

Longwood Central School District

District-Wide School Safety Plan 2023-2024



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DISTRICT-WIDE SCHOOL SAFETY TEAM

Dr. Lance Lohman, Superintendent of Schools

Mrs. Janet Bryan, Asst. Superintendent for District Operations

Mr. James Crenshaw, Asst. Superintendent for Instruction and Learning

Dr. Robert Hagan, Asst. Superintendent for Human Resources

Dr. Vaughn Denton, Asst. Superintendent for Pupil Personnel

William Massian (BOARD OF EDUCATION REPRESENTATIVE)

James Perrotta, Dir. of School Safety/Chief Emergency Officer (SCHOOL SAFETY REPRESENTATIVE)

Stacie Pollio, SCPD School Resource Officer (SCHOOL SAFETY REPRESENTATIVE)

Tyana Kurz, SCPD School Resource Officer (SCHOOL SAFETY REPRESENTATIVE)

Keith Murphy, SCPD School Resource Officer (SCHOOL SAFETY REPRESENTATIVE)

Leticia Quintanilla, School Safety Shift Supervisor (added 7/1/23), (SCHOOL SAFETY REPRESENTATIVE)

Jerry Chan, School Safety Shift Supervisor (added 7/1/23), (SCHOOL SAFETY REPRESENTATIVE)

Thomas Ailman, School Safety Shift Supervisor (added 7/1/23), (SCHOOL SAFETY REPRESENTATIVE)

Scott Schuster, MIAA Representative (ADMINISTRATOR ORGANIZATION REPRESENTATIVE)

Josephine Libassi, MITA President (TEACHER ORGANIZATION REPRESENTATIVE)

Sabrina Cohen , PTA Council President (PARENT ORGANIZATION REPRESENTATIVE)

Pam Donovan, Public Relations Specialist

Richard Rouse, Dir. of Plant Facilities

John Ryan, School Transportation Coordinator

Thomas Murphy, School Lunch Manager

Dr. Stephanie Columbia, Dir. of Mental Health Services and Student Attendance

Joseph Scarpinato, Dir. of Information Management

Pierre Gay (added 7/1/23), Director of Technology and Information Systems

Alicia Smith, Dir. of Health, Physical Education and Athletics

Ozlem Artukmac (added 7/1/23), Executive Director of Special Education

Kevin Jones, CSEA President

Responsibilities of the District Safety Team

The Longwood Central School District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence, and recommend proactive measures to maintain a safe school environment. The team also has the responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention and mental health awareness.

Some of the team's primary responsibilities include:

- Recommending training programs for students and staff in violence prevention and mental health.
- Dissemination of information regarding early detection of potentially violent behavior.

- Communicating the plan to staff, students and members of their respective organizations.
- Target hardening

District-Wide School Safety Plan - Policy Statement

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

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. After at least one public meeting, this plan will be adopted by the Board of Education at the August 2022 Board of Education meeting following a Public Hearing and a 30-day public comment. The Plan incorporates non-confidential components of the **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 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 **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. The District-Wide and Building-Level Plans are adopted annually by the Board of Education. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 15th of each school year** and will be reviewed annually by the District-Wide School Safety Team **by September 1st of each school year**. **Building-Level Emergency Response Plans will be updated by September 1st of each school year** by the Building-Level Emergency Response Team and **filed with both State and Local Police by October 15th of each school year**.

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

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

LOCATIONS

Longwood Senior High School/Career Center (Grades 9-12)
100 Longwood Road Middle Island, NY 11953-2056
Dr. Sam Ahmed Principal – 631-345-9201

Longwood Junior High School (Grades 7 and 8)
198 Longwood Road, Middle Island, NY 11953-2057
Adam DeWitt, Principal – 631-345-2700

Longwood Middle School (Grades 5 and 6)
41 Yaphank Middle Island Road, Middle Island, NY 11953-2374
Daniel McKeon, Principal – 631-345-2735

Charles E. Walters Elementary School (Grades K-4)
15 Everett Drive, Yaphank, NY 11980-9633
Brian Foster, Principal – 631-345-2758

Coram Elementary School (Grades K-4)
61 Coram Mt. Sinai Road, Coram, NY 11727-3099
Kim Longo, Principal – 631-698-0077

Ridge Elementary School Grades (K-4)
105 Ridge Road, Ridge, NY 11961-1007
Dr. Krystina White, Principal – 631- 345-2765

West Middle Island Elementary School Grades K-4
30 Swezey Lane, Middle Island, NY 11953-1445
Gretchen Schaentzler, Principal – 631-345-2160

RESPONSE AGENCIES

Law Enforcement

- ❑ SCPD 6th Precinct-400 Middle Country Rd, Selden, NY 11784
631-854-8600
- ❑ SCPD 7th Precinct-1491 William Floyd Pkwy, Shirley, NY 11967
631- 852-8700
- ❑ Suffolk County Sheriff's Department-200 Suffolk Ave, Yaphank, NY 11980
631-852-2200
- ❑ NY State Police- 7140 Republic Airport, East Farmingdale
631-756-3300

Volunteer Fire Departments

- ❑ Coram Fire Department- 303 Middle Country Rd, Coram, NY 11727
631-732-5733
- ❑ Gordon Heights Fire Department- 23 Hawkins Ave, Medford, NY 11763
631-689-6303
- ❑ Middle Island Fire Department- 31 Arnold Dr, Middle Island, NY 11953

- 631-924-3116
- ☐ Ridge Fire Department- 20 Francis Mooney Dr, Ridge, NY 11961
631-924-3256
- ☐ Yaphank Fire Department-451 Main St, Yaphank, NY 11980
631-924-3200
- ☐ Medford Ambulance-1005 Sipp Avenue, Medford, NY 11763
631-758-3534

***A comprehensive list of contacts is located in each Building Level Emergency Response Plan**

IDENTIFICATION OF POTENTIALLY DANGEROUS/HAZARDOUS SITES

- ☐ Longwood Central School District sits within the confines of the Long Island Expressway, NYS Route 25 & 25A, and William Floyd Parkway. In the event of an emergency, these routes would be main thoroughfares and would be subject to traffic congestion.
- ☐ Brookhaven Calabro Airport, located East of the district
- ☐ The Long Island Railroad runs North and South of the District.

District personnel have identified and located resources and areas of potential emergencies around each building site. They are as follows:

1. The 6th and 7th Precincts of the Suffolk County Police Department are located within the boundaries of the Longwood School District. The District is also within a close proximity to Suffolk County Offices i.e. SCPD Police Headquarters, Sheriff's Office, Suffolk County Probation, Suffolk County Fire Rescue.

2. The Yaphank Correctional Facility is located within a close proximity to the district.
3. Brookhaven Lab is located East of the district.
4. There are a number of factories, banks, parks, retail and industrial sites located within the school district boundaries.

□ Fire inspections are conducted annually.

- Perimeter/Internal/External inspections are conducted regularly by district staff who operate on a 24/7 basis. This inspection includes, but is not limited to:
- a. Doors/windows
 - b. Environmental Problem Sites (potential flooding areas, roof leaks, sidewalks, heating and cooling systems, fencing.)
 - c. Site considerations- Boilers, refrigerators, freezers, emergency support devices.



POLICIES & PROCEDURES FOR RESPONDING TO

- ❖ Implied or direct threats of violence by students, teachers, other school personnel, as well as visitors to the school, including threats by students against themselves which includes suicide:

Threats of violence, whether implied or direct, regardless of who makes the threat or who is targeted (inclusive of suicide), will be properly investigated and reported to all required personnel and corresponding Law Enforcement Agencies.

- ❖ Acts of violence by students, teachers, other school personnel, and school visitors, including consideration of zero tolerance policies for school violence:

As outlined in our Code of Conduct, Longwood School District has zero tolerance for acts of violence committed on our grounds and in our schools, facilities and buses. Following a report of an act of violence, if needed, procedures outlined in the confidential Building-level Emergency Response Plan will be activated. All perpetrators responsible for acts of violence will be held accountable for their actions.

- ❖ Lockdown, Lockout, Shelter-In-Place, Hold In Place, Evacuation (fire), Bomb Threat, Hostage-Taking, and Kidnapping



*Image taken from an emergency drill at Longwood Jr. High School

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 confidential 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 (sheltering means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside, rather than to return home or be evacuated)*
- ☐ 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)*
- *Natural Hazards e.g. severe wind, extreme temperatures, floods, winter precipitation*
- *Technological Hazards e.g. release of toxins, gas leak, hazardous materials spill, radiological release, power failure, water failure*
- *Biological/Chemical Hazards e.g. pandemic, contaminated food outbreaks, toxic materials*
- *Adversarial, Incidental, and Human Caused e.g. active shooter, criminal threats, gang violence, bomb threats, domestic violence, cyber-attacks, riot*

POLICIES AND PROCEDURES FOR CONTACTING THE FOLLOWING

❖ Law enforcement in the event of a violent incident:

The Longwood Central School District utilizes portable 800 mhz County band two-way communication devices, along with telephone and app based emergency communication methods to communicate information to law enforcement and emergency service agencies. Key points of contact for both state and local agencies are listed within our confidential Building-Level Plans.

❖ 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, which for purposes shall include suicide:

As required, the student's guardian will be promptly notified by the building administrator or designee upon receiving any information where a student makes a threat, whether implied or direct, relating to violence, inclusive of

suicide against themselves. Law enforcement notification will be made when warranted and required by law.

- ❖ Parents, guardians or persons in parental relation to an individual student in the event of a violent incident or early dismissal:

The Longwood Central School District utilizes various methods of communication. These include but are not limited to: mass telephone communication system, email, text messaging, website, social media, parent square and hand delivery methods. Information is only communicated and disseminated within the scope of state and federal privacy laws. District and building level administration will confer collectively before communicating any information to the public.

If required, law enforcement personnel will make direct contact with parents, guardians or persons in parental relation to an individual student in the event of a violent incident or early dismissal.

