

# 2023-24

## ***Plainview-Old Bethpage CSD District-Wide School Safety Plan***

### Phases of Disaster Management Cycle



*This District-wide School 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. This guidance document was written to assist school districts in their compliance efforts to meet the requirements of the Safe Schools Against Violence in Education Act (SAVE) and related legislation. This Plan should be customized as necessary to reflect individual school district's specific endeavors to achieve a safe school environment. This is a general overarching document that can be shared with the public and should be posted on the school district website by October 1<sup>st</sup> of each school year, as required by law. Parts of the Plan which may include names, contacts and personal information can be redacted for posting purposes. This Plan can also serve as an educational tool to help in-district personnel and the public to understand the 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.*

# Table of Contents

## DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement_____	4
Compliance Checklist_____	4
Safety Plan Regulatory Requirements_____	5
Elements of the District-Wide School Safety Plan Checklist_____	5-7
Public Health Emergencies – Communicable Disease_____	7
Remote Instruction Due to Emergency Conditions_____	8
Alyssa’s Law_____	8
School District Chief Emergency Officer_____	8
District-Wide School Safety Team_____	9
Responsibilities of the District-Wide School Safety Team_____	9
Building-Level Emergency Response Team_____	9-10
Prevention and Intervention Strategies/Risk Reduction_____	10
Training, Drills and Exercises_____	10-11
Implementation of School Security_____	11-12
Vital Educational Agency Information_____	12
Early Detection of Potentially Violent Behavior_____	12-13
Hazard Identification_____	13
Responses to Violence_____	13-14
Reporting_____	13
Investigation_____	13
Follow-up_____	14
Evaluation_____	14
Disciplinary Measures_____	14
Code of Conduct_____	14
Emergency Response Protocols Notification and Activation (Internal and External Communication)_____	14-16
Bomb Threats_____	16
Hostage Taking_____	16
Intrusions_____	16
Kidnapping_____	16-17
Responses to Acts of Violence (Implied or Direct Threats)_____	17
Responses to Acts of Violence (Actual)_____	17
Response Protocols_____	17

School Building Chain-of-Command Table	18
Emergency Assistance and Advice from Local Government	18
District Resources Use and Coordination	18
Protective Action Options	18
• School Cancellation	18
• Early Dismissal	18
• Evacuation	18
• Sheltering	18
○ Shelter-In-Place (Weather Related)	18
○ Generic (Non-Specific Bomb Threat)	18
○ Specific Bomb Threat	18
• Hold-In-Place	18
• Lockdown	18
• Lockout	18
National Terrorism Advisory System (NTAS)	19
Recovery – School District Support for Buildings	19
Disaster Mental Health Services	19
Threat Assessment	19-20
Forms and Recordkeeping	20
Appendix A	21
• Parents/Students/Staff Annual Notification	22-23
Appendix B	24
• District-wide School Safety Team Meeting Minutes and Attendance	25
Appendix C	26
• Suicide and Mental Health Resources	26-27
Appendix D	28
• Communicable Disease – Pandemic Plan	29-39
○ Essential Position Type	29
○ Telecommuting Protocol: Technology	35
○ Work Shift Modifications	36
○ Personal Protective Equipment (PPE) Protocol	36
○ PPE Plan for Storage/Access	36
○ Employee Exposure Protocol	37
○ Disinfection Protocol	37-38
○ Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine	38
○ Hours and Work Location Protocol	38-39
○ Emergency Housing Protocol	39
○ Department of Health Requirements	39
Appendix E	41
• Remote Instruction Plan and Student Access Survey	42-44
Appendix F	45
• Threat Assessment Guidance	46-48
○ Creating a Comprehensive Targeted Violence Prevention Plan	46-47
○ Enhancing School Safety Using a Threat Assessment Model	48

# ***District-Wide School Safety Plan***

## ***Plainview-Old Bethpage CSD***

### **Policy Statement**

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) 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 prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

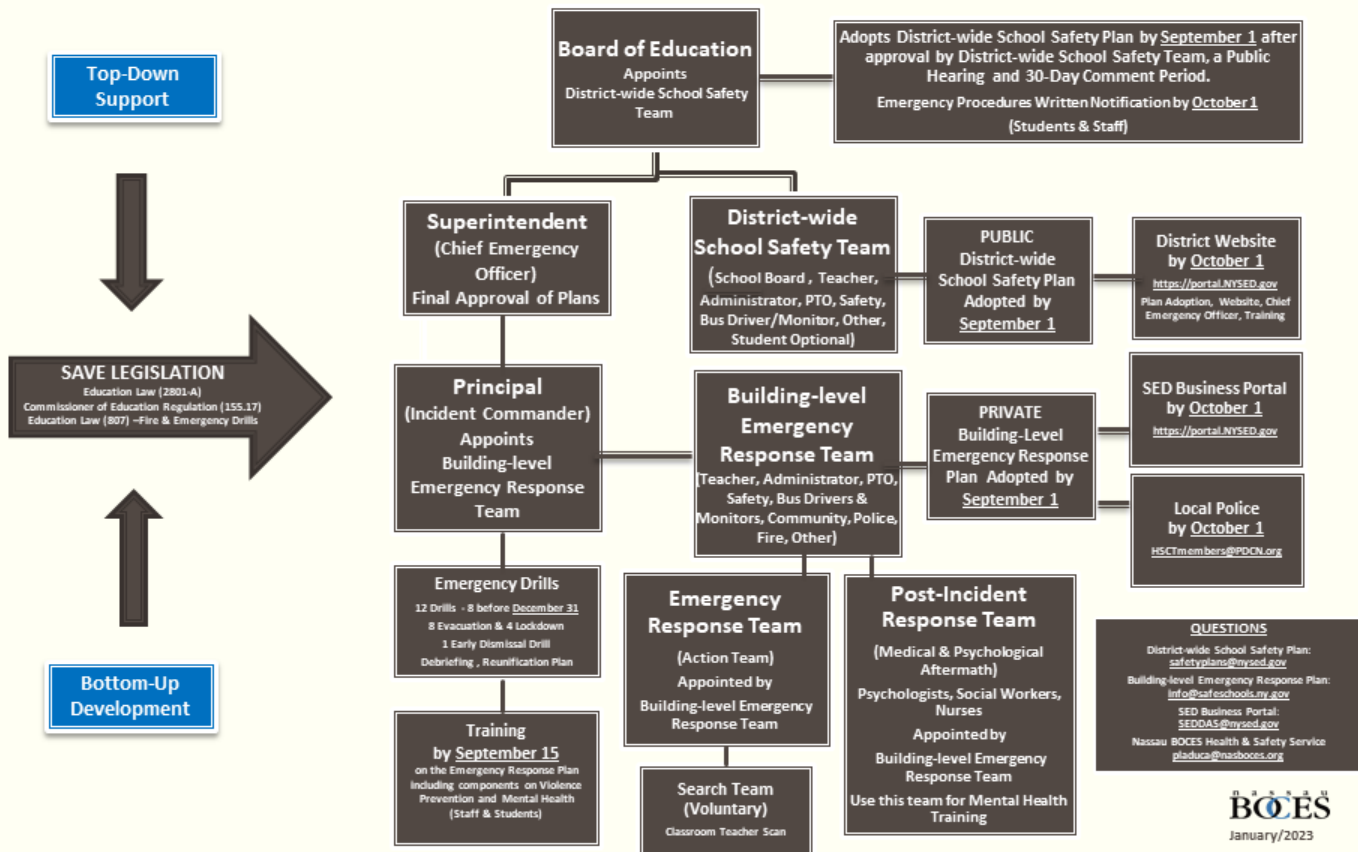
The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level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

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

<b>Compliance Checklist</b>	<b>Date Achieved</b>
Board of Education Appoints District-Wide School Safety Team	August 14, 2023
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	May 18, 2023
POB John F. Kennedy High School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
H.B. Mattlin Middle School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
Plainview-Old Bethpage Middle School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
Stratford Road Elementary School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
Pasadena Elementary School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
Judy Jacobs-Parkway Elementary School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
Old Bethpage Elementary School ERT approves Building-Level ERP/Enters in Portal	Jun 23, 2023/Oct 1, 2023
School Board has at least one public hearing on District-Wide School Safety Plan	July 5, 2023
School Board establishes 30-day public comment period	Jul 6, 2023 – Aug 4, 2023
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	August 14, 2023
District-Wide School Safety Plan posted on website. The URL is <a href="https://www.pobschools.org">https://www.pobschools.org</a>	July 6, 2023
All Building-Level Emergency Response Plans filed with local police	October 1, 2023
Written information on emergency procedures provided to all staff and students by October 1 <sup>st</sup>	August 30-31, 2023
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	September 15, 2023

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against. A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will ensure safety at the building-level and reduce potential for planned sabotage.

