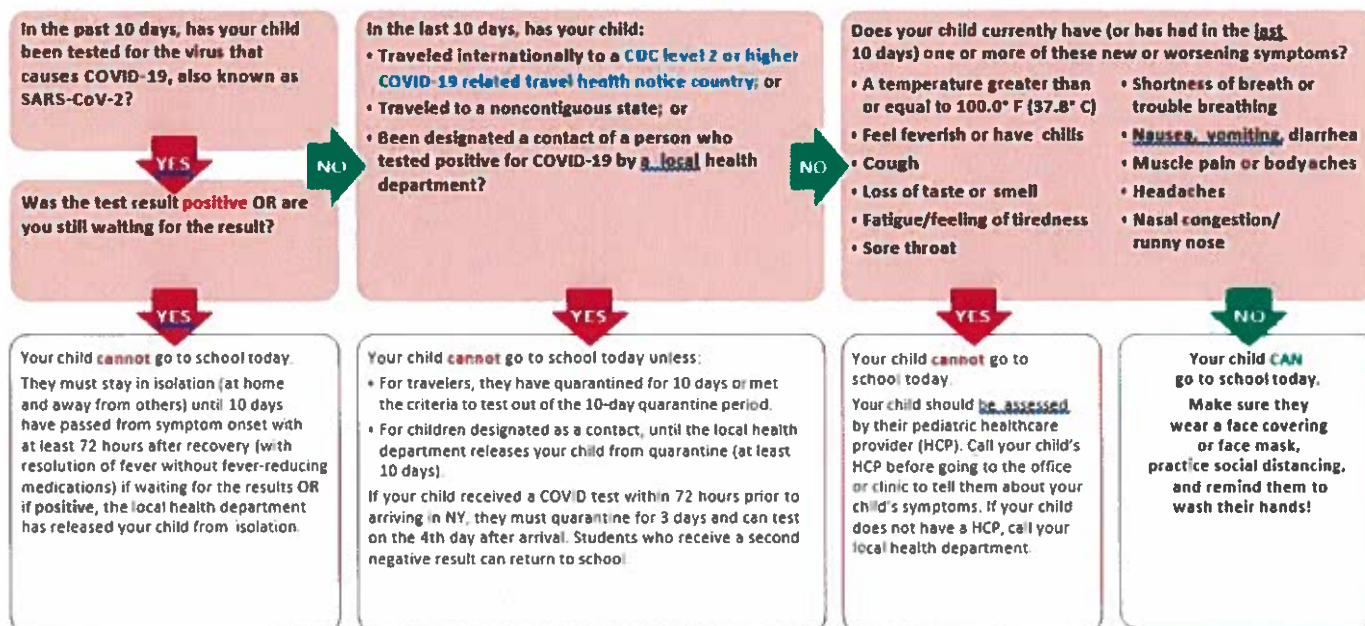
Flowcharts for COVID-19 Decision Making





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

Can My Child Go To School Today?