APPROPRIATE PREVENTION & INTERVENTION STRATEGIES TO IMPROVE COMMUNICATION BETWEEN STUDENTS AND STAFF

- ❖ Collaborative agreements with state and local law enforcement officials designed to ensure school safety officers are adequately trained and fairly recruited:

The district maintains a close relationship with the Community Oriented Police Enforcement (COPE) Unit of the Suffolk County Police Department. The COPE Unit provides on-going communication regarding school and community issues with the potential for violence and focuses on proactive prevention strategies.

The Suffolk County Police Department maintains a part-time SRO officer in our schools from both the 6th and 7th Precinct.

The district has arrangements with the local emergency responders and fire departments to provide emergency assistance as needed. The specific guideline for making contact with such agencies is outlined within each of the Building-Level Emergency Response Plans.

The district does not employ School Safety Officers, instead our security personnel are hired under the Civil Service title, "Guard".

A security guard as defined in Article 7A of the General Business Law [§89-f (6)] is a person (other than an active police officer) employed in NYS to principally perform one or more of the following duties, and the person is not performing the functions of a private investigator as defined in Section 71 of Article 7 of the General Business Law:

- protection of persons and/or property from harm, theft, and/or unlawful activity;*
- deterrence, observation, detection, and/or reporting unlawful or unauthorized activity;*
- street patrol service;*
- response to, but not installation or service of, a security system alarm.*

Inter-agency training is scheduled based on the availability of the corresponding response agency. The district has hosted active shooter drills and security personnel are invited. Additionally, the district has received government-funded school safety devices and implemented government programs that provide for instantaneous communication with First Responders. Our staff is trained on how and when to use these devices under the direction of those response agencies.

The District maintains a School Safety Department comprised of district mobile patrol and building security guards. In addition, each building employs school monitors who are responsible for supervision of students outside of classroom settings and for monitoring hallways, playgrounds, building exits and entrances, restrooms, locker rooms, cafeterias, etc. All school monitors and security personnel are civil service employees who are screened and hired in accordance with fair labor practice and SED regulations. The district strives to hire highly experienced NYS licensed candidates for security positions who have in-depth security, school safety, law enforcement and armed service backgrounds, appropriate for an educational environment.

To earn district certification, school monitors must participate in the 3-day training workshop that includes intervention strategies, violence prevention training, school safety procedures, and an on-the-job training component that takes place after the full day workshop. Security personnel must be certified by completing a NYS Division of Licensing approved 8-hour Security Training Pre- Assignment Course, and they must participate in a 16-hour on-the-job training course and 8-hour annual refresher certification training. All district employees, including security personnel and school monitors, are familiarized with district-wide and building safety procedures.

The Longwood Central District submits the unique license number of each guard employed by the district to the New York State Division of Licensing to be placed on the New York State roster. Training records of those trained by the district are submitted annually to the New York State Division of Licensing, and our district receives updates from this respective agency on the status of each guard's security registration.

Additionally, guards who operate a district vehicle are added to the New York State Licensing Event Notification System (LENS) which notifies our organization about the following:

- the expiration and renewal of a driver license*
- the suspension, revocation and restoration of a driver license*
- changes to a driver license class and privilege*
- traffic convictions*
- reportable accidents*

- *driver license suspension and revocation orders*
- *completion of a training course to reduce insurance premiums*
- *changes to HazMat (Hazardous Material) endorsements-changes to MedCert (Medical Certification) status*

All required staff, in addition to security guards, must obtain fingerprint clearance by the State Education Department prior to being considered for appointment by the Board of Education.

❖ Establishing an anonymous reporting mechanism for school violence:

For emergencies, the Suffolk County Police Department (SCPD) should be contacted immediately by dialing 911. The SCPD also has a non-emergency phone number: 631-852-COPS (2677).



To report a crime anonymously, call 1-800-220-TIPS, utilizing a mobile app which can be downloaded through the App Store or Google Play by searching P3 Tips, online at www.P3Tips.com , or by scanning the QR Code below. You may be eligible for a reward of up to \$5,000 if your tip results in an arrest.



The Longwood School Safety Department can be reached on a 24/7 basis by calling 631-345-6500 for non-police related matters.



❖ Nonviolent conflict resolution training programs:

The Longwood Central School District trains building administration, security and mental health personnel and other staff on Non-Violent Crisis Prevention Intervention strategies. The District strives for alternatives to conflict, which begin at the elementary schools and continue to high school, where conflict resolution strategies are taught and mental health mediation is available.

❖ Peer mediation programs, youth courts and mentor programs:

- *The Longwood Central School District has an Attendance Officer who works collaboratively with the Office of Suffolk County Probation to administer diversion services.*
- *The Attendance Officer may also respond to Family Court (Youth Court) on matters relating to our students.*
- *Peer mediation and mentor programs are listed in the next section, and a full description of each program is available upon request of the Superintendent's office.*
- *Social Workers play an integral part in student mentoring throughout the district*

❖ Extended day and other school safety programs:

The Longwood Central School District has a number of different programs operating before, during, and after school hours; they are as follows:

Our Elementary schools offer the following programs (Grades K-4):

- Peer Mediation

- ☐ Leader In Me Program (utilized by some of the elementary schools)
- ☐ Monthly Character Education Themes
- ☐ Wellness Week
- ☐ Positive Behavior Intervention System (PBIS)
- ☐ Right At School-Before and After Care
- ☐ DASA assemblies and push-in programs
- ☐ Restorative practice circles
- ☐ College and Career week

Our Intermediate schools offer the following programs: Middle School (Grades 5 and 6)

- ☐ Character Education Book-of-the-Month Reading Builds Character Program
- ☐ Positive Behavior Intervention and Support (PBIS) House Pride Program
- ☐ *Multi-Tiered Systems Support (MTSS)*
- ☐ Right At School-Before and After Care (contingent on enrollment)
- ☐ Restorative Practice
- ☐ Start With Hello Week
- ☐ Peace Day
- ☐ Bully Prevention Month
- ☐ Red Ribbon Week
- ☐ College and Career Week
- ☐ Mental Health Awareness Month – May (Mental Health/Guidance Curriculum)

Our Secondary schools offer the following programs:

- Tolerance and Acceptance Assembly-sponsored by JHS PTSA

- Daily Character Education advisories
- Peace Day district-wide celebration
- Advisories/discussion focusing on non-violence and peace
- School-wide Peace March
- Positive Behavior Intervention and Support (PBIS) House Pride Program
- Multi-Tiered Systems Support (MTSS)
- Health Education Curriculum

The High School offers the following programs:

- Targeted Group Counseling Workshops conducted by the mental health team
- Tenth Grade Humanities Workshops on tolerance, civic values and positive school climate to support student safety and academic achievement
- Time Out Room
- LAP (Late Afternoon Program)
- Ninth-grade seminar to address critical transition issues from Jr. High School to High School
- BUTY-Bringing Unity to Youth
- Liberty Partnership in collaboration with Suffolk Community College
- DASA-Dignity for All Students Act
- High-Risk Transitional Team Meetings
- Positive Behavior Intervention and Support (PBIS)
- Multi-Tiered Systems Support (MTSS)

All of our schools offer the following:

- Individual and group counseling services provided by mental health team
- MTSS Team to identify students with academic, social and emotional issues that negatively impact the learning process and provide alternative instructional strategies
- Recognition for student achievement through Shared Decision Making (student recognition award ceremony)
- After-school activities to productively engage students and foster an atmosphere of cooperation and community
- Intensive awareness programs (i.e., Wellness Week, Health Awareness Week, etc.) to address health issues, substance abuse, mental health, and other wellness issues
- The creation of a caring and supportive environment in which students are comfortable seeking assistance
- Programs to enhance our student's communication and problem-solving skills to enable them to resolve conflicts peaceably
- Comprehensive districtwide attendance policy incorporating intervention strategies to promote good attendance and reduce truancy in all schools
- Positive Behavior Intervention and Support (PBIS)
- *Multi-Tiered Systems Support (MTSS)*
- Dignity for All Students Act implemented in all buildings
- Restorative practices

The following committees are in place within the district:

- ☐ School Safety Awareness Committee
- ☐ Policy Committee
- ☐ Legislative Committee
- ☐ Cultural and community committee

❖ The development and implementation of a Code of Conduct and requirements of Dignity for All Students Act (DASA):

BookPolicy Manual
Section0000 - Mission Statement and Vision
TitleDignity for All Students Act
Code0115
StatusActive

Legal

Reviewed by Counsel July 26, 2016

Adopted April 28, 2022

Last Revised April 7, 2022

- The School District is committed to providing a positive, safe and supportive learning environment where students are free from bullying, harassment and discrimination.
- Harassment is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety. The harassing behavior may be based upon an individual's actual or perceived age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, reproductive health decisions, disability, predisposing genetic characteristics or marital status .
- Bullying includes systematic and intentional infliction of physical harm or psychological distress on an individual or group of individuals. Bullying can also encompass unwanted purposeful written, verbal, non-verbal, social or relational, or physical behavior (e.g. threatening, insulting or dehumanizing gestures by an adult or student) that has the potential to create long term damage, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance. Bullying is often characterized by an imbalance of power. Unwanted teasing, touching, threatening, intimidating, stalking, cyber-stalking, cyber-bullying, physical violence, theft, discrimination or harassment, public humiliation, destruction of school or personal property, social exclusion including incitement and/or coercion and rumor or spreading of falsehoods are also forms of bullying.
- "Cyberbullying" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication, or social media.

- The School District aims to foster an educational setting wherein all students are treated with respect and dignity.

- The School District acknowledges that bullying and other forms of harassment or discrimination are disruptive and harmful to our students. Because bullying and other forms of harassment or discrimination are detrimental to our learning environment, our sense of community, and an individual's well-being, the School District does not and will not condone bullying, harassment or discrimination of any kind. The School District strictly prohibits all forms of bullying, harassment and discrimination of students by School District employees or students on School District property or at School District functions, regardless of whether they are conducted on the premises of the School District. The School District also prohibits all forms of off-campus bullying, harassment or discrimination including, but not limited to, "internet" or "cyberbullying," which may include the use of instant messaging, e-mail, websites, chat rooms and text messaging, or other acts in violation of this policy when such acts create a hostile environment for the victim at school, infringe upon the rights of a victim at school, or materially and substantially disrupt the educational process or the orderly operation of any school in the School District.