# Safety Plans - Regulatory Requirements



## Elements of the District-wide School Safety Plan: Compliance Checklist

### Policies and procedures for:

- ☐ responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)
- ☐ responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
- ☐ contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
- ☐ contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
- ☐ contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)
- ☐ the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

#### Prevention and intervention strategies, such as:

- ☐ collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited CR155.17(c)(1)(iii)
- ☐ nonviolent conflict resolution training programs CR155.17(c)(1)(iii)
- ☐ peer mediation programs and youth courts CR155.17(c)(1)(iii)
- ☐ extended day and other school safety programs CR155.17(c)(1)(iii)

#### Arrangements and/or Procedures during emergencies for:

- ☐ description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies\* CR155.17(c)(1)(v)
- ☐ the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law\* CR155.17(c)(1)(vi)
- ☐ the identification of district resources which may be available for use during an emergency\* CR155.17(c)(1)(vii)
- ☐ description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies\* CR155.17(c)(1)(viii)
- ☐ a system for informing all educational agencies within such school district of a disaster\* CR155.17(c)(1)(xviii)
- ☐ The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv)

#### Policies and Procedures relating to school building security, including, where appropriate:

The use of school safety or security officers and/or school resource officers:

- ☐ Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
- ☐ security devices or procedures CR155.17(c)(1)(xi)(b)
- ☐ **Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)
- ☐ **Strategies for improving communication** among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)
- ☐ A **description of the duties of hall monitors** and any other school safety personnel CR155.17(c)(1)(xvii)
- ☐ A **description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- ☐ A **description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- ☐ Protocols for **responding to state disaster emergencies involving public health**; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021
- ☐ The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)**



ensure staff understanding of the district-wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

**Policies and procedures for annual multi-hazard school safety training** for staff and students. 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.
- ☐ certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

**The district-wide safety plan must be available for public comment at least 30 days prior to its adoption.** CR155.17(3)(i)

- ☐ Such district-wide plans may be **adopted by the school board only after at least one public hearing** that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i)
- ☐ Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

### **Public Health Emergencies – Communicable Disease**

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

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

**Details on this Plan are included in Appendix D (Communicable Disease - Pandemic Plan).**

### **Remote Instruction Due to Emergency Conditions**

**Effective July 27, 2022**, Commissioner of Education Regulations 100.1, 155.17, and 175.5 have been amended to address remote instruction and its delivery under emergency conditions. If a school district would otherwise close due to an emergency, including but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the school district may remain in session and provide remote instruction. Commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure to include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5.

**Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity**

**Our Remote Instruction Plan and Student Access Survey can be found in Appendix E.**

### **Alyssa's Law**

**Effective June 23, 2022**, Education Law 2801-a is amended to require schools to consider installation of Silent Panic Alarms in any school when reviewing and amending school safety plans. A Panic Alarm system is a silent security signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

**The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on May 21, 2023.** It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

### **School District Chief Emergency Officer**

The Assistant **Superintendent of Student Services and Safety is the Chief Emergency Officer** and through designated personnel will provide:

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

**Superintendent of Schools: Mr. Christopher Donarummo**

**Address: 106 Washington Avenue, Plainview, NY 11803**

**Contact #: 516-434-3074**



## District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2023-24 school year on September 21, November 16, 2023 and February 15, March 21 and May 16, 2024. **Minutes will be kept for each meeting and attendance documented (see Appendix B).**

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Others including Bus Drivers and Monitors
- Student Representative (Optional)

## Responsibilities of the District-Wide School Safety Team

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

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

## Building-Level Emergency Response Team

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

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Bus Drivers and Monitors
- Community Members
- Law Enforcement
- Fire Officials
- 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.)

## **Prevention and Intervention Strategies/Risk Reduction**

**Program Initiatives in the School District include:**

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.
3. **Extended day** and other school safety programs.
4. **Youth-run** programs.
5. **Mentors** for students concerned with bullying/violence.
6. We have established the *Sandy Hook Say Something Anonymous Reporting Program*, an anonymous on-line reporting process for school violence and are investigating the on-line violence reporting system.
7. 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.
8. Access to School Safety Emergency Response Systems
9. The *GoGuardian: Safe Digital Learning for Schools* reporting system
10. The *Rave* mobile safety app in accordance with the Nassau County Police Department
11. *Raptor* Visitor Management System
12. The Plainview Fire Department conducts annual training in all school buildings.
13. Nassau County Homeland Security Action and Consequence Assemblies
14. We have implemented *PBIS* (Positive Behavior Intervention System).
15. District Mental Health Screenings
16. *FlySense* Vape Detectors for high school and middle schools.

## **Training, Drills and Exercises**

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

- Early Dismissal drill to test communication and transportation (parents to be notified one-week prior to 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.

**\* Persons in charge of after school events and programs will inform all attendees of building emergency procedures, including evacuation routes, prior to the beginning of the event.**

**Emergency Drills (Minimum Every School Year):**

EDUCATION LAW 807	
<ul style="list-style-type: none"> <li>• <b><u>12 Drills Total Required for School Year</u></b> <ul style="list-style-type: none"> <li>○ <b>4 Lockdowns and 8 Evacuations</b> <ul style="list-style-type: none"> <li>▪ <b>4 of the evacuation drills through secondary means of egress</b></li> <li>▪ <b>1 drill during lunch or assembly unless instruction is provided during lunch or assembly</b></li> </ul> </li> </ul> </li> <li>• <b><u>2 Additional Drills Required during Summer School</u></b> (1 during first week)</li> </ul>	
September	
October	<u>8 Drills by December 31<sup>st</sup></u>
November	
December	
January	
February	<u>4 Drills for</u>
March	<u>Remainder of</u>
April	<u>School Year</u>
May	
June	
July	
August	<u>2 Additional Drills During Summer School</u>

## Implementation of School Security

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

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

- Security guards and hall monitors receive mandatory compliance training plus individual training throughout the school year.

- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building must produce photo identification and will be questioned prior to entry into the building as to their business and if they have an appointment. All buildings utilize a 30-minute call ahead rule that parents and visitors must adhere to. If there is any question, the building principal will be consulted. If this has been confirmed, they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize the *Raptor* visitor management system. Upon entry into the building the visitor must show photo identification; then receives a photo identification that must be worn the duration of visit. Anyone in the building without a visitor identification is immediately questioned by building staff and the building administrator is informed.
- Video surveillance – Building Security Desks and District Command Center monitoring all CCTV systems.
- One-button lock-down system.
- *Rave* mobile safety app connected directly to Nassau County Police Department.
- NYS certified security guards.
- A designated Chief Emergency Officer.
- On-going security audits.
- Exterior Door Ajar notification system at all elementary schools.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

### Vital Educational Agency Information

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

### Early Detection of Potentially Violent Behavior (Information & Training)

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

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

Other methods for informing parents and students include:

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

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

## **Hazard Identification**

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

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

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

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

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

### **Reporting:**

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

- Report it to the Police Department – 911 will always be utilized as the first emergency contact method.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

### **Investigation:**

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

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

**Follow-up:**

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

**Evaluation:**

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

**Disciplinary Measures:**

*The Plainview-Old Bethpage Central School District Code of Conduct* will be the basis for determining the appropriate disciplinary measures that may be necessary.

