



Great Neck Public Schools

Where Discovery Leads to Greatness

2024-2025 District-Wide School Safety Plan

ADOPTED BY BOARD OF EDUCATION ON 08/29/2024

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Great Neck Public Schools

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 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This plan has been adopted by the School Board on **August 29, 2024**. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Planning Teams** appointed by the **Building Principals**. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. If activation of the **Building-Level Emergency Response Plan** results in the closing of a school building, the Superintendent or designee will notify the Commissioner of Education and the Nassau BOCES District Superintendent. The BOCES Health & Safety Office will assist in development of protocols for accessing these services.

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

Compliance Checklist

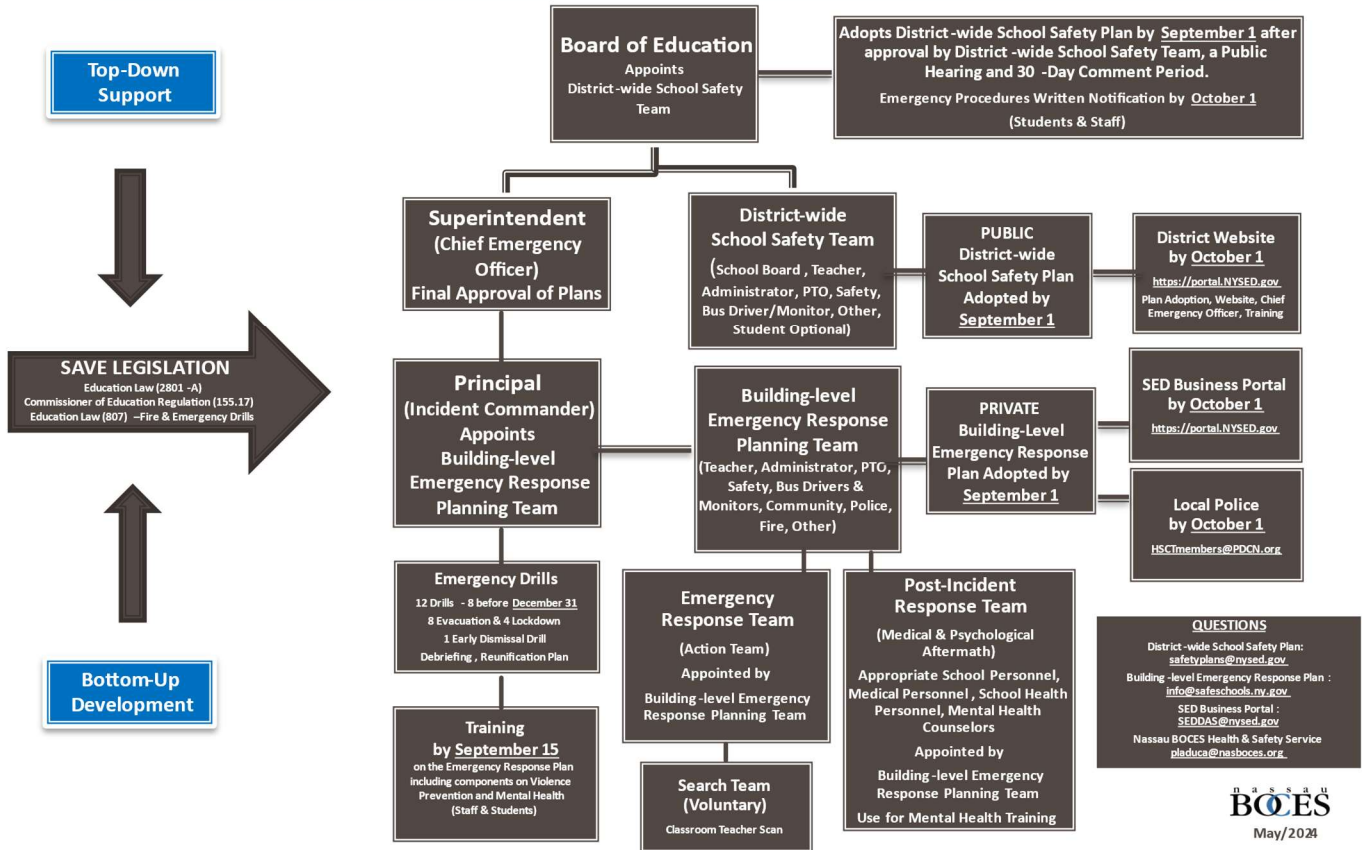
Compliance Requirement	Date Achieved
Board of Education Appoints District-Wide School Safety Team	08/29/2024
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	06/12/2024
Parkville Building-Level ERT Approves Building-Level ERPT / Entered into Portal	TBD
Lakeville Building-Level ERT Approves Building-Level ERPT / Entered into Portal	TBD
Saddle Rock Building-Level ERT Approves Building-Level ERPT / Entered into Portal	TBD
EM Baker Building-Level ERT Approves Building-Level ERPT / Entered into Portal	TBD
JFK Building-Level ERT Approves Building-Level ERPT / Entered into Portal	TBD
South Middle School Building-Level ERPT Approves Building-Level ERP / Entered into Portal	TBD
North Middle School Building-Level ERPT Approves Building-Level ERP / Entered into Portal	TBD
South High School Building-Level ERPT Approves Building-Level ERP / Entered into Portal	TBD
North High School Building-Level ERPT Approves Building-Level ERP / Entered into Portal	TBD
Village School Building-Level ERPT Approves Building-Level ERP / Entered into Portal	TBD
School Board has at least one public hearing on District-Wide School Safety Plan	08/29/2024
School Board establishes 30-day public comment period	07/29/2024
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	08/29/2024
District-Wide School Safety Plan posted on website. The URL is https://www.greatneck.k12.ny.us/safetyplan	09/16/2024
All Building-Level Emergency Response Plans filed with local police	TBD
Written information on emergency procedures provided to all staff and students by October 1st	TBD
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	09/16/2024