- Any student who believes that he or she is being bullied, harassed or discriminated against, or who has knowledge of bullying, harassing or discriminating behavior must report it. Students must report the bullying, harassment, or discrimination to a staff member.

- All School District staff members are responsible for taking action if they become aware of any bullying, harassment or discrimination. Staff members must report all student complaints of bullying, harassment, and discrimination that they receive from students, as well as any instances of bullying, harassment or discrimination that they are aware of, to the principal or designee of the school where the incident occurred.

- Bullying, harassment or discrimination of a sexual nature, as defined by the School District's sexual harassment policy, must also be reported to the School District's Title IX officer. Bullying, harassment or discrimination which involves criminal activity, or where there is reasonable belief that criminal activity may occur, must be immediately reported to the Superintendent of Schools and law enforcement. To the extent possible, allegations of bullying, harassment or discrimination will be kept confidential; however, the School District reserves the right to disclose the identity of the parties and witnesses in appropriate circumstances to individuals with a need to know.

- All reports of bullying, harassment or discrimination will be fully investigated and action will be taken to address the allegations, including the imposition of appropriate disciplinary measures in accordance with applicable law and the School District's Code of Conduct.

- The School District expressly prohibits any retaliation against complainants, victims, witnesses and/or any individuals who initiate, testify, participate or assist in the investigation of any allegation or report of bullying, harassment or discrimination. The School District's administrators will monitor participants in investigations and victims of bullying, harassment or discrimination to ensure that the behavior has ceased, no

retaliation has occurred and support or counseling has been afforded to the involved individuals, as needed.

- The School District will create guidelines for training and will provide training to staff, in accordance with the requirements of state law and the Regulations of the Commissioner of Education, to raise awareness and sensitivity to acts of bullying, harassment or discrimination, to enable staff to prevent bullying, harassment and discrimination and to provide intervention and reporting.
- The School District shall ensure that the course of instruction in grades kindergarten through twelve includes a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, colors, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes.
- In accordance with law, the Superintendent of Schools shall ensure that at least one (1) staff member at every school be designated as a Dignity Act Coordinator and be trained to handle human relations in the areas of age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, reproductive health decisions, disability, predisposing genetic characteristics or marital status.
- The Superintendent of Schools or his/her designee shall develop and implement procedures as needed, to fulfill the purpose of this policy in the School District including intervention and counseling techniques and strategies to increase awareness, sensitivity and support for victims of bullying, harassment and discrimination.
- The School District shall report material incidents of discrimination and harassment of students to the Department of Education as mandated by the Regulations of the Commissioner of Education, but in no case less than on an annual basis.

Cross-ref: 0100 Equal Opportunity and Non-Discrimination
 0110 Sexual Harassment
 5300 Code of Conduct

Ref: Education Law, Article 2
 Education Law § 801-a
 8 NYCRR §§ 100.2(c), (jj), (kk)

Reviewed by Counsel: April 7, 2022

A DESCRIPTION OF THE ARRANGEMENTS AND/OR PROCEDURES DURING EMERGENCIES



- ❖ Emergency responder access to locked buildings and grounds during emergencies:

Law enforcement officials and first responders have access to floor plans, schematics, school maps and roadmaps of the immediate area. Law enforcement also has been given access to all of our buildings, but for confidentiality, the method of access will not be described in this public plan.

- ❖ Obtaining assistance from emergency service organizations and local government agencies:

Depending on the nature of the emergency, the Longwood 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/Sheriff's Department, Suffolk County Office of Emergency, Suffolk County Department of Mental Health, Suffolk County BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Suffolk County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident responses.

❖ **Obtaining advice and assistance from local government officials including county or city officials responsible for implementing Article 2-B of the Executive Law (Declaration of a State Disaster of Emergency):**

In the event of a State Disaster of Emergency, the Longwood School District will contact our designated points of contact from the Suffolk County Executive's office and also collaborate with our local officials at the Town of Brookhaven.

§ 20. Natural and man-made disasters; policy; definitions

1. It shall be the policy of the state that:

a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;

b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;

c. state and local natural disaster and emergency response functions be coordinated using recognized practices in incident management in order to bring the fullest protection and benefit to the people;

d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and

e. state and local plans, organizational arrangements, and response capability required to execute the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.

❖ Identifying district resources that may be available for use during an emergency:

Aside from the "security devices" referenced later in this plan, a comprehensive list of all district inventory i.e. vehicles, AEDs, B-Con Kits, two-way radios, fuel sources, food supplies, Personal Protective Equipment (PPE), etc. is maintained by our Operation and Maintenance and Child Nutrition offices.

❖ Coordinating the use of district resources and manpower during emergencies, including identification of the official authorized to make decisions and the staff members assigned to provide assistance during emergencies:

The following resources are available to assist in an emergency:

- 24/7 manned school safety department comprised of district-wide patrol and school session guards.

- District-wide staff (operations and maintenance personnel, mental health workers, athletic trainers, nurses) have also been identified with special expertise in emergency response, crisis intervention, etc.
- The district has the services of a BOCES Health and Safety Officer who is available for emergency planning, emergency drills, and as a consultant in the event of an actual emergency.
- 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 which follows an Incident Command Systems (ICS) structure.
- The Superintendent of Schools or his designee is responsible for making decisions related to use of personnel and district resources during an emergency.

❖ A system for informing all educational agencies within the district of a disaster:

- *As with all internal communications, the district will inform all parties of a disaster using the available means of communication, i.e. telephone mass communication system, email, social media, emergency app, two-way radio, public address system.*
- *The Office of the Superintendent of Schools maintains regular contact with the chief school officers of surrounding school districts and Eastern Suffolk BOCES in the event of an emergency that may require outside assistance or that may impact surrounding communities.*
- *The Eastern Suffolk BOCES Health and Safety Specialist assigned to the Longwood Central School District is familiar with all school sites and emergency response plans, and is available to offer assistance upon*

contact from the District Director of Plant Facilities or the Office of the Superintendent.

- The District Transportation Office maintains communication with facilities for students with out-of-district placements.*

POLICIES & PROCEDURES FOR ANNUAL SCHOOL SAFETY TRAINING FOR STUDENTS AND STAFF

❖ The district certifies (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan and that the school safety training includes violence prevention and components on mental health:

- The district currently uses an electronic based training program to educate all staff on safety procedures prior to September 15th annually.*
- The district currently uses a lecture based training program to educate new teachers in August of each year.*
- A Licensed Clinical Social Worker provides the mental health component of the safety training and the Director of School Safety provides the violence prevention and emergency response information.*
- Training is a critical step toward the objective of creating a safe learning environment for students and staff. In addition to the lecture-based tutorial offered at the beginning of the school year, each of the 96 drills conducted annually by our district, serve as an accurate assessment of the staff's understanding of the building's emergency response plan and procedures. Throughout the year,*

the Suffolk County Sheriff's Deputies, as well as Suffolk County Police School Resource Officers, discuss critical issues facing our community and strategies for more effective emergency response with our students and staff as well.

☐ School safety comes before and above everything else, as referenced on our website. Students cannot get a proper education if they do not feel safe in school. In the 2023-2022 school year, in addition to emergency drills, staff will also have mandated computer based training to ensure compliance with the following New York State topics:

- 1. The warning signs within a developmental and social context that relate to violence and other troubling behaviors in children.*
- 2. The statutes, regulations and policies relating to a safe nonviolent school climate. This will include the 2000 SAVE Legislation and 2010 Dignity for All Students Act, Code of Conduct, Uniform Violent Incident Reporting, District-wide Safety Plans, Building Level Emergency Response Plan, Fingerprinting; Whistleblower Protection, Child Abuse Reporting, Teacher Protection and Discipline, Court Notification.*
- 3. Effective classroom management techniques and other academic support that promote a nonviolent school climate and enhance learning, character education, citizenship and civility.*
- 4. The integration of social and problem solving skill development for students within the regular curriculum, approved health curriculum.*
- 5. Intervention techniques designed to address a school violence Situation.*
- 6. How to participate in an effective school/community referral process for students exhibiting violent behavior.*
- 7. Defining, identifying, intervening and ending bullying in all its*

forms, including cyberbullying. Identifying ways for all stakeholders to become active school community members who share responsibility for school culture and climate and are proactive in promoting civility, acceptance and good citizenship.

- ❖ New employees hired after the start of the school year shall receive training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner:

New employees hired during the course of the school year will complete their training electronically through the Human Resource Department. New employees will also receive a procedural training guide for emergency response.

POLICIES AND PROCEDURES FOR THE DISSEMINATION OF INFORMATIVE MATERIALS REGARDING THE EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR, INCLUDING BUT NOT LIMITED TO, THE IDENTIFICATION OF FAMILY, COMMUNITY, & ENVIRONMENTAL FACTORS TO TEACHERS, ADMINISTRATORS, SCHOOL PERSONNEL, PERSONS IN PARENTAL RELATION TO STUDENTS, STUDENTS, AND OTHERS DEEMED APPROPRIATE TO RECEIVE SUCH INFORMATION

Early detection of potentially violent behavior is critical in thwarting an incident. Educating the staff, students and community on reporting procedures is extremely important. The district hosts programs in which Law Enforcement and other agencies and guest speakers educate the community and students on risk factors, i.e. Gang Violence, Active Shooter Awareness.

When concerns are identified, the staff at Longwood utilizes internal and external resources available to ensure that the proper notifications are made in accordance with the law.

Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. The links below include useful resources for individuals and/or organizations with an interest in learning the signs of mental illness and how a school can prepare:

Suicide Prevention/Aftermath and Violence Prevention/Response Resources:

General Mental Health Resources for Schools:

New York State Office of Mental Health- [New York State Office of Mental Health](#)

National Institute of Mental Health- [National Institute of Mental Health](#)

National Center for School Mental Health- [National Center for School Mental Health \(NCSMH\)](#)

Safe/Successful Schools- [Framework for safe and Successful Schools](#)

Mental Health Resources for Schools by Topic:

Suicide Prevention Center of NY- [Suicide Prevention Center of New York](#)

Suicide Prevention Lifeline- http://media.wix.com/ugd/ef5da1_176748adb283415989c01f1f3d26d9f0.pdf

Suicide Training Programs- [Suicide Prevention Center of New York](#)

Guidance on Memorials After Suicide: [Suicide Prevention Center of New York](#)

Postvention/Aftermath After Sudden Death- http://media.wix.com/ugd/ef5da1_bdb01b0b55a345178717f7afe6689f53.pdf

Local Resources for Schools:

Mental Health First Aid- [Mental Health First Aid](#)

Mental Health Association of NYS- [Mental Health Association in New York State](#)

Mental Health First Aid for Youth- [Youth - Mental Health First Aid](#)

NYS Prevention County Suicide Coalitions- [Suicide Prevention Center of New York](#)

National Alliance for Mentally Ill- [Programs - NAMI New York State](#)

Violence Prevention/ Incident Response:

Reducing Youth Violence- [STRYVE | VetoViolence](#)

Chain of Incident Command: [IS-100.C: Introduction to the Incident Command System, ICS](#)

Trauma Informed Care:

Ace Childhood Experiences: <https://acestoohigh.com/aces-101/>

Child Trauma Toolkit for Educators: [Child Trauma Toolkit for Educators](#)

Spanish Version- [Caja de Herramientas Para Educadores Para el Manejo de Trauma Infantil | The National Child Traumatic Stress Network](#)

Trauma Policy Initiatives- [About the Trauma and Learning Policy Initiative - \(TLPI\)](#)

Helping Traumatized Children Learn-[Trauma Sensitive Schools](#)

National Center for Traumatic Stress:

Resources for School Personnel: [School Personnel | The National Child Traumatic Stress Network](#)

NCTSN School Resource List-[All NCTSN Resources | The National Child Traumatic Stress Network](#)

Mental Health Checklist for School Personnel- [Checklist for School Personnel to Evaluate and Implement the Mental Health Component of Your School Crisis and Emergency Plan | The National Child Traumatic Stress Network](#)

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/mitigating-psychological-effects-of-lockdowns>

❖ *Reporting Violations*

I. Reporting Violations

A. Student reporting

All students are expected to promptly report violations of the Code of Conduct to a teacher, school counselor, school psychologist, school social worker, or the building principal or designee. Any student observing a student possessing a weapon, alcohol, illegal substance or tobacco on School District property or at a School District function shall report this information immediately to a teacher, building principal or designee or to the Superintendent of Schools or designee.

All School District staff that are authorized to impose disciplinary consequences are expected to do so in a thorough, prompt, fair and lawful manner. School District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Students are urged to come forward to advise of violations of the Code without fear of retaliation or intimidation. Any act of retaliation against any individual who reports a violation of the Code will be subject to disciplinary action.

B. Administration reporting

1. When School District administration or an appropriate designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the administrator or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator or designee shall also warn the individual of the consequences for failing to stop.

2. *If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator or designee shall have the individual removed immediately from School District property or the School District function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.*

C. Other staff reporting

School District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor who shall impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

D. Confiscation of Items

Any weapon, alcohol, illegal substance or tobacco found should be confiscated immediately so long as the taking of such items does not pose a risk of imminent danger to the person taking such items. The parent/ person(s) in parental relation of the student involved shall be notified as soon as practicable, and the appropriate disciplinary sanction, if warranted, should be imposed which may include permanent suspension and referral for prosecution.

E. Law enforcement

The building principal or designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practicable, but in no event later than the close of business the day the principal or designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

F. Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed or discriminated against, parents/person(s) in parental relation whose children have been bullied, harassed or discriminated against, or other students or staff who observe bullying, harassing or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any School District personnel in accordance with the training and guidelines provided, as well as any applicable School District policies. (Refer to BOE Policy 0115 Dignity for All Student Act Policy. BOE Policy and Regulation 0100 Equal Opportunity and Nondiscrimination; and BOE Policies 4122, Sexual Harassment of Staff Members and 5143 Sexual Harassment of Students, and BOE Policy 5135 Anti-Bullying and Harassment Policy.)

Staff members must promptly make an oral report of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the School District official designated to receive reports not later than one school day after receipt of a report or witnessing an incident and shall file a written report with the School District official designated to receive reports, not later than two school days after making the oral report.

Reports of bullying, harassment and discrimination will be promptly investigated in accordance with School District policies and procedures.

Dignity Act Coordinator Contact Information

The following is the Dignity for All Act Staff List for the 2023-2024 School Year

<i>Na me</i>	<i>Building</i>	<i>Ph on e</i>	<i>Email Address</i>
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<i>Vaughn Denton</i>	<i>District/CO</i>	<i>345-27 93</i>	<i>Vaughn.Denton@longwoodcsd.org</i>
<i>Stephanie Columbia</i>	<i>District/CO</i>	<i>345-28 88</i>	<i>Stephanie.Columbia@longwoodcsd.org</i>
<i>Valerie Perez</i>	<i>District/CEW/Transition</i>	<i>345-28 89</i>	<i>Valerie.Perez@longwoodcsd.org</i>
<i>Dylan Kluber</i>	<i>Longwood High School</i>	<i>345-92 34</i>	<i>Dylan.Kluber@longwoodcsd.org</i>
<i>Lisa Hernandez</i>	<i>Longwood High School</i>	<i>345-92 33</i>	<i>Lisa.Hernandez@longwoodcsd.org</i>
<i>Darlene Dorcinvil</i>	<i>Longwood Junior High</i>	<i>345-27 06</i>	<i>Darlene.Dorcinvil@longwoodcsd.org</i>
<i>Shardae Cunningham</i>	<i>Longwood Middle School</i>	<i>345-29 32</i>	<i>Shardae.Cunningham@longwoodcsd.org</i>
<i>Amy Garbacz</i>	<i>Longwood Middle School</i>	<i>345-27 52</i>	<i>Amy.Garbacz@longwoodcsd.org</i>
<i>Melisa Cartagena</i>	<i>Longwood Middle School</i>	<i>345-27 52</i>	<i>Melisa.Cartagena@longwoodcsd.org</i>
<i>Mary Harman</i>	<i>Charles E. Walters</i>	<i>345-27 59</i>	<i>Mary.Harman@longwoodcsd.org</i>

<i>Linda Indelicato</i>	<i>Charles E. Walters</i>	<i>345-29 57</i>	<i>Linda.Indelicato@longwoodcsd.org</i>
<i>Maureen Beatrice</i>	<i>Coram</i>	<i>698-03 41</i>	<i>Maureen.Beatrice@longwoodcsd.org</i>
<i>Denise Caiazzo</i>	<i>Coram</i>	<i>698-00 77</i>	<i>Denise.Caiazzo@longwoodcsd.org</i>
<i>Kristen Kopp</i>	<i>Ridge</i>	<i>345-27 65</i>	<i>Kristen.Kopp@longwoodcsd.org</i>
<i>Ann Marks</i>	<i>Ridge</i>	<i>345-23 16</i>	<i>Ann.Marks@longwoodcsd.org</i>
<i>Patricia Valot</i>	<i>West Middle Island</i>	<i>345-27 55</i>	<i>Patricia.Valot@longwoodcsd.org</i>
<i>Mayra Mera</i>	<i>West Middle Island</i>	<i>345-27 55</i>	<i>Mayra.Mera@longwoodcsd.org</i>

This information shall also be posted on the School District's web site and included in the plain language summaries of the code of conduct provided to parents/person(s) in parental relation and students and shall be further disseminated in accordance with applicable law and regulations.

Retaliation by any School District employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER TABLETOP 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

Procedures for review and the conduct of drills and exercises to test components of the Emergency Response Plan, including for the regular school year, regular school day are as follows:

- Practical application of training comes in response to actual threats or emergencies (i.e., bomb threats, bus accidents, student emergencies, lockdown/lockout situations, weather related events, etc.) that occur in a district as large as the Longwood School District. Each real or practiced response is analyzed and evaluated by the Building Level Emergency Response Team that makes modifications to existing plans and procedures. This evaluation is typically conducted in coordination with local emergency response officials who participate in the emergency response. After each drill, a debrief takes place, corrective action items are addressed, and the emergency response team is given the opportunity to comment on their observations.
- The Public Address (PA) systems are used on a regular basis, and during drills the Chief Emergency Officer and staff position themselves in key locations to ensure proper functionality. Other methods, which are confidential, are also used to test the effectiveness.
- The district always coordinates with County Fire Rescue when evacuation drills are conducted, and School Resource Officers are invited to lock-down drills. All building Principals maintain an electronic document that they

share with their Emergency Response Team members as a debrief method, following each drill.

- Tabletop exercises are conducted with building administration and other key personnel, offering various challenges, in order to prepare them for unforeseen emergencies.
- Eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31st of each school year (a minimum of 96 drills are conducted each year district-wide).
- Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
- Conducting drills at different times of the school day.
- Pupils shall be instructed in the procedure to be followed, in the event that a fire occurs during the lunch period or assembly.
- At least one early dismissal drill each school year that is no more than 15 minutes before the normal dismissal time, including notifying parents and guardians at least one week prior to the drill.
- Testing the usefulness of the communications and transportation system during emergencies.

Additional drill requirements for residential schools, summer school, after school programs, events or performances:

- Four additional drills must be held in each school year, during the hours after sunset and before sunrise, in school buildings in which students are provided with sleeping accommodations.
- At least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.
- For after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance to notify attendees of the procedures to be followed in an emergency.