**Code of Conduct:**

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on August 15, 2022, made available and posted on our website.

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

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

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

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



School-Principal	Phone	Fax	E-Mail
JFK High School, Principal-Dr. Heather Dvorak	516-434-3125	516-937-6433	TBD
H.B. Mattlin Middle School-Dr. Joseph Coladonato, Principal	516-434-3250	516-937-6431	JColadonato@pobschools.org
POB Middle School- Kerry Farrell, Principal	516-434-3317	516-349-4777	kfarrell@pobschools.org
Stratford Rd. Elementary School-Christina Psihogios, Principal	516-434-3389	516-937-6347	cpsihogios@pobschools.org
Pasadena Elementary School-Karen Heitner, Principal	516-434-3451	516-937-7291	KHeitner@pobschools.org
Judy Jacobs Parkway Elementary School-Joanna Clampitt, Principal	516-434-3358	516-349-4380	jclampitt@pobschools.org
Old Bethpage Elementary School-Suzanne Gray, Principal	516-434-3419	516-756-3204	sgray@pobschools.org
Non-Public School: AHRC Brookville Center-Stanford Perry, Executive Director	516-626-1075	516-626-1493	sperry@ahrc.org
Non-Public School: Anderson Center for Autism-Sharon West, Resident Mgr.	845-889-4034	N/A	swest@andersoncares.org
Non-Public School: BOCES, Iris Wolfson High School-Lisa Paolucci, Principal	516-626-6710	516-626-3826	lpaolucci@nasboces.org
Non-Public School: BOCES, Career Prep High School-Easton Hazel, Principal	516-629-4400	516-546-6357	ehazel@nasboces.org
Non-Public School: BOCES, Carman Road School-Jeannine Stutz, Principal	516-608-6200	516-541-7368	jstutz@nacboces.org
Non-Public School: BOCES, Center Comm. Adj. NET- Chris Korolczuk, Principal	516-396-2900	516-396-2990	ckorolczuk@nasboces.org
Non-Public School: BOCES, James E. Allen Jr./Sr. High-Martin Hearney, Principal	631-549-5580	631-623-4933	mhearney@wsboces.org
Non-Public School: BOCES, Jerusalem Ave. School-Shaundrika Grey, Principal	516-608-6300	516-608-6314	sgrey@nasboces.org
Non-Public School: BOCES, Robert Williams School-Michele Cohen, Principal	516-483-7300	N/A	mcohen@nasboces.org
Non-Public School: BOCES, Rosemary Kennedy-Matthew Zegers, Principal	516-396-2600	516-781-0733	mzegers@nasboces.org
Non-Public School: BOCES, Seaman Neck School-Christine Nardi, Principal	516-719-6000	516-783-9155	cnardi@nasboces.org
Non-Public School: Chaminade High School-Bro. Joseph D. Bellizzi, Principal	516-742-5555	516-742-1989	GeneralMail@chaminade-hs.org
Non-Public School: Churchill School-Jason Wallin, Principal	212-722-0610	212-722-1387	jwallin@churchillschoolnyc.org
Non-Public School: Crestwood Country Day School, Stephanie Steiner, Admin	631-692-6361	N/A	stephanie@crestwoodcamps.com
Non-Public School: DDI Huntington-Lauren Saxon, Transportation Coord.	631-266-4430	631-925-5661	Lauren.saxon@DDI.ny.org
Non-Public School: DDI Smithtown-Michelle Sciarra, Director	631-266-2917	631-366-2997	Michelle.sciara@DDI.ny.org
Non-Public School: East Woods School, Laura Kang, Administrator	516-922-4400	516-922-2589	lkang@eastwoods.org
Non-Public School: Fusion Academy-Tiffany Belferder, Head of School	516-364-5414	516-364-5906	tbelferder@fusionacademy.com
Non-Public School: Hagedorn Little Village-Dr. Jon Feingold, Executive Director	516-520-6047	516-796-6341	Jon.feingold@littlevillage.org
Non-Public School: Hagedorn Little Village-Ms. Patti Pizza, Principal	516-520-6000	516-796-6341	Patricia.Pizza@littlevillage.org
Non-Public School: HANC Uniondale-Eli Slomnicki, Principal	516-538-8161	516-489-1142	eslomnicki@hanc.org
Non-Public School: Harmony Heights-Kathryn Nastri, Executive Director	516-922-6688	516-922-6126	kathy.nastri@harmonyheights.org
Non-Public School: Henry Viscardi-Angelo Zegarelli, Head of School	516-465-1695	516-465-3766	azegarelli@henryviscardischool.org
Non-Public School: Holy Child-Tara Presti, Principal	516-626-9300	N/A	tpresti@hcali.org
Non-Public School: Holy Trinity High School, James Grillo, Principal	516-433-2900	516-433-2827	jgrillo@holyltrinityhs.org
Non-Public School: Huntington Montessori-	631-385-3388	631-385-8517	
Non-Public School: Kellenberg High School-Brother K. Hoagland, Principal	516-292-0200	516-292-0877	khoagland@kellenberg.org
Non-Public School: LI Lutheran High School-Jessica Raba, Principal	516-626-1700	516-622-7459	jraba@luhi.org
Non-Public School: LI School for the Gifted-Dr. P. Geyer Principal	631-423-3557	631-423-4368	info@lisg.org
Non-Public School: Mercas Academy-Rabbi Kalman Fogel, Principal	516-681-5922	516-681-8351	rabbifogel@hanc.org
Non-Public School: Mercas Academy-Karen Berkowitz, Office Manager	516-681-5922	516-681-8351	kberkowitz@hanc.org
Non-Public School: NS Hebrew Academy H.S., Ava Gerson, Principal	516-487-2424	516-487-6663	agerson@nshahs.org
Non-Public School: OLM Academy, Syosset, Kevin Boody, Transp. Coord.	516-921-1047	516-921-3634	pleibman@olma.org
Non-Public School: Portledge School, Simon Owen-Williams, Head of School	516-750-3301	516-671-2039	sowenwilliams@portledge.org
Non-Public School: Sacred Heart Academy, Jean Amore, Principal	516-483-7383	516-483-1016	samore@sacredheartacademyli.org
Non-Public School: Shelter Rock Academy, Allison Barshak, Principal	516-305-8881	N/A	abarshak@herricks.org
Non-Public School: Solomon Schechter, Dr. Rabbi Cantor Scott Sokol, Head of School	516-539-3700	516-539-3685	transportation@schechterli.org
Non-Public School: South Side High School, John Murphy, Principal	516-255-8947	516-763-0914	jmurphy@rvcschools.org
Non-Public School: St. Anthony's High School, Br. David Migliorino, Principal	631-271-2020	631-351-1507	officeofthepincipal@stanthonys.org
Non-Public School: St. Dominic High School, Dr. Ronald Martorelli, Principal	516-922-4888	516-922-4485	rmartorelli@stdoms.org
Non-Public School: St. Edward Confessor-Vincent Albrecht, Principal	516-921-7767	516-436-0001	Valbrecht5571@stedwardconfessor.org
Non-Public School: St. Elizabeth Regional-Leeann Graziose, Principal	516-785-5709	N/A	LGraziose@steas.com
Non-Public School: St. Patrick's School, Huntington, Maureen McDade, Prin.	631-385-3311	631-673-4609	smcdade@stpathunt.org
Non-Public School: The Summit School, Upper, Tara Pino, Dir. Of Transp.	718-264-2931	718-969-4073	tpino@summitqueens.com
Non-Public School: Trinity Lutheran School, Mary-Elaine Leake, Principal	516-931-2211	516-931-6345	mleake@TrinityLI.org
Non-Public School: UCP of NC, Karen Geller-Hittleman, Principal	516-378-2000 X215	516-378-3791	kgeller-hittleman@cpnassau.org
Non-Public School: Upper Room Christian School-Dr. Gregory Eck	631-242-5359	N/A	geck@urcs.org
Non-Public School: Village School of Great Neck-Stephen Goldberg, Principal	516-441-4900	516-441-4909	sgoldberg@greatneck.k12.ny.us
Non-Public School: Vincent School, John Baldi, Head of School	516-365-4900	516-627-5648	jbaldi@vincentsmithschool.org
Non-Public School: Waldorf School of Garden City, Susan Braun, School Admin.	516-742-3434	516-742-3457	brauns@waldorfgarden.org
Non-Public School: Winston Prep, Lauren Gallo, Administrator	631-779-2400	631-390-0120	lgallo@winstonprep.edu

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 (School Messenger). However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

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

### **Bomb Threats:**

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

### **Hostage Taking:**

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

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

### **Intrusions:**

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

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

### **Kidnapping:**

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

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.