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

SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

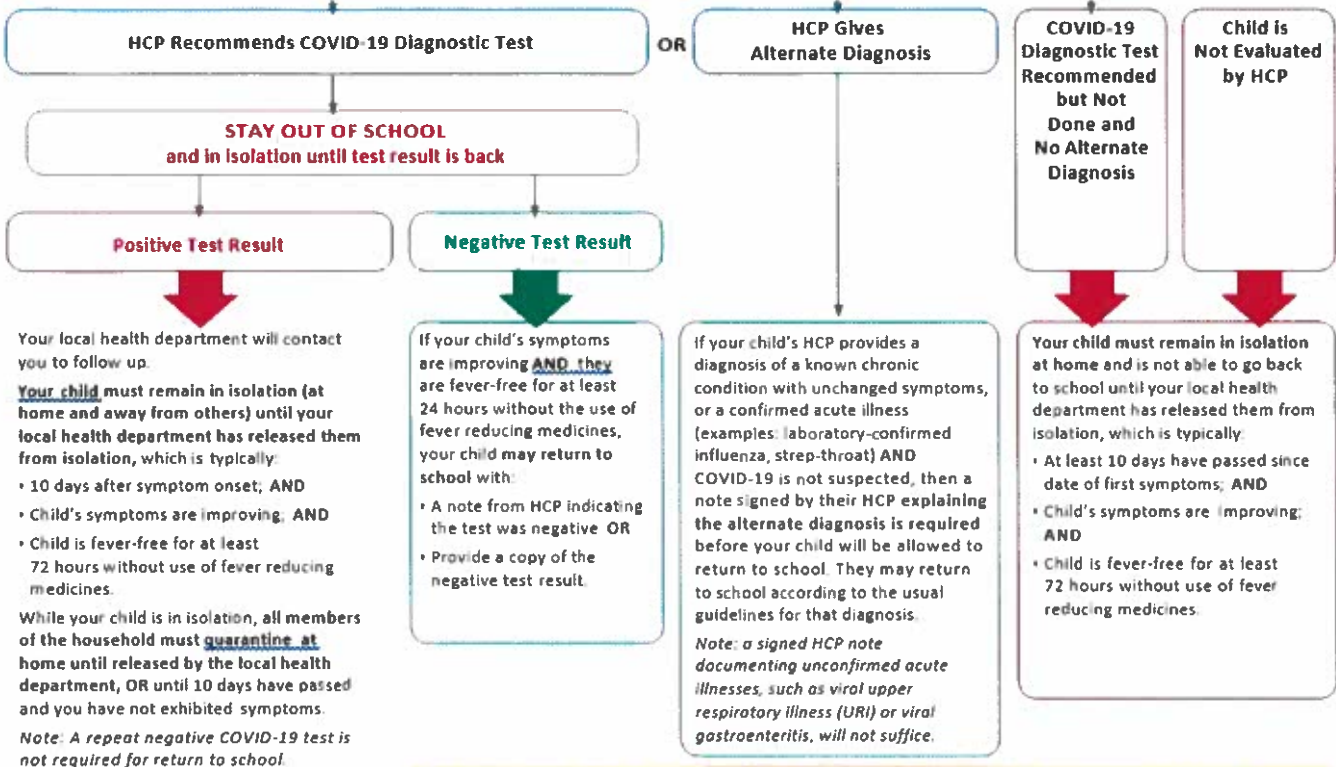
- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

February 2021 | A-1



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

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



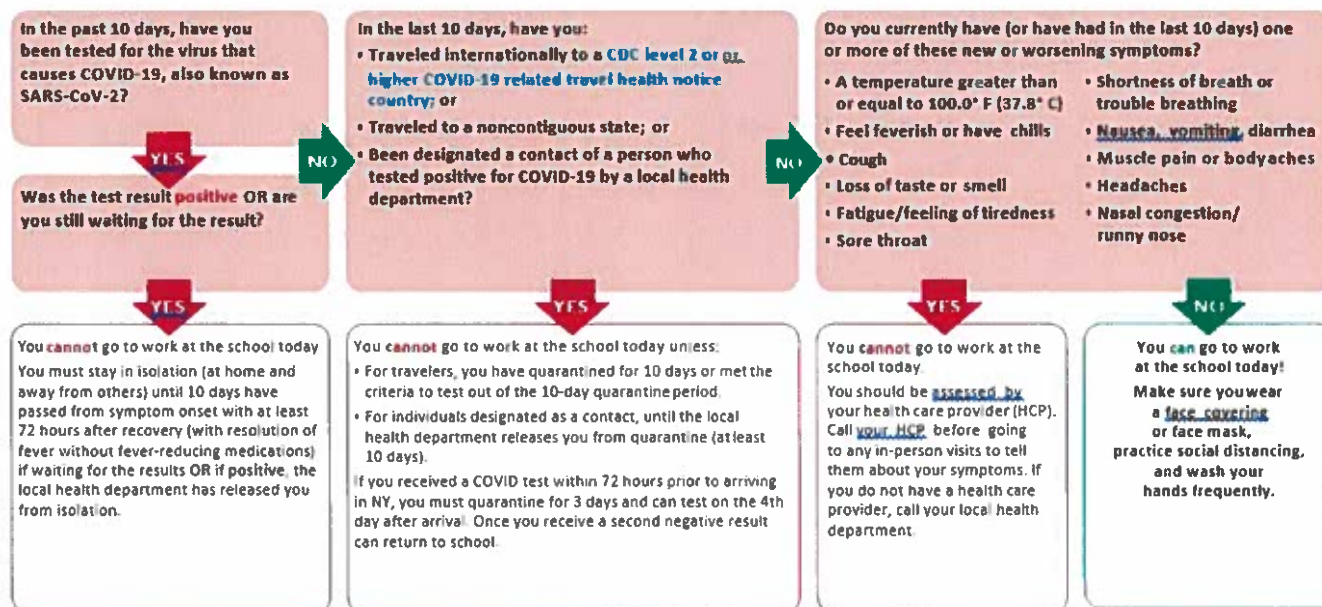
COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

February 2021 | A-2



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

Can I Go to Work at the School Today?