POLICIES AND PROCEDURES RELATING TO SCHOOL BUILDING SECURITY, INCLUDING THE USE OF SCHOOL BUILDING SECURITY, SCHOOL SAFETY OFFICERS, AND/OR SECURITY DEVICES

The following procedures are designed to ensure the safety and security of the students and employees of the Longwood Central School District, as well as visitors to our school buildings:

- The Department of School Safety is manned on a 24/7 basis. The department shifts consist of one senior guard, mobile road patrol guard(s) who conduct facility inspections, and a dispatcher who monitors the closed

circuit television system for all of the schools, as well as a proprietary burglar alarm and fire prevention system.

- Each building Principal establishes a timeline based itinerary to most effectively position the assigned building guard at critical locations during different periods of the day, and contingencies for assigned positions are modified for emergency drills. All school session guards conduct perimeter, door and window inspections throughout the course of the day, ensure student compliance with the Code of Conduct, and monitor for suspicious activity.
- All district employees are issued photo-identification cards that must be worn prominently while on district grounds.
- All junior and senior high school students are issued photo-identification cards that must be presented on demand and at various times during the school day (i.e., when signing in and out of school, to gain access to school activities, for use of the library, on field trips, etc.).
- Students and staff members at Longwood Senior High School are issued vehicle parking stickers that must be displayed during school hours.
- There are procedures in place at each campus to limit access to the campus and to the school buildings and to screen visitors.
- Procedures are established district-wide and at each school building to ensure student safety during field trips, athletic events, or other activities away from the school campuses.
- The Longwood Central School District personnel utilize security vehicles, surveillance cameras, two-way radio communications system, cellular phones, and other security devices to ensure school building and district security.

- Each school building is to develop a system for providing a means of sharing information between students and staff on potentially violent behavior. We want to ensure students are provided with a neutral environment for them to share information as well.
- Annually, staff will be given training on prevention and intervention techniques regarding violent behavior.



The following district resources are among those available during an emergency but not limited to:

- *Personal Protection Equipment (PPE)*
- *Emergency Communication devices/app*
- *Two way radios – approximately 250*
- *800 MHZ Emergency Radio*
- *Cell phones*
- *District owned vehicles*

- ☐ *Generators*
- ☐ *Portable light towers*
- ☐ *Red Cross convex boxes*
- ☐ *Automated External Defibrillator (AEDs)*
- ☐ *Bleeding Control Kits (B-Con)*
- ☐ *Narcan*
- ☐ *Fire Extinguishers*
- ☐ *Full-size and mini-buses that are available through contracted transportation company*
- ☐ *Full kitchen facilities at three larger sites (M.S., J.H.S., & H.S.) with satellite facilities at four elementary schools*

Section 8000 of - Support Services Title Video Surveillance

Board Policy Code 8210 Status Active Legal

Reviewed by Counsel December 4, 2014

Adopted: December 18, 2014

The Board of Education recognizes its responsibility to ensure the safety and welfare of its staff and students, and maintain and improve discipline. The School District shall comply with all applicable state and federal laws on video surveillance and recordings. Video recordings shall be used primarily for the safety of students and staff, and for the purpose of gathering evidence while maintaining the individual rights of students and staff. However, the School District, with Board of Education approval, retains the discretion to use such records for other purposes such as cooperation with local law enforcement.

After having carefully considered and balanced the rights of privacy with the school district's duty to ensure the health, welfare and safety to staff and students on school grounds, the Board of Education authorizes the use of video cameras at the following locations: on school buses and on school premises, except for any restroom, locker room or any other room designated for students and/or employees to change their clothes, unless authorized by court order. Students in violation of the school district's Code of Conduct shall be subject to disciplinary action in accordance with established Board of Education Policies and regulations governing student's conduct and discipline.

Any video recording used for surveillance purposes in school district buildings and/or on school district property shall be the sole property of the school district. The Superintendent of Schools or his/her designee shall be the custodian of such recordings. All video recordings will be stored in their original form and secured to avoid tampering and protect confidentiality. The school district shall comply with all applicable state and federal laws related to student records in retaining these recordings.

Requests to view a video recording must be made in writing to the Superintendent of Schools or his/her designee. If the request is granted, viewing shall occur in the presence of the school district's custodian of the recording. Under no circumstances will the video be duplicated and/or removed from school district premises, unless in accordance with a court order and/or subpoena. The review of video recordings shall be performed by security, building administration and/or an individual authorized by Central Administration.

The Superintendent of Schools or his/her designee is directed by the Board of Education to develop regulations governing the use of video cameras in accordance with the provisions of law and established Board of Education policies and regulations.

*20 USC §1232g; Arts & Cultural Affairs Law Article 57-A; Public Officers Law §87
8 NYCRR 185.12 (Appendix I)*

Please note: Bus surveillance includes audio and video

DESCRIPTION OF DUTIES OF HALL MONITORS AND ANY OTHER
SCHOOL SAFETY PERSONNEL, THE TRAINING REQUIRED OF ALL
PERSONNEL ACTING IN A SCHOOL SECURITY CAPACITY, AND THE
HIRING AND SCREENING PROCESS FOR ALL PERSONNEL ACTING
IN A SCHOOL SECURITY CAPACITY



CIVIL SERVICE TITLE: DIRECTOR OF SCHOOL SAFETY
DISTINGUISHING FEATURES OF THE CLASS

An employee in this class plans and directs the security, fire safety, and emergency preparedness activities of a school district to ensure safety for students and staff. The incumbent will develop and implement procedures and policies in cooperation with local law enforcement and protective agencies. Supervision is exercised over a staff of subordinate security personnel. Work is performed under the general supervision of an administrative supervisor and is evaluated regularly through conferences and review of written reports. Performs related work as required.

TYPICAL WORK ACTIVITIES

- ☐ *Assists in developing and implementing NYSCSS District-Wide School Safety Plan;*
- ☐ *Enforces all legal regulations regarding fire safety, security, disaster preparedness, and crisis handling;*

- Trains, assigns and supervises all school security personnel;*
- Detects and investigates incidences of suspicious or violent behavior and reports same to parents and/or authorities as required;*
- Detects and investigates unsafe practices and conditions, including identification of hazardous/toxic materials, and reports same as required;*
- Conducts evacuations in the event of terrorism-related threats, such as biological, radiological, or chemical attacks;*
- Plans and directs all school district safety training, including safety seminars for students and parents;*
- Plans responses to national color-coded alert system;*
- Conducts studies, drills and tests of effectiveness of building safety plans;*
- Inspects and monitors district security and safety systems;*
- Acts as liaison with local police department and other authorities;*
- Collects and prepares evidence for case disciplinary proceedings and criminal court;*
- Maintains records of safety and security incidences and prepares related data and reports.*

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Comprehensive and current knowledge of effective procedures relating to security, safety and disaster preparedness; ability to quickly and effectively carry out established security and safety procedures in the event of fire, bomb threat or

other emergency situations; ability to identify suspicious activity and hazardous materials; ability to establish and maintain effective working relationships with school district officials, school district staff, law enforcement officials, and subject matter experts; ability to make detailed investigations, analyze findings, and recommend appropriate remediation; ability to research, prepare and maintain comprehensive data and related reports; ability to train and supervise security personnel in a manner conducive to full performance and high morale.

MINIMUM QUALIFICATIONS

OPEN COMPETITIVE EITHER:

(a) Graduation from a New York State or regionally accredited college or university with a Bachelor's Degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of supervisory or managerial experience in security and safety operations in a school setting, or;

(b) Graduation from a New York State or regionally accredited college or university with a Bachelor's Degree in Criminal Justice or Occupational Health and Safety, or related field(s), plus two (2) years of experience as a police officer which included assignments or in-service training relating to violence in schools, juvenile justice or other areas directly related to issues affecting school districts.

NOTE: Additional experience as defined in (a) or (b) above may be substituted for education on a year-for-year basis to a maximum of four (4) years. Candidates must have graduated from senior high school or possess a high school equivalency diploma.

CIVIL SERVICE TITLE: SENIOR GUARD

DISTINGUISHING FEATURES OF THE CLASS

An employee in this class maintains public order and discipline in a municipal area through supervision of subordinate guards at their posts. Work is assigned by an administrative superior and is reviewed by inspection and by observation of the effectiveness of guarding operations. Supervision is exercised over a staff of subordinate guards.

TYPICAL WORK ACTIVITIES

- Assigns guards to posts or patrols throughout the grounds and buildings of a municipal area;*
- Inspects guards for proper uniform and conduct;*
- Guards entrance gates to property to prevent unauthorized vehicles and persons from entering the premises;*
- Patrols buildings and grounds to prevent trespassing and damage to property;*
- Makes security checks of doors, windows and lights in all buildings;*
- Makes oral or written reports of all occurrences in grounds and buildings to an administrative superior.*

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Knowledge of the standards of good conduct normally expected on public grounds and buildings; good knowledge of assigned installations, grounds, buildings and exhibit locations; ability to plan and supervise the work of others in a manner conducive to full performance and high morale; ability to deal tactfully and courteously with the public; ability to observe suspicious activity and report evidence of lost or damaged property; ability to make oral or written reports.

MINIMUM QUALIFICATIONS

Two years of experience as a guard or watchman.

NECESSARY SPECIAL REQUIREMENTS

1) Depending upon assignment, possession of a valid New York State driver's license at time of appointment; if required, license must be maintained.

2) Upon appointment, candidates must apply for registration as a guard with the New York State Department of State, Division of Licensing Services. Registration must be maintained throughout employment in this title.

CIVIL SERVICE TITLE: *GUARD*

DISTINGUISHING FEATURES OF THE CLASS

An employee in this class stands watch and/or patrols a specific area during an assigned shift to safeguard grounds, buildings, materials and equipment against fire, trespass, theft and other hazards. The incumbent may also direct parking and guide visitors to locations. Work is performed independently according to established procedures. Unusual occurrences or circumstances are reported to the proper authorities. Supervision is provided by a Senior Guard or other supervisor who makes periodic checks for performance of duties. Does related work as required.