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

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

Response actions in individual buildings will include:

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

### **Responses to Acts of Violence (Actual)**

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

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

### **Response Protocols**

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

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

## School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
POBJFKHS (High School)	Heather Dvorak, Principal	Philip Farrelly, Asst. Principal	TBD, Asst. Principal
POBMS (Middle School)	Kerry Farrell, Principal	Brian Ciampo, Asst. Principal	Dorothy Drexel, Asst. Principal
MMS (Middle School)	Joseph Coladonato, Principal	Regina Buck, Asst. Principal	Christine Krowles, Asst. Principal
Stratford Road Elem. School	Christina Psihogios, Principal	Lynn Winters, Asst. Principal	Caleigh O'Dwyer, Asst. Principal
Pasadena Elem. School	Karen Heitner, Principal	Jodi Marchese, Asst. Principal	
Parkway Elem. School	Joanna Clampitt, Principal	Stephanie Yohe, Asst. Principal	
Old Bethpage Elem. School	Suzanne Gray, Principal	Kristin Seidel, Asst. Principal	

### Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

### District Resources Use and Coordination

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

### Protective Action Options

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

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

## National Terrorism Advisory System (NTAS)

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

### **Bulletin:**

Describes current developments or general trends regarding threats of terrorism.

### **Elevated Threat Alert:**

Warns of a credible terrorism threat against the United States.

### **Imminent Threat Alert:**

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

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

## Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee: Dr. Mary O'Meara, Superintendent of Schools
- School Business Official: Dr. Christopher Dillon, Assistant Superintendent, Business
- Director of Facilities: Mr. Andrew Ward, NYS Director of Facilities III
- Chief Emergency Officer: Mr. Christopher Donarummo, Assistant Superintendent, Student Services and Safety
- Food Service Director: Ms. Karen Ball, District Food Service Director (Whitson's Food Service)
- Head Nurse: Ms. Karen Goldberg, Nurse Coordinator
- Administrator: Dr. Vince Mulieri, Assistant Superintendent, Human Resources
- Administrator: Dr. James Bolen, Assistant Superintendent, Curriculum

## Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

## Threat Assessment

Threat Assessment is a fact-based investigative and analytical approach that:

- Focuses on what a particular student is doing and saying; and
- Not on whether the student "looks like" those who have attacked schools in the past.
- Threat assessment emphasizes the importance of such behavior and communications for identifying, evaluating, and reducing the risk posed by a student who may be thinking about or planning for a school-based attack.

### **The Six Principles of Threat Assessment:**

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

Please see the following documents and **Appendix F** for further Threat Assessment guidance:

*Enhancing School Safety Using a Threat Assessment Model*; United States Secret Service, 2018. [Enhancing School Safety Using a Threat Assessment Model \(cisa.gov\)](https://www.cisa.gov/enhancing-school-safety-using-a-threat-assessment-model)

*Averting Targeted School Violence*; United States Secret Service, 2021. [USSH Averting Targeted School Violence.2021.03.pdf \(secretsservice.gov\)](https://www.secretservice.gov/USSS-Averting-Targeted-School-Violence-2021-03.pdf)

### **Forms and Recordkeeping**

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose and can be obtained on the **Nassau Schools Emergency Planning Consortium Website** at:

[www.nassauschoolemergency.org](http://www.nassauschoolemergency.org) under the **Safety Plans** tab.



## **APPENDIX A**

### **Parents/Students/Staff Annual Notification**

## PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT EMERGENCY PLANNING • A GUIDE FOR PARENTS/STUDENTS/STAFF

The Plainview-Old Bethpage Central School District have always been serious about being prepared for emergencies. Each year, the District's entire Emergency Plan is reviewed and updated to meet New York State regulations. The plan addresses an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

When an emergency occurs, the first and foremost concern of every staff member is the safety of the children in our care. This guide provides a brief description of how the school district will manage an emergency and how parents can support those vital efforts.

### GENERAL INFORMATION:

The Plainview-Old Bethpage Central School District has established a **District-Wide School Safety Plan (which is posted on our website at [www.pobschools.org](http://www.pobschools.org))** and a **Building-Level Emergency Response Plan** for each School Building in the District. **The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public.** Each of these plans is coordinated with police, fire and other officials in the county and state-wide agencies.

### WHAT ARE THE SCHOOL SECURITY PROCEDURES?

All doors that lead to the outside are locked when school is in session. In order to enter the building, the parent/visitor may only enter through the main entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or designee. Unauthorized persons will be asked to leave. School personnel are required to wear photo ID badges for identification purposes. Children are instructed to look for these ID badges. Visitors are required to wear a temporary badge which indicates an individual is an authorized visitor.

### HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

The Superintendent of Schools or Designee may implement one of the following emergency response procedures:

1. **Go-Home-Early:** Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family/guardians, and identify students with special needs. **No student will be released to an empty home.**
2. **Shelter:** Keeps students and staff in their buildings in a secure location when it is safer to stay inside than go out. Generally, sheltering is for a short time until it is safe to either evacuate to another building, or to send students home. However, the District is prepared to shelter students as long as necessary. This option may even be utilized during a bomb threat if specific procedures are followed.
3. **Evacuation:** Requires all building occupants to leave the building and go to a pre-determined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. It could also mean going to the evacuation site with the intention to be **transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
4. **Lockout:** A lockout is a procedure which allows the school to continue with a normal day inside the building, but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. **Students will not be released to parents/guardians when a lockout is in progress.**
5. **Lockdown:** A lockdown of the building requires all students and staff to remain in the room that they are in, lock all doors and stay out of sight. Students and staff that are in the hallway are to go to the nearest classroom. The presence of an intruder is one reason to invoke this type of response. The only way a lockdown can end is by emergency responders physically releasing all locations that are locked down. **Students will not be released to parents/guardians when a lockdown is in progress.**
6. **Hold-in-Place:** A Hold-in-Place requires students and staff to remain in classes and offices, out of the affected area until the situation can be rectified. A situation that could warrant this would be an injured student or staff member requiring medical attention. **Students will not be released to parents/guardians when a hold-in-place is in progress.**

### WHAT KIND OF EMERGENCIES DOES THE SCHOOL DISTRICT'S EMERGENCY PLAN ADDRESS?

- Criminal offenses such as bomb threats, kidnapping or violent behavior
- Natural hazards such as severe weather
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member
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### **ARE THERE EMERGENCY PLANNING DRILLS?**

**Yes**, New York State regulations require school districts to test their emergency plans in each school building through exercises and drills. Parents/guardians will be informed of these drills, without specific details, to ensure safety.

### **SHOULD I PICK UP MY CHILD AT SCHOOL DURING AN EMERGENCY?**

**Not unless directed to do so.** While every parent's natural instinct in an emergency is to go to the school to protect his/her own child, it is important to realize that doing so may significantly affect the District's ability to respond to the situation. For example, cars driving up to the building will restrict access by emergency vehicles that are responding to the emergency, or school buses that are loading children to evacuate them or take them home. The building's staff will be actively working to ensure the safety of all students. It may seem logical that every student taken home by a parent reduces the responsibility of the staff, but in a fast moving situation that requires a great deal of careful coordination and communication, it actually makes the critical task of keeping track of students more difficult.