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

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

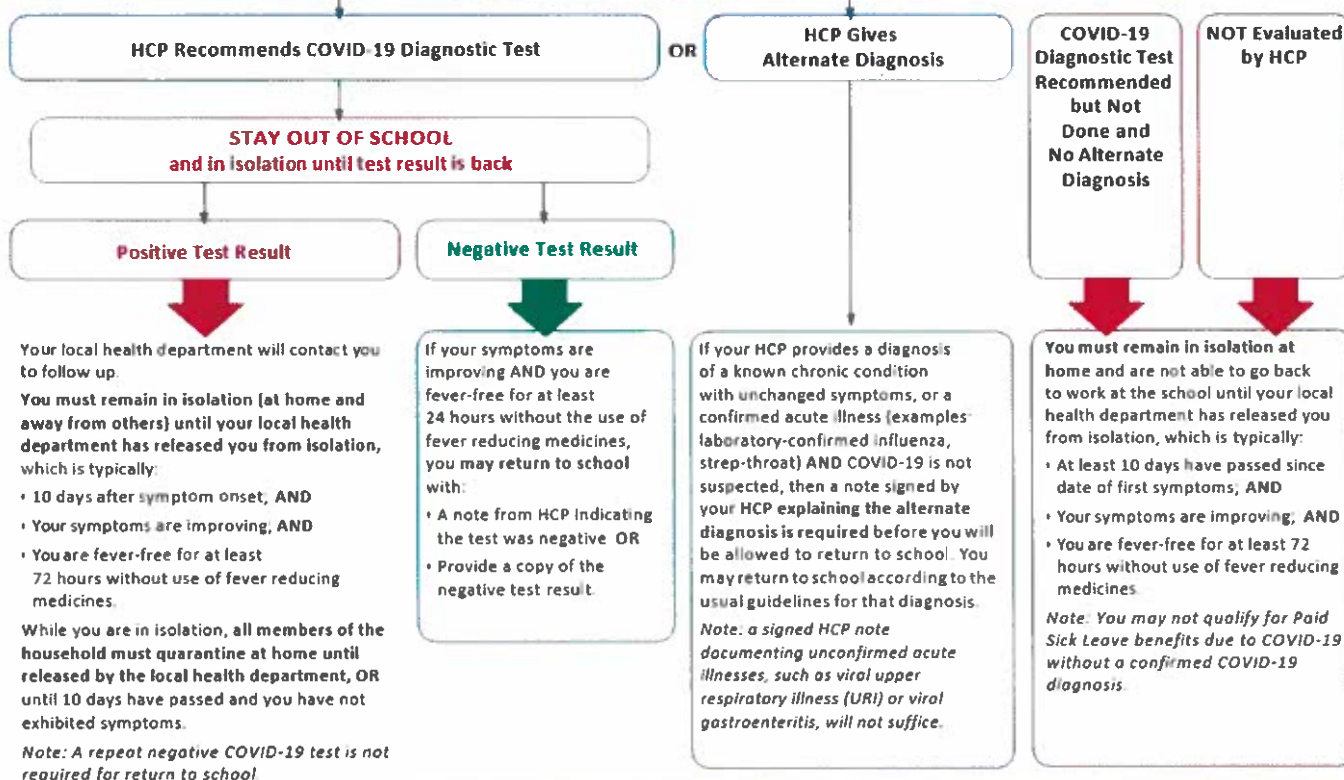
- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color – becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

February 2021 | B-1



I have COVID-19 symptoms. When can I go back to work at the school?