TYPICAL WORK ACTIVITIES

- ☐ *Guards entrance gate or other specified area to prevent unauthorized persons and vehicles from entering the premises;*
- ☐ *Patrols grounds and buildings, looking for signs of unusual occurrences;*
- ☐ *Makes security checks of gates, windows, doors and lights; checks boiler room gauges;*
- ☐ *Directs parking of visitors' vehicles according to established parking regulations;*
- ☐ *Reports disturbances or suspicious circumstances;*

□ May submit reports or log data concerning daily activities.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Working knowledge of the basic rules of good conduct expected on public grounds and in public buildings; working knowledge of the buildings and grounds patrolled and of the rules, regulations and procedures pertaining to admissions; ability to observe suspicious activities and report evidence of loss or damage to property; ability to prepare written reports; ability to deal courteously and tactfully with the public; ability to follow oral and written instructions; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS

There are no minimum education or experience requirements for this position.

NECESSARY SPECIAL REQUIREMENTS

1) Depending upon assignment, possession of a valid New York State driver's license at time of appointment; if required, license must be maintained.

2) Upon appointment, candidates must apply for registration as a guard with the New York State Department of State, Division of Licensing Services. Registration must be maintained throughout employment in this title.

Civil Service Title: *School Teacher Aide* (Hall Monitor)

An employee in this class relieves teachers from routine duties by performing various record keeping tasks and other semi-professional tasks. The employee is expected to exercise good judgment and to have considerable ability in getting along with children. The nature of the work is such that the incumbent may be required to possess some knowledge of the specific area of instruction performed by the teacher to which the Aide is assigned. All work is performed under the supervision of the teacher or school principal and is reviewed periodically for adherence to school policies and regulations. Does related work as required.

TYPICAL WORK ACTIVITIES

- Arranges conferences with students;*
- Assists in correcting tests papers, themes and essays;*
- Oversees students in completing assigned projects;*
- Assists the teacher in recording grades and marks;*
- Assists in operating audio-visual equipment when required;*
- May work with students to review and reinforce the classroom teacher's directions.*

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

Some knowledge of the subjects to which the Aide is assigned; ability to gain and hold the confidence of and to maintain a patient and understanding attitude toward school children; ability to maintain order in classrooms and to enforce school regulations with firmness, tact and impartiality; ability to operate audio-visual equipment when requested; ability to understand and follow oral and written instructions; good judgment; tact; courtesy; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS

There are no minimum qualifications for this position.

NECESSARY SPECIAL REQUIREMENT

Depending on the nature of the position under consideration, employees may be required to communicate in a language other than English.

NYS SECURITY GUARD TRAINING REQUIREMENTS:

Section 89-G of Article 7A requires all persons engaged in security guard activities be registered with the New York Department of State (DOS), and complete all training (unless exempt) at schools approved by the Division of Criminal Justice Services (DCJS). The following training courses are required:

Security Guard (unarmed)

Initial Training Requirements:

8 Hour Pre-Assignment Training- A general introductory course. You must complete this course and submit a copy of the certificate issued to you with your security guard application.

16 Hour On-The-Job Training (OJT) - A course relevant to the duties of guards, requirements of the work site, and the needs of the employer. You must complete this training within 90 days of employment as a security guard.

Annual Training Requirement:

8 Hour Annual In-Service Training - This course must be completed each calendar year you hold a security guard registration. Your registration is issued for two years, therefore, you must complete two 8 Hour Annual In-Service training courses within your registration effective and expiration dates to be eligible for renewal.

District Training:



Security and other personnel have been offered training by the district on topics not limited to: Non-Violent Crisis Prevention Intervention, DASA, CPR/AED, Stop the Bleed, Narcan, Gang Awareness, Active Shooter, Fire Safety, FEMA online tutorials

The following topics are discussed annually with all staff:

- ☐ *2000 SAVE Legislation*
- ☐ *2010 Dignity for All Students Act*
- ☐ *Code of Conduct*
- ☐ *Uniform Violent Incident Reporting*
- ☐ *Building Level Emergency Plans*
- ☐ *Fingerprinting*
- ☐ *Whistle-blower Protection*
- ☐ *Child Abuse Reporting*
- ☐ *Teacher Protection and Discipline*

- ☐ *Court Notification*
- ☐ *Character Education*
- ☐ *Citizenship & Civility*
- ☐ *Approved health curriculum*
- ☐ *The integration of social and problem solving skill development for students within the regular curriculum*
- ☐ *How to participate in an effective school/community referral process for students exhibiting violent behavior*
- ☐ *Effective classroom management techniques and other academic supports that promote a non-violent school climate*
- ☐ *Panic Alarm Systems*
- ☐ *Emergency responders role during a crisis*

HIRING AND SCREENING PROCESS:

All school teacher aides and security personnel are civil service employees who are screened and hired in accordance with fair labor practice and all SED regulations. To earn district certification, school teacher aides must participate in the 3-day training workshop that includes intervention strategies, violence prevention training, school safety procedures, and an on-the-job training component that takes place after the 3-day workshop. All required staff, in addition to security guards and hall monitors, must obtain fingerprint clearance by the State Education Department prior to being considered for appointment by the Board of Education. Additionally, all security guards must be currently and actively registered with the New York State Division of Licensing to be considered for employment, and their training must be up-to-date.

All candidates being considered for employment must go through an initial interview, then a second interview with the Assistant Superintendent for Human Resources. Following that, they must complete a reference check and then apply for fingerprint clearance with the State Education Department. Once this process is complete, the Board of Education will review the applicant's file and consider him/her for appointment.

**DESIGNATION OF THE DISTRICT CHIEF EMERGENCY OFFICER AND HIS/HER
RESPECTIVE DUTIES**

❖ The Superintendent of Schools has designated that
Director of School Safety, James Perrotta, also serves as
Chief Emergency Officer. The Board of Education appoints
the Chief Emergency Officer at the annual reorganization
meeting in July of each year. The responsibilities of the
Chief Emergency Officer are:

□ **Coordination of communication between school staff/law
enforcement/first responders:**

Mr. Perrotta maintains office space for the 7th Precinct School Resource Officer (SRO) within the district. Mr. Perrotta and the School Safety staff also communicate with the 6th precinct SRO and the local Fire Department representatives regularly.

□ **Assistance in the selection of security related technology and procedures
for its use:**

Mr. Perrotta participates in the selection process of Closed Circuit Television, Intrusion Detection, Access Control and Panic Systems and works closely with the Operations and Maintenance Department and outside vendors to maintain said

systems. Mr. Perrotta possesses both a Master's Degree and a Bachelor's Degree. His Bachelor's Degree is in the field of Security Systems which was a program designed toward becoming a Security Director, with enhanced technological skills. Mr. Perrotta also serves as a Law Enforcement Technology, Security Systems and a Criminal Justice Professor.

☐ Coordination of safety, security, and emergency training for school staff:

Mr. Perrotta works closely with the Human Resource department to ensure that new and existing staff are properly trained. Additionally, he hosts a tabletop exercise annually for school administrators. Mr. Perrotta, along with district administration, has hosted emergency drills with first responders and staff. Mr. Perrotta personally trains and certifies a number of personnel on security licensing requirements and crisis prevention intervention.

☐ Assistance in required evacuation and lock-down drills completion as required by law:

Mr. Perrotta has provided each building Principal with drill tracking spreadsheets and the criteria for conducting said drills to ensure NYS compliance. Additionally, security personnel are always on site for drills, and law enforcement is invited to each lockdown drill.

☐ Assurance that all school district staff understands the District-Wide School Safety Plan:

This year, in addition to posting the plan for staff and public comment, an email address will be included so that the staff and the community can ask questions that can be properly addressed to ensure understanding of the plan.

☐ Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed:

Mr. Perrotta meets with the District-wide and Building-level Safety Teams annually. If a team member is not present, they will have the opportunity to provide feedback through an electronically shared document that will be disseminated to the committee.

The following information was added in March 2021, due to NYS mandate: *The Chief Emergency Officer shall also be responsible for ensuring the completion and yearly updating of Building Level Emergency Response Plans and protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.*

PROTOCOLS FOR A STATE DISASTER EMERGENCY INVOLVING PUBLIC HEALTH

Pursuant to the legislative amendments to New York Education Law 2801-a, the District Wide School Safety Team should develop amendments to the school safety plan in accordance with the requirements below.

Section 2801-a (6) requires that the District-Wide Safety Plan and any amendments be available for public comment at least thirty (30) days prior to its 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. Further, a copy of the plan and any amendments to the plan must be filed with the Commissioner of Education no later than thirty (30) days after adoption, unless the update is part of the plan that is posted on the website, and the URL has already been submitted.

Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations, in the event of a declared state disaster emergency, involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-C](#), and serves as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-A](#) of the Education Law that will require additions to the district plan. 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.

Governor Cuomo extended the original deadline (30 days after the passage of the law) to allow companies and districts time to work out all of the logistics with unions, so the operation plan could be finalized by April 1, 2021.