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.

Safety Plan Regulatory Requirements

Safety Plans - Regulatory Requirements



Elements of the District-Wide School Safety Plan: Compliance Checklist

Policies and procedures for:

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

Prevention and intervention strategies, such as:

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

Arrangements and/or Procedures during emergencies for:

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

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

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

- Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel,

students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)

- security devices or procedures CR155.17(c)(1)(xi)(b)
- Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)
- Strategies for improving communication** among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)
- A **description of the duties of hall monitors** and any other school safety personnel CR155.17(c)(1)(xvii)
- A **description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xviii)
- A **description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xviii)
- Protocols for **responding to state disaster emergencies involving public health**; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021
- The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)** ensure staff understanding of the district-wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

Policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must:

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

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

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

Public Health Emergencies – Communicable Disease

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

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

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

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

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on December 5, 2023. It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

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

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

Superintendent of Schools: **Dr. Kenneth Bossert**

Address **345 Lakeville Road Great Neck, NY 11020**

Contact # **516-441-4001**

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2024 – 2025 school year on **September 23, 2024, December 16, 2024, March 17, 2025 and June 15, 2025. Minutes will be kept for each meeting and attendance documented (see Appendix B).**

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

- Student Representative (Optional)

Responsibilities of the District-Wide School Safety Team

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

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

Building-Level Emergency Response Planning Team

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

- Teacher
- Administrator
- School Safety Personnel
- Bus Drivers and Monitors
- Community Members
- Law Enforcement
- Fire Officials
- Others

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

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

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

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include:

1. Non-violent conflict resolution training programs.
2. Participating member of Long Island School Practitioners Action Network (LISPAN).
3. Exterior and Interior video surveillance cameras.
4. Directed and non-directed security patrols.
5. Directed and non-directed Police visits and walk-through's.
6. Peer mediation programs.
7. Extended day and other school safety programs.
8. Youth-run programs.
9. Mentors for students concerned with bullying/violence.
10. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
11. The Fire Department conducts annual training in our school buildings.

Training, Drills and Exercises

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

- Trauma-informed Emergency Dismissal drill (at a time not to occur more than 15 minutes earlier than the normal dismissal time) to test communication and transportation. **Parents to be notified at least one-week prior to drill.**
- Trauma-informed live drills including **Shelter**/shelter-in-place, **Hold**/hold-in-place, **Evacuate**/evacuation, **Lockdown**, and **Secure Lockout**.
- Trauma-informed live drill for specific responses (hostage taking, bomb-threat, etc.).
- Trauma-informed Situational Drills.
- Table top exercises may be used as a training resource for staff.
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. Each school district shall practice emergency response procedures (**evacuation, lockdown, and emergency dismissal drills**) under its District-wide School Safety Plan and each of its Building-Level Emergency Response Plans. **Procedures and timeframes for notification of parents** or persons in parental relation regarding drills and