### **HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?**

An area will be designated for parents to pick up students. Photo identification must be shown in order for a student to be brought to the reunification area.

### **WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?**

Every school building has a plan of action to evacuate any student with special needs.

### **WHERE CAN I GET INFORMATION DURING AN EMERGENCY?**

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you through automated calling systems and our website. The schools have every child's emergency contact information that they have readily available for emergencies. Other sources of information include the PTA Presidents. School officials may utilize the parent organizations to activate their phone chains. TV News 12 and local media will also be utilized.

### **WHAT CAN I DO TO PLAN AHEAD?**

The two most important things you can do are:

1. **Make sure your child's school has the most up-to-date emergency contact information.**
2. **Review with your child any alternative arrangements you have made in case an emergency prevents you from being home.**

### **PRINCIPAL'S TELEPHONE NUMBERS:**

POB John F. Kennedy HS	Dr. Heather Dvorak, Principal	516-434-3125
Plainview-Old Bethpage MS	Ms. Kerry Farrell, Principal	516-434-3308
H.B. Mattlin MS	Dr. Joseph Coladonato, Principal	516-434-3250
Stratford Road ES	Ms. Christina Psihogios, Principal	516-434-3389
Pasadena ES	Ms. Karen Heitner, Principal	516-434-3451
Judy Jacobs-Parkway ES	Ms. Joanna Clampitt, Principal	516-434-3358
Old Bethpage ES	Ms. Suzanne Gray, Principal	516-434-3419

### **Plainview-Old Bethpage CSD**

**Superintendent, Dr. Mary O'Meara (516) 434-3000**

**Assistant Superintendent, Mr. Christopher Donarummo, Office of Student Services & Safety (516) 434-3074**

## **APPENDIX B**

### **District-wide School Safety Team Meeting Minutes and Attendance**

**Sample School District**  
**District-wide School Safety Team Meeting Attendance and Minutes**  
**September 21, 2023**

**Required Attendance**

<b>Representatives</b>	<b>Name</b>	<b>Absent/Present</b>
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Organization		
School Safety Personnel		
Others Including Bus Drivers & Monitors		
Student (Optional)		

**Additional Attendance**

<b>Organization or School</b>	<b>Name</b>	<b>Title</b>

**Agenda**

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

**Minutes**

## APPENDIX C

### Suicide Prevention & Mental Health Resources

What Every Teacher Needs to Know: Recognizing Suicide Risks in Students (see example on next page)  
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf>)

A Guide to Suicide Prevention in New York Schools  
(<https://www.preventsuicideny.org/wp-content/uploads/2019/08/SchoolsSuicidePreventionGuide.pdf>)

School Mental Health Resource Training Center  
(<https://www.mentalhealthdny.org/>)

Suicide Prevention: Classroom Talking Points  
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SP-in-the-Classrooms-Bleed-File.pdf>)

National Alliance on Mental Illness in New York State  
(<https://www.naminys.org/>)

NYS Education Department and NYS Center for School Safety Training module to meet the requirements for annual safety plan training to be completed by September 15<sup>th</sup> as required by the SAVE legislation can be viewed at:

[Annual Safety Login | nyscfss.org](https://nyscfss.org)



## IF YOU NOTICE ANY OF THESE WARNING SIGNS, TAKE ACTION!

Signs that a student may be at risk include the following F-A-C-T-S:

- **FEELINGS** like expressing hopelessness about the future, seeming sad and unhappy, being anxious and worried, or getting angry and aggressive.
- **ACTIONS** like withdrawing from activities or friendships, doing risky, dangerous things like drinking & driving, or researching ways to die online.
- **CHANGES** in the normal mood and behavior of your student. In some ways, this may be what is easiest for you to notice. If you observe changes that concern you, reach out to others in the student's life (i.e., parents, teachers, friends, religious leaders, etc.) to see if they've also noticed changes.
- **THREATS** are sometimes direct like "I'd rather be dead". They can also be vague like "I just don't care about anything anymore."
- **SITUATIONS** are events that can serve as triggers for the suicidal behavior. These can include things like getting into trouble at home or school or with the law, experiencing some type of loss or facing a life change that may be too overwhelming for the student to deal with on their own.

### SUICIDE IS PREVENTABLE.

By taking time to notice and reach out to someone you feel is at risk, **you** can be the beginning of a positive solution.



Office of  
Mental Health

## WHAT EVERY TEACHER NEEDS TO KNOW:

*Recognizing Suicide  
Risk in Students*



www.PreventSuicideNY.org

**Youth Suicide Prevention  
is Everyone's Business!**

# YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

Are there more requirements, more testing, and less time for you to think—let alone plan?

Are you expected to take more responsibilities for your students, even when they are more challenging and when some of them may be at-risk for suicide?

### Did you know that according to national data:

*Almost 30% of 9th through 12th grade students have felt so sad or helpless during the course of an academic year that they couldn't do the things they normally do?*

*Or that there has been a dramatic rise in the suicide attempt rate for 10 to 14 year olds?*

*Or that suicide is the 2nd leading cause of death for youth in New York State?*



### Who are these kids?

**They're sitting in your classrooms every day.**

Although your job is to teach them, not diagnose them, there are ways that can help you better identify these struggling students and get them to someone who is trained to make a more complete assessment of their needs. Students who are thinking about suicide are not concentrating on school work; they are often preoccupied with problems that seem overwhelming and unsolvable.

*Your role in this process is critical but very limited and is often the first step in getting students the help they need.*

### So how do you accomplish this?

By doing what you do best—simply paying attention to your students and knowing where to send them in your school if you notice anything that concerns you.

The majority of those students who are thinking about suicide show direct or indirect warning signs. These are things that reflect a change in the student's behavior, attitude or feelings from as little as two weeks ago.

Some common warning signs are listed on the back panel of this brochure. If you see any of these, your responsibility is to get that student to the appropriate resources in your building.

**Remember, your job isn't to figure out what the problem is— it's simply to get this student help.**

Be sure to follow up with that resource person to ensure action is being taken and check in with the student to see how things are going. If you continue to be concerned, let that resource person know.

*Suicide risk doesn't immediately disappear once an intervention is made, so keep your eyes open!*

Noticing and referring potentially at-risk students are only the beginning of the suicide prevention equation. Equally important is your role in encouraging students to seek help if they have a problem and to turn to a trusted adult for support.

Help-seeking is called a protective factor, the kind of thing that can buffer us from life stressors.

The single most important protective factor for youth is a relationship with one trusted adult. As you know too well, many of your students may not have very supportive situations outside of school, so their trusted adult is often someone in their school community.

### What does it take to be a trusted adult to a student?

Here's how students describe it:

- Making time to talk, even if your schedule is tight
- Taking my concerns seriously, no matter how trivial they seem
- Not telling me "it will be better tomorrow"
- LISTENING! Recognizing you probably can't fix what I'm worried about but just listening to me talk about it can help
- Being honest if you think you have to tell someone else about my problem
- Taking action when it's necessary
- Remembering what we talked about and asking me about it later

When you review this list, you'll probably find that these are the same things you look for in someone to whom you turn for help— it's no different! While simply listening to a student talk about suicide can be very difficult, remember, it's the first step in the process.