1. **Requirement:** A list and description of positions and titles considered essential, in the event of a state-ordered reduction of in-person workforce, and a justification of such consideration for each position and title included:

<u>ESSENTIAL PERSONNEL</u> <i>Such designation may be changed at any time in the sole discretion of the employer</i>	<u>JUSTIFICATION OF NECESSITY</u>
Superintendent of Schools	Incident commander. Liaison to DOH and dissemination of information.
Assistant Superintendent for Human Resources	Provides clarification to staff regarding CBA info: i.e. hazard pay, use of time.
Assistant Superintendent for District Operations	Responsible for approving essential items, i.e. payroll, procurement of emergency supplies.
Assistant Superintendent for Instruction and Learning	Responsible for the distance learning process.
Assistant Superintendent for Pupil Personnel and Community Services	Responsible for overseeing the reopening task force and assists with providing information to the staff and public.
Assistant to the Superintendent for Administration	Liaison to the Incident Commander.
Director of School Safety	Responsible for access to schools for staff and emergency personnel. Maintains physical security of schools, oversees alarm, access control and CCTV systems.
Director of Facilities	Responsible for all personnel assigned to disinfect the buildings and

	<p>maintenance of the schools/offices.</p> <p>Distribution of PPE to essential staff.</p>
Assistant Plant Facilities Administrator	<p>Liaison to Director of Facilities, acts in his capacity, in his absence.</p>
School Lunch Manager	<p>Responsible for ensuring that food is prepared and distributed daily to the community.</p>
Director of Information Management, Technicians and Support Staff	<p>Responsible for IT computer infrastructure.</p>
School Safety Personnel	<p>Responsible for manning the command center and alarm response. Mobile patrol district-wide. Provides access to essential employees. Physical security of buildings/grounds.</p>
Custodial Personnel	<p>Disinfects and cleans all schools, following a closure. Sanitizes areas that essential staff utilize. Replenishes PPE and supplies for essential workers and at entry points.</p>
Child Nutrition Staff	<p>Serves food to the public.</p>
Principals/Directors/Coordinators/ Clerical and Support Staff	<p>Ensures continuation of instruction and communication with students and their families. Coordinates services i.e. mental health, liaison with town/state agencies for acquiring PPE supplies. Provides communication to the community (i.e. website, social media, parent square).</p>
Faculty & Staff (Teacher/Related Service Providers)	<p>Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.</p>

Director of Transportation, Support Staff & Transportation Provider	Potential may arise to transport technological devices, food, etc. to students.
Director of Mental Health Services/Student Attendance and Staff as deemed necessary	To assist with testing requirements, reporting, and contact tracing, mental health services.
Accounting, Payroll, Accounts Payable, Purchasing	Where necessary, to ensure the continued operation of the district.

2. **Requirement:** 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:

Non-essential employees will be directed by their respective supervisor on methods for communicating, during a state mandated shutdown, at the time of the event, which could include, but are not limited to: electronic communication, reporting to alternate work sites.

The sign-out process for issuing technology to students and staff may follow the process that was instituted during the 2020 pandemic as listed below:

Administration and faculty were issued Chromebooks to use for district needs. The IT department will evaluate, on a case-by-case basis, the individual needs, along with every request relating to distributing devices and downloading software technology.

Requests to have phone calls forwarded to personal phone lines will be made to the respective supervisor, and, if approved, the Operations and Maintenance department will work to fulfill such request.

The following programs may need to be used by essential and non-essential staff, and are not limited to the following:

(Subject to change in the 23/24 school year)

Software Name	Grade - Dept.	Description
Adobe - Device	HS	VIP Creative Cloud for enterprise subscription new level 4
Adobe - User	HS	Adobe Creative Cloud is a set of applications and services from Adobe Systems that gives subscribers access to a collection of software used for graphic design, video editing, web development, photography
Aleks	6-12	College preparedness Course
Blue Bear	HS	HS Central Treasury Record Keeping
Bookcreator	K-12	Online curriculum to teach students how to become authors
Brain Pop	K-6	Online curriculum video resources in multiple subjects
Chief Architect	HS	Computer Aided Design
Cisco / CTE	HS	Technology courses i.e. Cisco
CS Discovery / Code.org	K-6	Computer Science
Delta Math	HS	Math Resources
Dial 4 Kindergarten Screening	K	Kindergarten Screening
E Readiness	8-12	Online resources for Technology Education
Ed Puzzle	K-12	School Channel & Gradebook
EduTyping	HS	Web-based software for teaching keyboarding to students.
Electude	HS	HS Automotive

Ellevation	District	Program Monitoring for ELL Students
FAMILY ID	7-12	Online Registration for sports, programs and activites
Finale	HS	Music notation software
Fitness Gram	5-12	Fitness Assesment
Fountas & Pinnell	District	Online Data Management
Google Workspace	District	Google Workspace
IXL	7-11	Math / ELA Program
Kami	District	Document Managment
Key Creator	HS - CTE	Computer Aided Design
Learning A-Z	K-6; ESL	Online Books
Lego We do	4th grade	Resources for STEAM
Lumio (formerly Smart Learning Suite)	District	Digital learning tool platform
Math Bits	7-12	Algebra and Geometry
Mitchel 1	HS	Automotive Software
Mystery Science	K-6	Science Lessons for elementary teachers
NETOP/Vision	HS	Computer Lab Management Tool
Paxton Paterson - Action Lab JHS	JHS	JHS Technology Education
Pebble Go - Capstone	K-4	Science and Social Studies
Problem Attic - Educaide	7-12	Math Program
Replit	9-12	Programming environment for interactive coding
Scratch	3-5	Computer Science
Scratch Jr.	K-2	Computer Science
Screencastify	District	Incorporate video in lesson planning
Seesaw	K-4	Multi Media learning support program
SIMnet	HS	Online training and assessment solution for Microsoft Office
Starfall	K-4	Reading support
Swis	District	Student Behavior Management

		Program
Test Wizard - Eduware - Social Studies and Science	HS	Data Base of Exams for Science & Social Studies
Z-Space - Euclid's Shapes	MS -STEAM	Learning activities with math manipulatives
Z-Space - Euclid's Shapes	HS -STEAM	Learning activities with math manipulatives
Z-Space - Experiences	MS -STEAM	Experimental-based simulations of Earth, Life and Physical Science
Z-Space - Experiences	HS -STEAM	Experimental-based simulations of Earth, Life and Physical Science
Z-Space - Franklin's Lab	MS -STEAM	Build circuits, troubleshoot and fix circuit components
Z-Space - Franklin's Lab	HS -STEAM	Build circuits, troubleshoot and fix circuit components
Z-Space - Geogebra	STEAM	brings together geometry, algebra, spreadsheets, graphing, statistics and calculus
Z-Space - Leopold	STEAM	introduce students to the world of 3D creation
Z-Space - Newton's Park	MS -STEAM	Build simulations, change gravity, stop, reverse
Z-Space - Newton's Park	HS -STEAM	Build simulations, change gravity, stop, reverse
Z-Space - Studio	STEAM	Thousands of models from many subject areas allow for student-led discovery
Z-Space - Tinkercad	STEAM	Early training ground to introduce students to the world of 3D design and exploration
Z-Space - Unity	STEAM	Provides a robust teaching environment and encourages students to further their Unity development skills.
Z-Space - VIVED Science	MS -STEAM	Fully dissectible models for auto, bio sciences, zoology, earth science, anatomy and more

AFLS Online	Special Ed	Track and assess skills for children with autism and development disabilities
Boardmaker Share	Special Ed	Special education platform that supports education, communication, access and social/emotional needs
Bookshare	Special Ed	Access a huge collection of ebooks and read their way with the most customizable ebooks for people with reading barriers.
Fast ForWord	Special Ed	Targets the root causes of reading difficulty to deliver lasting results that make better readers and lifelong learners.
Hear Builder	Special Ed	Focuses on improving listening, auditory comprehension, and memory retrieval skills. It helps children build a strong foundation for literacy and reading.
Jaws	Special Ed	Screen reader for computers for users with vision loss
Read & Write Text Help	Special Ed	Literacy support tool that offers help with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work.
<u>Read 180 Teacher licenses</u>	Special Ed	Resources for academic intervention
Read 180 Teacher material	Special Ed	Resources for academic intervention
Read 180 Universal Student book	Special Ed	Resources for academic intervention
Read 180 Unlimited Site license	Special Ed	Resources for academic intervention
Read 180/System 44	Special Ed	Resources for academic intervention
Salt Software	Special Ed	Resources for academic intervention
TypeAbility	Special Ed	Typing Program for the blind
Unique Learning System	Special Ed	Resources for academic intervention

3. **Requirement:** A description of how the employer will, to the extent possible, stagger work shifts of essential employees, in order to reduce overcrowding on public transportation systems and at worksites:

In the event of a state-ordered reduction in workforce, those employees deemed essential i.e. custodial, security, contractors, will be strategically deployed in a fashion so that they are working within the guidance provided by the Department of Health, such as maintaining safe distances from one another.

Essential employees may be directed to report to work at separate locations, so social distancing can be maximized. Additionally, PPE will be distributed in a manner that ensures all personnel have access to it immediately upon entering a building or a district vehicle. Whenever possible, school safety personnel will also be assigned to separate vehicles, two-way radios will not be shared by one another and a satellite command center will be activated.

In the event of another State Health Emergency, the district will consider conducting transportation activities that are consistent with the Department of Health and NYSED School Reopening Guidelines. The driver may need to utilize Personal Protective Equipment, and the following additional measures will be considered:

- In-person days may be staggered by cohort groups.
- Staff and students may walk or drive a personal vehicle to campus.
- Employees may be permitted to work remotely.
- Visitors may not be permitted on campus during school hours.

With respect to managing transportation services provided to the district, in addition to the wearing of facial coverings, in the event of a similar event to the pandemic of 2020, the following measures may be taken:

- Buses will stagger seating. One child sits along the window; the next row the child sits along the aisle.

- Siblings to sit together. Seat behind the driver will be left empty where practicable.
- Buses will load back to front when applicable (K-students and special circumstances notwithstanding).
- Arrival and departure activities shall be supervised to ensure social distancing.
- Whenever possible, a single driver will be assigned to the same bus and routes.
- Bus windows and roof hatches will be kept open to allow for ventilation.
- Buses will be disinfected at the end of every run and deep cleaned periodically.

4. **Requirement:** A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees and contractors, 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:

This information shall serve as a plan for ongoing procurement, storage, dissemination and maintenance of Personal Protective Equipment (PPE). The district will endeavor to provide at minimum two pieces of PPE (cloth/ disposable mask, gloves, hand sanitizer, disinfectant) for each essential worker. The Director of Mental Health and Student Attendance will serve as the liaison for the district to obtain, disseminate and maintain all PPE.

The ongoing procurement of said PPE will be in line with the district's purchasing routes. Transfer of funds for PPE purchase will take place by department.