other emergency response training(s) that include students will be developed. Drills conducted during the school day with students present shall be conducted in a **trauma-informed, developmentally, and age-appropriate manner** and shall not include props, actors, or simulations or other tactics to mimic a school shooting or other act of violence or emergency. **At the time drills are conducted, students and staff shall be informed that the activities being conducted are a drill.** Full-scale exercises shall not be conducted on a regular school day and such exercises will not include students without the written consent form parents or persons in parental relation. Drills shall be completed on **different days of the week** and during **different times of the school day**. Drills shall occur **after annual training in emergency procedures** has been **provided to students and staff**.

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

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

Emergency Drills (Minimum Every School Year)

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

Implementation of School Security

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

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

- NYS certified security guards.
- Security Guards received 2 days of staff development every school year.
- The School District has had multiple security audit/assessment of all school buildings conducted by the Nassau County Police Department in addition to a security consulting firm, Redland Strategies.
- Video surveillance – closed-circuit TV security.
- School District Security Personnel.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

In order to foster a secure environment for students and staff, the following rules apply to school visitors:

1. A list of visitors with appointments should be transmitted to the security desk prior to the day the visitor is expected.
2. Visitors should not enter the building with students during student arrival except for urgent business.
3. All visitors should present picture identification to confirm identity. If a visitor arrives without proper identification, the building administrator or his/her designee will be contacted to determine admittance on a case-by-case basis.
4. As per Board of Education Policy #5300.65 CODE OF CONDUCT: VISITORS TO THE SCHOOLS, "Visitors attending school functions that are open to the public before, during or after regular school hours, such as parent-teacher organization meetings or public gatherings are not required to register."
5. Failure to follow these procedures may result in a lockdown.

Security Personnel Procedures for Visitor Arrival/Departure

1. All visitors should use the Video Intercom system upon arrival. The Security Guard will collect some preliminary information about the visitor and the purpose of the visit.
2. If the Security Guard determines the visitor should be admitted, the visitor will be buzzed into the security vestibule.
3. One person/family/common group should be buzzed into the vestibule at a time. It is imperative that visitors do not hold the door open for others behind them.
4. Once inside the vestibule, the visitor(s) will be required to provide photo identification to the Security Guard through the vestibule transaction window.
5. The Security Guard will call the staff member or department to announce the visitor. If the visitor does not have an appointment, the visitor will be directed to the main office to schedule an appointment once the visitor has been registered with the visitor management system.
6. The Security Guard will process the visitor using the Visitor Management System, including using the remote camera inside the vestibule to take the Visitor Management System photograph. Once the identity of the visitor is confirmed, the visitor will be given the Visitor Management System visitor tag and released into the building. In the absence of the Visitor Management System, handwritten visitor passes will be issued.
7. When leaving, the visitor must return to the Security Desk and return the visitor sticker. The Security Guard will scan the visitor tag to sign them out of the system.
8. The visitor must exit through the main entrance (and not through the security vestibule as this will be reserved for incoming visitors).

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior

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

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites:
- <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>
- <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>
- A description of the school district’s Violence Prevention Program and Safety Plan.
- A description of the roles and responsibilities of the Building-Level Emergency Response Planning Team.
- The building level Incident Command System including the roles and responsibilities of designated staff.
- The Building-Level Emergency Response Plan procedures for implementing the following emergency response terms: shelter/shelter-in-place; hold/hold-in-place; evacuate/evacuation; secure lockout and lockdown.
- Procedures for conducting drills as noted in the section above on **Training, Drills, and Exercises**.
- District and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health also noted above.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

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

Hazard Identification

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

- Long Island Expressway
- Northern State Parkway

- Lakeville Road
- Northern Blvd.
- Old Mill Road
- Steamboat Road
- Community Drive
- Long Island Rail Road
- Water Authority of Great Neck North
- Manhasset –Lakeville Water District
- North Shore University Hospital
- Long Island Jewish Medical Center
- Parkwood Swimming Pool
- United States Merchant Marine Academy
- Numerous Houses of Worship

Responses to Violence

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

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

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

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

Reporting

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

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

Investigation

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

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.

- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up

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

Evaluation

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

Disciplinary Measures

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

Code of Conduct

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct can be found on the GNPS Website.