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



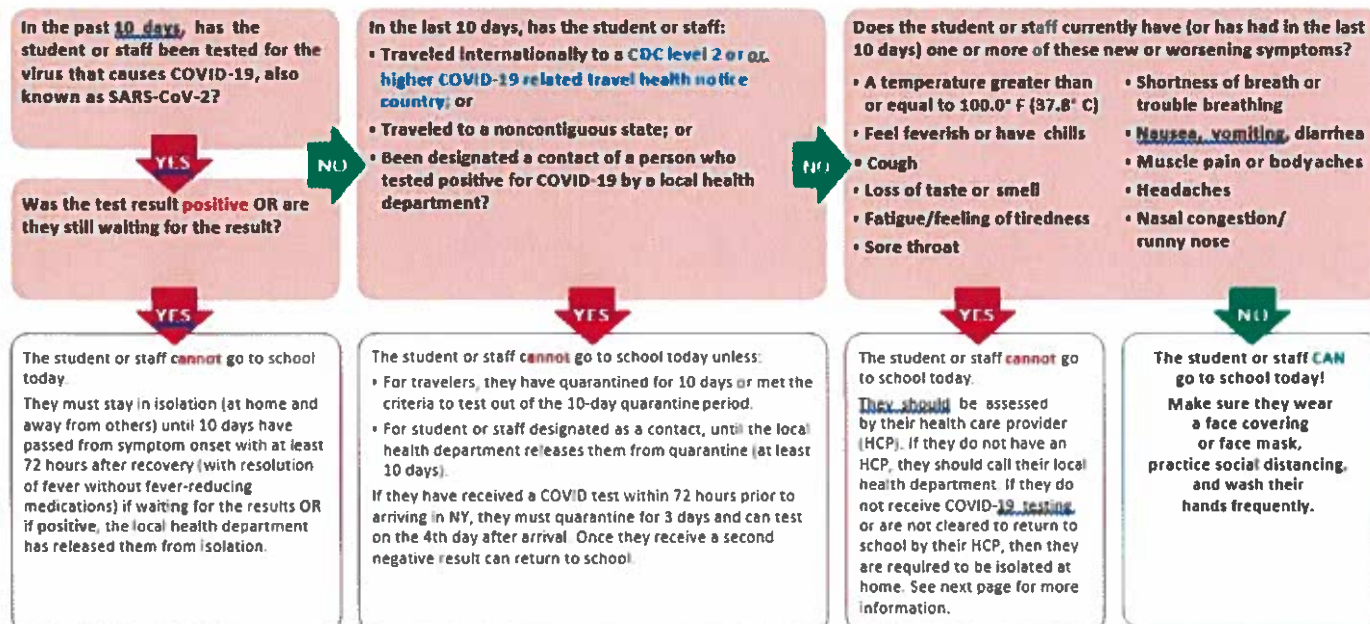
COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

February 2021 | B-2



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

COVID-19 Screening Flowsheet for Students and Staff



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

CALL 911 IF A STUDENT OR STAFF HAS:

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



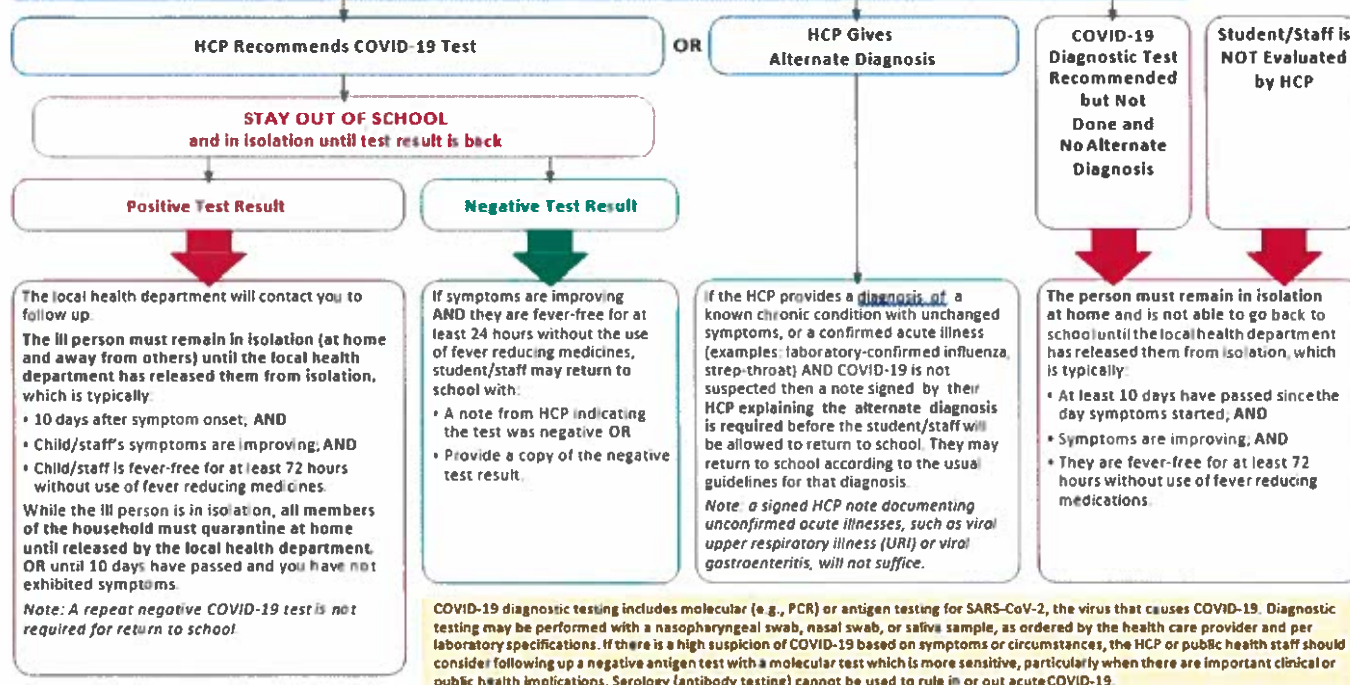
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