*That critical next step is getting that student to the resources in your school that can offer more help!*

## **APPENDIX D**

### **Communicable Disease - Pandemic Plan**

## **2801-a (2)(m) District-wide Safety Plan:** **Protocols for a State Disaster Emergency Involving a Communicable Disease**

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020, as amended by Chapter 30 of the Laws of 2021 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of [section 2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. As a result of this change, the Board of Regents adopted amendments to Commissioner’s Regulation §155.17 in April 2021, that were that were made permanent at the July 2021 meeting of the Board of Regents.<sup>1</sup>

Pursuant to the amendments to New York Education Law §2801-a and Commissioner’s Regulation §155.17, the district-wide school safety team should incorporate required continuation of operations components in the District-wide School Safety Plan. Amendments to the District-wide School Safety Plan must be made available for public comment at least thirty (30) days prior to adoption and may be adopted by the school board (or governing body) only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

*a.) A list and description of the types of positions considered essential in the event of a state-ordered reduction of in-person workforce as a result of a state disaster emergencies involving public health. Such designation may be changed at any time in the sole discretion of the employer.*

*Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes; check-ins with students and technology delivery systems; staff providing mental health or technology services; business staff for continued operations, and other staff providing services to students.*

<b><u>Essential Position Type</u></b>					
POSITION	ESSENTIAL WORKER?	DESCRIPTION	JUSTIFICATION	IN-PERSON WORK SHIFT BASED ON 6-DAY CYCLE	PROTOCOL
Superintendent	Yes	Chief administrative officer of the school district	Responsible for overseeing in-person and remote operations of the district.	Day 2 & 4	Access designated programs on District-issued device, remote access to on-site programs via VPN  access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of

<sup>1</sup> See April 2021 Regents Meeting Agenda Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/421p12a1.pdf> and July 2021 Regents Meeting Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/721brca9.pdf>

					paperwork/forms that need signatures.
Assistant Superintendents	Yes	Responsible for all aspects of the following depts: Business, Human Resources, Curriculum & Instruction and Student Services and Safety.	Responsible for overseeing the human resource, instructional, business and health & safety of in-person and remote operations of the district.	Day 1 & 5 or 3 & 6	Access to designated programs on District-issued device, remote access to on-site programs via VPN  access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Confidential Clerical	Yes	Performs highly confidential and responsible correspondence for Supt., Asst. Supt's. related to Business, Human Resources, Curriculum and Student Services and Safety departments.	Responsible for supporting the essential clerical needs of the district.	Day 1 & 5, 2 & 4 or 3 & 6	Access to designated programs on District-issued device, remote access to Wincap via VPN access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Directors	Yes	Responsible for the administration and supervision of the following programs: Pupil Personnel Services, Music, Art & Digital Instruction, Physical Education, Guidance.	Responsible for overseeing the remote instructional program for the district.	Day 1 & 6	Access designated programs on District-issued device, remote access to on-site programs via VPN access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Chairpeople	Yes	Assist in curriculum development and modifications in order to implement NYS Standards and Assessments. In addition, the Department Chair is to assist in supervising staff, instructional programs, and other administrative functions.	Responsible for overseeing the remote instructional program for the district.	Day 3 & 5	Access designated programs on District-issued device, remote access to on-site programs via VPN  access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Principals	Yes	Responsible to the Superintendent for the total operation of the	Responsible for overseeing the in-person and remote operations of the school.	Day 2 & 4	Access designated programs on District-issued device,



		school, and to the respective Assistant Superintendents for instructional, personnel and financial matters.			remote access to on-site programs via VPN  access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Assistant Principals	Yes	Responsible to the Principal for the total operation of the school	Responsible for overseeing the in-person and remote operations of the school.	Day 1 & 5 or 3 & 6	Access designated programs on District-issued device, remote access to on-site programs via VPN  access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Teachers	No	To plan, organize and implement an appropriate instructional program that guides and encourages students to develop and fulfill their academic potential.	N/A	N/A	Access designated programs and resources on District-issued device, assurance of sustainable internet service, Digitization of instructional materials, and other resources.
Clericals	Yes	Provides a wide variety of tasks in administrative offices and school buildings for daily operations.	Responsible for supporting the essential clerical needs of the district.	Day 1 & 5, 2 & 4 or 3 & 7	Access designated programs on District-issued device, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures, and other documents.
Special Education Aides	No	Assists schoolteachers in the performance of their teaching functions by performing varied duties associated with teaching process	N/A	N/A	Access designated programs and resources on District-issued and/or personal devices, assurance of sustainable internet service, Digitization of instructional materials, and other resources.
Building Aides	No	Supervision of children and the maintenance of order in the lunchroom, hallways, playground and all-purpose room	N/A	N/A	Access to district e-mail and availability via phone.

Guidance Counselors	Yes	Responsibility of focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success.	Responsible for monitoring academic progress and supporting the social/emotional needs of students.	Day 2, 4 or 6	Access designated programs and resources on District-issued device, assurance of sustainable internet service, Digitization of guidance records, paperwork, and other resources.
Social Workers	Yes	Uses social work methods to enhance the child's functioning in the learning process.	Responsible for supporting the social/emotional needs of students.	Day 1, 3 or 5	Access designated programs and resources on District-issued device, assurance of sustainable internet service, Digitization of student records, paperwork, and other resources.
Psychologists	Yes	Trained professionals who work to identify, address and overcome learning and behavioral needs in school-aged children.	Responsible for supporting the social/emotional needs of students.	Day 2, 4 or 6	Access designated programs and resources on District-issued device, assurance of sustainable internet service, Digital access to paperwork/forms, and student records.
Nurses	Yes	Performs nursing services to students and emergency treatment of student and employee health problems. Maintains health records and administers first aid.	Responsible for supporting the health needs of essential workers and supporting a testing program if required during closure.	Day 1, 3 or 5	Access designated programs and resources on District-issued device, assurance of sustainable internet service, Digital access to paperwork/forms, and student medical records/history.
Security Guards	Yes	Patrols and protects school buildings.	Responsible for ensuring the health & safety of essential workers within the district and for delivering instructional material and meals throughout the district.	Day 1, 3 & 5 or 2, 4 & 6	Access to district e-mail and availability via phone.
Director of Facilities	Yes	Responsible and oversees all maintenance, grounds, and capital projects for all buildings.	Responsible for overseeing the operations of the district.	Day 1, 3 & 5	Access to designated programs on District-issued device, remote access to on-site programs via VPN access, assurance of sustainable internet service, calls to office line



					forwarded to cellphone, digitization of paperwork/forms that need signatures.
Assistant Director of Facilities	Yes	Under direction of the Director of Facilities, supervises the custodial and maintenance operations of the school district.	Responsible for overseeing the operations of the district.	Day 2, 4 & 6	Access to designated programs on District-issued device, remote access to on-site programs via VPN access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Custodians	Yes	Performs cleaning and maintenance of all buildings as well as minor repairs, painting and snow removal.	Responsible for essential checks, maintenance and cleanliness of the buildings.	Day 1, 3 & 5 or 2, 4 & 6	Access to district provided e-mail and phone service.
Buildings & Grounds	Yes	Maintains all building outdoor grounds and recreational areas, removes snow and maintains all equipment.	Responsible for essential checks, maintenance and cleanliness of the buildings.	Day 1, 3 & 5 or 2, 4 & 8	Access to district provided e-mail and phone service.
Assistant Business Administrator	Yes	Assist the Business Manager as directed in the execution of the Business Manager's responsibilities	Responsible for supporting the financial operations of the district.	Day 3 & 6	Access to designated programs on District-issued device, remote access to on-site programs via VPN access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.
Transportation Supervisor	Yes	Supervise all phases of the transportation program of a school district. Use of judgment in coordinating and supervising the efficient operation of transportation facilities and the transportation staff.	Responsible for supporting the transportation needs within the district to support the delivery of instructional materials and meals to students.	Day 2, 4 & 6	Access to designated programs on District-issued device, remote access to on-site programs via VPN access, assurance of sustainable internet service, calls to office line forwarded to cellphone, digitization of paperwork/forms that need signatures.