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

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

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

School	Phone	Fax	E-Mail
South High School	516-441-4800	516-441-4893	ahopkins@greatneck.k12.ny.us
North High School	516-441-4700	516-441-4791	dholtzman@greatneck.k12.ny.us
South Middle School	516-441-4600	516-441-4690	gcartolano@greatneck.k12.ny.us
North Middle School	516-441-4500	516-441-4595	bnelson@greatneck.k12.ny.us
Parkville Elementary School	516-441-4350	516-441-4367	mbell@greatneck.k12.ny.us
Lakeville Elementary School	516-441-4300	516-441-4316	ezucal@greatneck.k12.ny.us
JFK Elementary School	516-441-4200	516-441-4290	rgimondo@greatneck.k12.ny.us
EM Baker Elementary School	516-441-4100	516-441-4190	mgrimaldi@greatneck.k12.ny.us
Saddle Rock Elementary School	516-441-4400	516-441-4993	lbradley@greatneck.k12.ny.us
Clover Drive Center	516-441-4950	516-441-4296	ehatwood@greatneck.k12.ny.us
Village School	516-441-4900	516-441-4909	sgoldberg@greatneck.k12.ny.us
Cumberland Adult Center	516-441-4949	516-441-4937	jandersen@greatneck.k12.ny.us
Phipps Admin Building	516-441-4000	516-441-4992	kbossert@greatneck.k12.ny.us
Grace Ave Senior Center CLASP INC.	516-487-0025 516-482-8090	516-487-4738 516-482-8497	atarcher@greatneckseniorcenter.org arpiarukian@claspinc.org
Non-Public Schools.			
North Shore Hebrew Academy HS	516-487-2424	516-487-6663	dvitow@nshahs.org
North Shore Hebrew Academy MS	516-487-9163	516-829-3933	aacobas@nsha.org
North Shore Hebrew Academy Elementary	516-487-8687	516-487-8721	jkobrin@nsha.org
Long Island Hebrew Academy	516-466-3656	516-466-0774	rosel@lihagn.org
Silverstein Academy	516-466-8522	516-466-3586	butmans@shagn.org
Countryside Montessori School	516-406-3623	516-466-8421	CSMontessori@CMSgm.com
Yeshiva Bnot Yaakov	516-612-6110	516-304-9002-cell	menashekalati@gmail.com
Yeshiva Kol Yaakov	516-829-4978	516-304-9002-cell	yeshivatkolyaakovgn@gmail.com

The district has redundant methods of communication to notify all key stakeholders and constituency groups in the event of an emergency. These methods include the GNPS Web site, GNPS TV Studio that broadcasts to the local community on Cablevision and Verizon FIOS, local radio and TV stations, and the Parent-Link School Notification System, a mass alert system that can send phone calls to home phone, cell phone, and work phone, e-mails, and text messages with automatic language translations for those whose primary language is something other than English, to thousands of recipients in just a few minutes. These messages can be sent to all parents, staff, high school students, and community members, or can be targeted granularly to specific schools, grade levels, classrooms, and bus routes.

Bomb Threats

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

Hostage Taking

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

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

Intrusions

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

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

Unidentified Visitor:

- The first person becoming aware of an Unidentified Visitor to the school building will approach the Visitor to determine the nature of their presence and ask them for identification. This will also be reported to the principal's office.
- If no acceptable purpose can be ascertained, ask the individual(s) to leave. Ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law. And that if they do not leave Law Enforcement will be notified.
- If the situation escalates, an Automated Lockdown procedure will be put into effect.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.

The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services in a unified command manner.

Kidnapping or Missing Student

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

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

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
South High School	Adam Hopkins	Michael DiPasquale	Thomas DePaola
North High School	Daniel Holtzman	Ronald Levine	Kathlyne Snyder
South Middle School	Gina Cartolano	Ryan Nadherny	Leonard DiBiase
North Middle School	Brendan Nelson	Nancy Gunning	Jennifer Booth
Parkville Elementary School	Michelle Bell	Alyson Miller	Carlos Ulloa
Lakeville Elementary School	Emily Zucal	Neepea Redito	Glen Ryder
JFK Elementary School	Ronald Gimondo	Ai-Huei Chang-Lau	Lawerence Siele
EM Baker Elementary School	Michael Grimaldi	Heather Sweet-Lazos	Keith Pratt
Saddle Rock Elementary School	Luciana Bradley	Sara Goldberg	Anthony Iacovelli
Clover Drive Center	Erin Hatwood	Alison Brennan	Christine Goldberg
Village School	Stephen Goldberg	Halina Panariello	Samuel Yellis
Cumberland Adult Center	Jennifer Andersen	Errol Kidd	Glen Ryder
Phipps Admin Building	Kenneth Bossert	John O'Keefe	Steve Lando
Grace Ave.	Anne Tarcher	Erica Sommers	Sergio Buscaglia