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

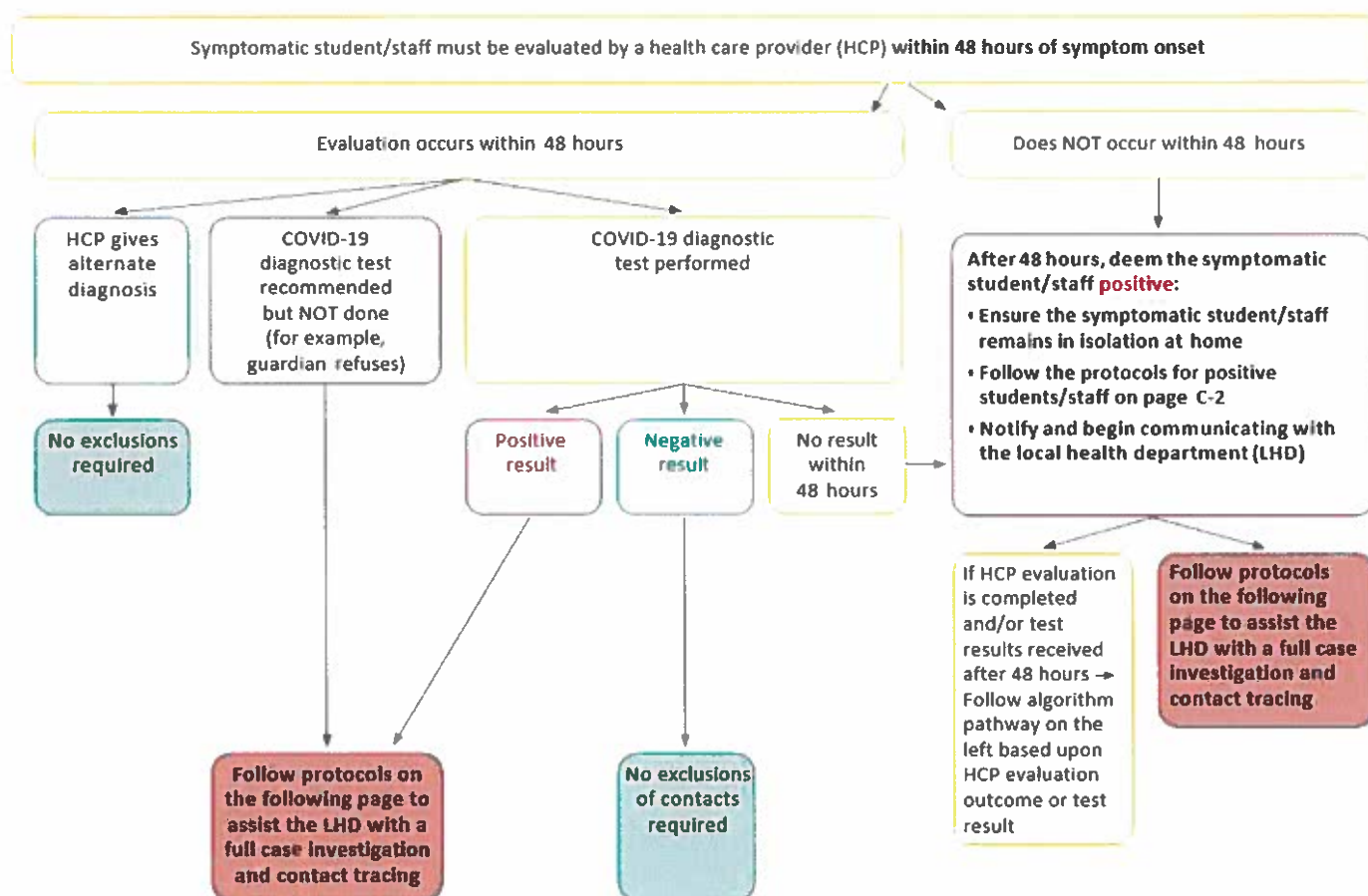
- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean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

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





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





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

Notify the local health department (LHD):

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

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

- School Principal
- Administrative Support Person
- Principal Designee

THEN

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

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

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

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

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

THEN

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

When to welcome back affected students/staff:

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

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

February 2021

C-4

Essential Employees Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

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

(Information removed due to confidential nature.)