Purchase orders will be submitted to the Business Office in a timely manner and as often as PPE becomes available for purchase. The Director of Mental Health and Student Attendance and the Director of

Operations and Maintenance will decide on proper storage areas within the district, based on availability, and also ensure that compliance with manufacturer's storage recommendations are adhered to. Ongoing inventory will be maintained by the Office of Mental Health and Student Attendance.

5. **Requirement:** 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.

Such protocol shall also detail 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 surface area and shared equipment such employee may have touched, and the employer policy on available leave, in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy:

The information below was used during the pandemic of 2020; in the event of another declared health emergency, the district may reinstitute the following procedures:

When individuals enter a room for a period of 10 minutes or longer, they will be required to sign in. In the event that an individual is exposed to a known case of the communicable disease, exhibits symptoms, or tests positive, the individual will be directed to quarantine. The area the individual came into contact with will be closed, contact tracing will be implemented, notification to those impacted will be made, and a thorough sanitization of the contaminated areas will take place.

The district will adhere to all federal, state and local laws regarding available leave, in the event that an employee needs to receive testing, treatment, isolation or quarantine.

Please click the following link for more information:

[Suffolk County Department of Health](#)

6. **Requirement:** 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, in order to facilitate the provision of any benefits which may be available to certain employees on that basis:

The district utilized the methods listed below for time and attendance tracking during the pandemic of 2020, and may reinstate these methods during a declared health emergency:

-Employees who possess Memorandums of Agreements (MOA's) may access the SchoolFront database and electronically acknowledge their health status before reporting to work. Individuals in this classification who do not report to work must notify their supervisor, and their absence will be recorded in the Human Resource Time and Attendance System.

-Employees in the Middle Island Administrators Association (MIAA) may be required to access the SchoolFront database and electronically acknowledge their health status before reporting to work. Any MIAA employee who will not be reporting to work will contact their supervisor, and the absence will be recorded in the Human Resource Time and Attendance System.

-Employees in the Middle Island Teacher Association (MITA) may be required to access the SchoolFront database and electronically acknowledge their health status before reporting to work. Any MITA employee who will not be reporting to work will be logged in the Absence Management System.

- Employees in the Civil Service Employee Association (CSEA) may be required to access the SchoolFront database and electronically acknowledge their health status before reporting to work. Upon arrival to work, CSEA employees use a biometric system to clock in and out. Any CSEA employee who will not be reporting to work must contact their supervisor and their absence will be logged in the Human Resource Time and Attendance System.

-Any contractor assigned to work in the district, may need to first be cleared to work in a specific location by the Director of Facilities, and once approved, the Director of Facilities will mandate that project managers maintain documentation with dates and specific hours that each employee worked on a site.

-In the event that an essential employee is scheduled for an off-site visit (out of the district), the employee may be required to get prior approval from their direct supervisor, so that in the event of an exposure, contact tracing can be implemented.

In the event that a newly declared health emergency arises, the link to the plan will be found here:

- All employees will use their access cards, or sign-in, as applicable for entrance which documents their arrival on premises. Card access systems may be shut off and exterior gates locked to non-essential employees during a building closure.
- Payroll, attendance, and/or time cards/biometric systems will further document an employee's presence on campus.
- Contractors will sign in with the school safety department.
- Non-essential visitors will not be allowed on site, however, exceptions may be made on a case by case basis.

7. Requirement: 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:

The district will provide a list of available housing. The employee will be directed to work with the Human Resource and Business Office to the extent possible.

8. **Requirement:** Any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant or mask wearing:

The district will comply with all regulations set forth by the Department of Health with regard to mandates to be followed during a state disaster.

9. **Requirement:** A [recent amendment to Commissioner's Regulation §155.17](#) requires all districts and BOCES to add emergency remote instruction provisions to their annual [District-wide School Safety Plan \(DWSSP\)](#) starting with the 2023-24 school year. The provision is as follows:

Technology Emergency Remote Instruction Plan

Technology Devices

Superintendent and Cabinet

- All Cabinet have technology devices issued by the district.

Building Administration

- All building administration have 1:1 devices issued by the district.

Faculty

- All faculty have 1:1 devices issued by the district.
- In the event of emergency that requires remote instruction, faculty will use the device that has been issued to them.

Key Staff

- Key staff in Human Resources, Business Office, Operations and Maintenance, Security Office and Technology Department have been issued devices for remote work

Staff

- Other staff requiring technology devices will request through their immediate supervisor. Each request will be evaluated on a case by case basis.

Students K-4

- All K-4 schools have in-school 1:1 devices.
- In the event of emergency that requires remote instruction, in-school devices will be distributed to students
- Distribution of 1:1 device(s) will be the responsibility of the school, following the distribution and inventory procedures established by the district Technology Department.

Students 5-6

- All 5-6 schools have in-school 1:1 devices.
- In the event of emergency that requires remote instruction, in-school devices will be distributed to students
- Distribution of 1:1 device(s) will be the responsibility of the school, following the distribution and inventory procedures established by the district Technology Department.

Students 7-8

- All 7 students have take-home 1:1 devices.

- Grade 8 Students, in the event of emergency that requires remote instruction, in-school devices will be distributed to students
- In the event of emergency that requires remote instruction, students will use the device that has been issued to them

Students 9-12

- All 9-12 students have in-school 1:1 devices.
- In the event of emergency that requires remote instruction, students will use the device that has been issued to them
- Grade 12 Students, in the event of emergency that requires remote instruction, in-school devices will be distributed to students

Software

Students:

- In the event of an emergency that requires remote instruction, students will use district approved applications.

Administrative and Faculty

- Administrative and Faculty will use district approved application(s) that are supported on the Chromebook platform.
- Key Staff that have been issued devices will connect to applications that do not run native on Chromebooks

10. **Requirement:** To give districts greater predictability, the Department proposed to amend section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may provide remote instruction and count these instructional days towards the minimum requirements. Instruction must be provided to all students and be consistent with the definition of remote instruction. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's emergency remote instruction plan, which is outlined below:

INTRODUCTION

The purpose of this plan is to prepare for an emergency condition that would require an extended school closure and district or school wide remote learning. This serves to ensure a common understanding regarding remote instruction. The nature of an emergency may have unforeseen circumstances that might require modifications to the plan developed. This plan serves as a starting point that can be adjusted to meet the needs of our students in the emergency. This plan will be reviewed and revised yearly along with the District-Wide School Safety Plan (DWSSP).

A. DEVICE AVAILABILITY

- a. All students grades 7-12 are issued a device as part of standard district procedure.
- b. In the event of an emergency, students grades K-6 or students who do not otherwise have a device will be able to pick up a district device at their school building or buildings otherwise indicated during specified hours.

Students and/or parents will need to show proper identification to receive an electronic device.

B. CONNECTIVITY AND ACCESS

- a. At the start of every school year, teaching staff will identify which students do not have access to the internet and request a phone number that can be used for conferencing, in the event of an emergency.
 - i. Teaching staff will utilize the phone number to conference students into the scheduled classroom conference using the district approved conferencing application (i.e. Google Meets)
 - b. In the event of an emergency requiring remote instruction, teachers will communicate with students who do not have internet access the appropriate time and location to pick up and drop off assignments that would otherwise be available via the internet

c. If a student does not log on for three consecutive days, the classroom teacher will call the student at home to ascertain their ability to access the internet.

d. Additionally, district administration will work with ISP providers, local and state government offices to ascertain the ability to get additional internet access within the community.

2023-24 School Year

LONGWOOD CENTRAL SCHOOL DISTRICT

Emergency Remote Instruction Plan

C. EXPECTATION FOR SYNCHRONOUS INSTRUCTION

a. Remote instruction will occur synchronously and will follow the schedule of the school day, using a school approved conferencing application (i.e. Google Meet).

i. The school's schedule may be adapted by building administration with approval from the Superintendent or their designee to meet the needs of the students and the nature of the emergency.

ii. Changes to the schedule will be posted to the district website, with efforts to communicate the change prior to the change being implemented.

iii. The emphasis will be to increase the amount of in-person instruction for students, while maintaining a safe educational environment in the face of an emergency.

b. Teachers will ensure all students on their rosters are appropriately registered on the school approved instructional platform (i.e. Google Classroom).

c. Teachers will post any instructional materials and/or any supplemental materials that can be viewed asynchronously on the district approved instructional platform (i.e. Google Classroom).

D. STUDENTS UNABLE TO ACCESS REMOTE INSTRUCTION

- a. Students have individual needs and building administrations will work with students, parents and classroom teachers to address unique individual situations as they arise.
- b. The district approved conferencing and instructional platform (Google Classroom and Google Meet) will be the primary modality for Special Education services, with individual changes to meet the student's needs, based on the IEP or other relevant considerations.

E. ESTIMATED INSTRUCTIONAL HOURS

- a. There will be no planned change in the instructional hours claimed during the emergency, for the purposes of state aid.
 - i. K-6 students will receive a minimum of 900 instructional hours yearly, estimated 5 hours daily.
 - ii. 7-12 students will receive a minimum of 990 instructional hours yearly, estimated 5.4 hours daily.

2023-2024 Plan Update/Approval Timeline

- ☐ April 14, 2023 - District Safety Plan draft distributed to team electronically for updating. All questions will be directed to James.Perrotta@longwoodcsd.org.
- ☐ June 12, 2023 - District Safety Team meeting was virtually held
- ☐ July 3, 2023 - Public Hearing which provides for school personnel, students, and public participation. Made available to the public for 30 days, via website
- ☐ July 3, 2023 - Chief Emergency Officer and District-wide Safety Team reappointment. Appointment of new members.

- August 31, 2023 - District Safety Plan and Confidential Building Emergency Response Plans will be adopted by the Board of Education in Executive Session.
- September 15, 2023 - All staff must have completed the District Safety Training.
- By October 1, 2023 - The Superintendent must take action to provide written information to students about emergency procedures.
- Within 30 days from adoption (District Plan only), Longwood Central School District is required to post their District-wide Safety Plan on their district website. The URL must be submitted to the Education Department, via the annual Basic Educational Data System (BEDS) collection each October, to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.