Bus Attendants	No	Rides on a school bus for the purpose of maintaining order, and for supervising the loading and unloading of buses at the various stopping points	N/A	N/A	Access to district e-mail and availability via phone
Mail Delivery	Yes	Collect, sort and distribute mail and correspondence to all buildings and departments.	Responsible for supporting essential mail services essential to the continuity of operations.	Day 1, 3 & 5 or 2, 4 & 6	Access to district e-mail and availability via phone
Director of Technology	Yes	Responsibility of designing, implementing, and maintaining an interactive integrated information system for academic and administrative technology.	Responsible for overseeing the technology needs within the district to support remote instruction.	Day 2, 4 & 6	Full access to all district programs and systems, remote access to on-site programs via VPN access, assurance of sustainable internet service. All calls forwarded to cellphone and voicemails forwarded to e-mail. All paper resources necessary for continuity of operations digitized.
BOCES Technology Staff	Yes*	Provides technology support and implementation of desktop virtualization and wireless infrastructure.	Responsible for overseeing the technology needs within the district to support remote instruction.	N/A	Full access to all district programs and systems, remote access to on-site programs via VPN access, assurance of sustainable internet service. All calls forwarded to cellphone and voicemails forwarded to e-mail. All paper resources necessary for continuity of operations digitized.
Computer Aides	Yes	Assists and maintains computer labs and Chromebook distribution for students. Assists staff in setting up email accounts.	Responsible for supporting the technology needs within the district to support remote instruction.	Day 1, 3 & 5 or 2, 4 & 6	Access designated programs and resources on District-issued device, assurance of sustainable internet service. All calls forwarded to cellphone and voicemails forwarded to e-mail. All paper resources necessary for continuity of operations digitized.

***b.) A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any***

*needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.*

## **Telecommuting Protocol: Technology**

### **Ensure Digital Equity for Employees**

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

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

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

### **Mobile Devices Delivery:**

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- 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 as well as a process to provide replacement devices.

### **Device, Connectivity, and Instructional Applications Support:**

With the shift to remote learning and telecommuting, students and employees will require continued support in the use of devices and instructional applications. The district will develop protocols and procedures for providing these supports via digital methodologies including a helpdesk ticket system routed to the proper support staff.

*c.) A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation systems and at worksites.*

### Work shift Modification(s)

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

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

*d.) A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide personal protective equipment to each essential employee during any given work shift. Such description shall also include a plan for storage of such equipment, to prevent degradation and permit immediate access, in the event of an emergency declaration.*

### Personal Protective Equipment (PPE) Protocol

#### PPE & Face Covering Availability:

The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

#### PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

### Plan for Storage/Access

Inventory will be kept in a locked location in Central Administration/Office of Student Services & Safety

*e.) A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be*

*infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine.*

### **Employee Exposure Protocol**

Symptomatic individuals, regardless of vaccination status or recent infection, should stay home until tested and if positive or not tested, should isolate for 5 days, or until other criteria are met for school attendance (e.g., resolution of fever), whichever is longer.

Exposed school staff and students and/or their parents/guardians are primarily responsible for ensuring that recommended testing occurs.

### **Disinfection Protocol**

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

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

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- 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.
- Plainview-Old Bethpage Central School District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

**Trash removal:**

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

**Alternate Cleaning Methods:**

The effectiveness of such as ultrasonic waves, high intensity UV radiation, and LED blue light, against the virus that causes COVID-19 has not been fully established.

**Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine**

- The New York State COVID-19 Paid Leave Law, that was enacted in 2020, remains in effect.
- In no event shall an employee qualify for sick leave under New York's COVID-19 sick leave law *for more than three orders of quarantine or isolation*. This is total, not just for this school year.
- Each order of COVID-19 isolation is five (5) calendar days, and such leave must be provided without drawing down on an employee's accrued leave.
- Leave benefits under the law are only available during the period of time that an employee is subject to a mandatory or precautionary order of quarantine or isolation.
- All COVID test results must be sent to the Assistant Superintendent for Human Resources, Dr. Mulieri via email at [vmulieri@pobschools.org](mailto:vmulieri@pobschools.org).
- **First COVID Diagnosis** - Employees testing positive for COVID-19 who provide the district with a positive test result (home test or testing facility test) **WILL NOT** be charged for the illness days.
  - If after 5 calendar days the employee is still experiencing a fever and still not feeling well, the employee must submit documentation from a licensed medical provider or testing facility attesting that the employee must continue isolation.
- **Second & Third COVID Diagnosis** - Employees testing positive for COVID-19 who provide the district with a positive test result and documentation from a licensed medical provider or testing facility attesting that the employee has tested positive for COVID-19 **WILL NOT** be charged for the illness days.
  - If after 5 calendar days the employee is still experiencing a fever and still not feeling well, the employee must submit documentation from a licensed medical provider or testing facility attesting that the employee must continue isolation.
- Employees testing positive for COVID-19 **who DO NOT provide the district** with a positive COVID-19 test result and/or documentation from a licensed medical provider or testing facility attesting that the employee has tested positive for COVID-19 **WILL be charged** for the illness days.

**Returning to Work**

An employee who returns to work following a period of mandatory quarantine or isolation is not required to be tested before returning to work.

*f.) A protocol for documenting hours and work locations, including off-site visits, for essential employees. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees, to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.*

**Hours and Work Locations Protocol**

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

*g.) A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.*

### **Emergency Housing Protocol**

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:

1. Holiday Inn Plainview (516-349-7400)
2. Four Points by Sheraton Melville (516-694-6500)
3. Hilton Garden Inn Melville (516-755-5552)
4. Homewood Suites by Hilton Long Island-Melville (516-293-4663)
5. Courtyard by Marriott Westbury (516-542-1001)
6. Hampton Inn Garden City (516-227-2720)
7. Marriott Melville (631-423-1600)
8. Hilton Long Island/Huntington (631-845-1000)
9. The Inn at Fox Hollow (516-224-8100)
10. Extended Stay America – Melville (631-777-3999)

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.

*h.) Other requirements determined by the department of health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.*

### **Department of Health Requirements**

- The statewide requirement for universal masking in schools has been removed and applies to P-12 elementary and secondary public, charter, private and state-operated schools, including residential schools and programs serving students with disabilities, as regulated by the New York State Education Department.
- Local health departments (LHD) are encouraged to assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs and school districts and private schools may consult and collaborate on masking and testing decisions. Some school districts cross county boundaries. Schools should follow the guidance of the LHD for the county in which the school building is located.
- In all settings, masking continues to be required upon return from isolation during days 6 through 10 after COVID-19 infection.
- Masking, regardless of vaccination status, is strongly recommended for 10 days after a known exposure.
- Testing on Day 5 after exposure is strongly recommended to detect infection among individuals identified as exposed or potentially exposed; identification of exposed individuals may be simplified by using group (e.g., classroom, school bus) rather than individual assessments. Contact tracing (“individual assessments of exposure”) also may be helpful to identify exposed individuals.
- Schools should notify affected families, staff, and teachers of exposure to an individual who reports a new COVID-19 infection.

All schools are strongly encouraged to use other mitigation measures including improved ventilation, access to and encouragement of vaccination, surveillance testing, and access to free over the counter at-home test kits.

**Date draft was presented to employee representative(s): May 18, 2023**

**Date finalized: May 18, 2023**

**Location of publication: Office of Student Services & Safety and Human Resources**

Definitions included in the legislation are provided below.

Essential worker: *is required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Non-essential worker: *is not required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Personal protective equipment: *all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.*

Communicable disease: *an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual [or via an animal, vector or the inanimate environment to a susceptible animal or human host].*

Retaliatory action: *the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.*



## **APPENDIX E**

### **Remote Instruction Plan & Student Access Survey**



## Plainview-Old Bethpage Central School District

### Remote Instruction Plan

#### Grades K-4 Schedule on Remote Learning Days

Time	KDG	1 <sup>st</sup>	2nd	3rd	4th
9:30-10:00	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work
10:00-10:30	ELA	ELA	ELA	ELA	ELA
10:40-11:10	Math	Math	Math	Math	Math
11:20-11:50	Special	SS/Sci	Special	SS/Sci	Special
11:50-12:20	Sci/SS	Special	SS/Sci	Special	SS/Sci
12:40-1:10	Lunch	Lunch	Lunch	Lunch	Lunch

#### Grades 5-12 Schedule on Remote Learning Days

Period 1: 10:00-10:20  
 Period 2: 10:25-10:45  
 Period 3: 10:50-11:10  
 Period 4: 11:15-11:35  
 Period 5: 11:40-12:00  
 Period 6: 12:05-12:25  
 Period 7: 12:30-12:50  
 Period 8: 12:55-1:15  
 Period 9: 1:20-1:40  
 Period 10: 1:40-2:00



## Plainview-Old Bethpage Central School District

### Student Access Survey

Student Subgroup (accountability subgroups are marked by an asterisk*)	Total Enrolled	Missing Survey	Yes	No
*All Students	5295	4055	1240	0

District/School Provided Device		
Student Subgroup (accountability subgroups are marked by an asterisk*)	Desktop	Laptop
*All Students	43	148

Primary Learning Device						
Student Subgroup (accountability subgroups are marked by an asterisk*)	Tablet	Chromebook	Smartphone	No Device	Personal	School
*All Students	63	980	6	0	227	1013

Primary Device Provider			
Student Subgroup (accountability subgroups are marked by an asterisk*)	No Device	Shared	Not Shared
*All Students	0	58	1182

Primary Device Access				
Student Subgroup (accountability subgroups are marked by an asterisk*)	No Device	Yes	No	Is Primary Device Sufficient?
*All Students	0	1166	74	1233

Is Primary Device Sufficient		
Student Subgroup (accountability subgroups are marked by an asterisk*)	Yes	No
*All Students	1233	7



## Plainview-Old Bethpage Central School District

### Student Access Survey

#### Internet Access in Residence

Student Subgroup (accountability subgroups are marked by an asterisk*)	Residential Broadband	Cellular
*All Students	1116	48

#### Internet Access Type

Student Subgroup (accountability subgroups are marked by an asterisk*)	Mobile Hotspot	Community Wifi	Satellite	Dialup	DSL	Other	None	Yes	No
*All Students	3	24	9	1	9	28	2	1207	33

#### Is Internet Performance Sufficient

Student Subgroup (accountability subgroups are marked by an asterisk*)	Availability	Cost
*All Students	82	0

#### Internet Access Barrier

Student Subgroup (accountability subgroups are marked by an asterisk*)	Other	None
*All Students	24	1134

## **APPENDIX F**

### **Threat Assessment Guidance**

**U.S. Department of Homeland Security  
United States Secret Service  
Creating a Comprehensive Targeted Violence Prevention Plan**

The July 2018 report from the United States Secret Service highlights the many factors necessary for creating a school violence prevention plan including physical security, emergency management and violence prevention through a threat assessment process. The basis of this document focuses on violence prevention by the creation of a Comprehensive Targeted Violence Prevention Plan. Components of the Plan include the following:

1. Forming a Multidisciplinary Threat Assessment Team
2. Identifying Behaviors of Concern
3. Establishing Central Reporting Mechanisms
4. Defining the Threshold for Law Enforcement Intervention
5. Establish Threat Assessment Procedures
6. Develop Risk Management Options
7. Promoting Safe School Climates
8. Providing Training to Stakeholders

New York State has been a leader and National model for violence prevention in schools through the creation of the SAVE (Safe Schools Against Violence in Education) legislation in 2000 along with more recent revisions and guidance on the law reflecting lessons learned from violent incidents across the Country. The following information compares the recommendations from the U.S. Secret Service with existing requirements and guidelines in New York State.

<b>U. S. Secret Service Recommendations</b>	<b>NYS Requirements &amp; Guidelines</b>
<b>Step 1: Threat Assessment Team</b> <ol style="list-style-type: none"> <li>a. District-wide or School Building Team</li> <li>b. Variety of Disciplines</li> <li>c. Specific Designated Leader</li> <li>d. Protocols and Procedures</li> <li>e. Meet on a Regular Basis</li> </ol>	The SAVE legislation requires school districts to have a <b>District-wide School Safety Team; Building-level Emergency Response Team; Emergency Response Team and Post-Incident Response Team</b> . There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.
<b>Step 2: Define Prohibited &amp; Concerning Behaviors</b> <ol style="list-style-type: none"> <li>a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior.</li> <li>b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms.</li> <li>c. Threshold for Intervention Should be Low.</li> <li>d. Identify Other Concerning Statements or Actions.</li> </ol>	The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through <b>School Safety and the Educational Climate (SSEC)</b> provisions. This consists of the <b>Dignity for all Students Act (DASA)</b> and <b>Violent and Disruptive Incident Reporting (VADIR)</b> which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated <b>Code of Conduct sets</b> the Standard.
<b>Step 3: Create a Central Reporting Mechanism</b> <ol style="list-style-type: none"> <li>a. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.)</li> <li>b. Promote and Provide Training on Reporting System. Make sure everyone knows their roles.</li> <li>c. Establish monitoring and response protocols.</li> <li>d. Establish anonymous reporting procedures.</li> <li>e. Act quickly, appropriately and maintain confidentiality.</li> </ol>	Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept <b>"If You See Something, Say Something."</b> There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.
<b>Step 4: Threshold for Law Enforcement</b> <ol style="list-style-type: none"> <li>a. Weapons, threats, physical violence, safety of individual.</li> <li>b. Importance of law enforcement representation on team.</li> </ol>	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.
<b>Step 5: Establish Threat Assessment Procedures</b> <ol style="list-style-type: none"> <li>a. Standardized Incident Form.</li> </ol>	School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational

<ul style="list-style-type: none"> <li>b. Consider different sources of information.</li> <li>c. Examine online social media, desks, lockers.</li> <li>d. Examine academic, disciplinary, law enforcement and other formal records.</li> <li>e. Establish rapport with student and guardian.</li> <li>f. Evaluate the behavior in the context of age and social/emotional development.</li> <li>g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors.</li> </ul>	<p>Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1<sup>st</sup> of each school year.</p>
<p><b>Step 6: Develop Risk Management Options</b></p> <ul style="list-style-type: none"> <li>a. Individualized Management Plan.</li> <li>b. Need for Monitoring or Guidance.</li> <li>c. Available Resources.</li> <li>d. Removal and its impact on monitoring and maintaining connection.</li> <li>e. Notify law enforcement immediately if student is thinking about or planning to engage in violence.</li> <li>f. Address the safety of any potential targets.</li> <li>g. Create a situation that is less prone to violence.</li> <li>h. Remove or redirect the student's motive.</li> <li>i. Reduce the effect of stressors.</li> </ul>	<p>Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.</p>
<p><b>Step 7: Create/Promote Safe School Climate</b></p> <ul style="list-style-type: none"> <li>a. Build culture of safety, respect, trust and social/emotional support.</li> <li>b. Encourage teachers/staff to build positive, trusting relationships with students.</li> <li>c. Break down "codes of silence."</li> <li>d. Help students feel connected to the school community and classmates.</li> <li>e. Identify clubs or teams at school.</li> <li>f. Support Positive Behavioral Interventions and Supports (PBIS) programs.</li> <li>g. Encourage student involvement.</li> </ul>	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>
<p><b>Step 8: Conduct Training for all Stakeholders</b></p> <ul style="list-style-type: none"> <li>a. School safety is everyone's responsibility.</li> <li>b. All employees require training.</li> <li>c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality.</li> <li>d. Parents need training on their role in the threat assessment process.</li> <li>e. Law enforcement can provide training and should also be aware of the threat assessment process.</li> </ul>	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15<sup>th</sup> of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.</p>



### Nassau BOCES Health & Safety Training and Information Service (2023)

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## CREATING A TARGETED VIOLENCE PREVENTION PLAN

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The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

**Step 1: Establish a multidisciplinary threat assessment team** of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

**Step 2: Define behaviors**, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.

**Step 3: Establish and provide training on a central reporting system** such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.

**Step 4: Determine the threshold for law enforcement intervention**, especially if there is a safety risk.

**Step 5: Establish threat assessment procedures** that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

**Step 6: Develop risk management options** to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.

**Step 7: Create and promote a safe school climate** built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.

**Step 8: Provide training for all stakeholders**, including school personnel, students, parents, and law enforcement.

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UNITED STATES SECRET SERVICE