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Emergency Dismissal Drill** (Conditions warrant returning students to their homes)
- **Evacuate/Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Shelter/Shelter-In-Place** (Conditions warrant movement to a safe place in the building)
 - **Shelter/Shelter-In-Place (weather related)**
 - **Shelter/Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter/Shelter-In-Place (Specific Bomb Threat)**
- **Hold/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 or immediately around the building)
- **Secure Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

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

Individuals should report suspicious activity to local law enforcement authorities (via 911). Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *“If You See Something, Say Something™”* campaign across the United States encourages the public and leaders of

communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

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

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

- **Dr. Kenneth Bossert, Superintendent of Schools**
- **John O’Keefe, Deputy Superintendent**
- **Dr. Joseph Hickey, Assistant Superintendent for Pupil Personnel Services**
- **Dr. Stephen Lando, Assistant Superintendent for Secondary Education**
- **Diana Haanraadts, Assistant Superintendent for Elementary Education**
- **Dr. Justin Lander, Technology**
- **Jennifer Kirby, Director of Human Resources**
- **Alfredo Cavallaro, Director of Facilities**
- **William Castoro, Supervisor of Security**
- **Donovan Howell, Supervisor of Transportation**
- **James Gounaris, Food Service Director**
- **Susan Becker, Head Nurse**
- **Dr. Alison Brennan**
- **David Cheng, School Psychologist**
- **Edward Vilchez, Police Officer, Nassau County PD POP Unit**

Disaster Mental Health Services

The **Building-Level Emergency Response Planning Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort. Great Neck Public Schools is also a founding and participating member of the Long Island School Practitioner Action Network (LISPAN). LISPAN is a voluntary network of school-based mental health crisis team members created to help schools meet the needs of students, staff, and families following a crisis event where needed resources may extend beyond what any given school district is able to provide on its own. When such an event occurs, and upon consent being granted by the participating superintendent, participating districts may call upon LISPAN volunteers to assist the district in providing crisis response/intervention. LISPAN consists of volunteers from various school districts that are available to provide onsite post-crisis support and follow-up services after the occurrence of a serious school crisis. LISPAN volunteers have received research-based training on crisis preparedness, response, and intervention (National Association of School Psychologists).

Threat Assessment

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

- Focuses on what a particular student is doing and saying; and

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

The Six Principles of Threat Assessment:

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

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

Enhancing School Safety Using a Threat Assessment Model; United States Secret Service, 2018. [Enhancing School Safety Using a Threat Assessment Model \(cisa.gov\)](#)

Averting Targeted School Violence; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretsservice.gov\)](#)

Please see Appendix F – Threat Assessment Guidance

Multi-Disciplinary Behavioral Assessment Team

Nassau County Threat Advisory Committee (NASTAC)

1. The Nassau County Threat Advisory Committee (NASTAC) is comprised of select representatives from Participating Member Agencies (PMA). The NASTAC acts as a central clearinghouse of information flow specific to situations, herein referred to as Threat Cases (TC), where the risk of violence is assessed to be imminent and/or a cluster of risk factors and warning behaviors commonly associated with elevated risks for targeted violence are present.
2. NASTAC assists PMA's with the development of balanced intervention and a case management strategy for TC's presented to the committee. The NASTAC acts solely as an advisory group. NASTAC cannot mandate PMA's implement or act on suggested intervention and case management strategies. NASTAC does not dictate policy or procedural change within PMA's other than requirements set forth in this PMA agreement.
3. Members of the NASTAC do not act in the capacity of traditional law enforcement taskforce members who have dual responsibilities to follow policies and procedures of the task force sponsoring agency and their own agency. The NASTAC member shall maintain the standard protocols and interests of its agency and follow all rules and regulations set forth by its agency. For example, members shall comply with matters of confidentiality and sharing of sensitive information in accordance with its agency policies and any applicable laws.
4. NASTAC serves as a resource for the community to improve targeted violence threat response protocols by providing multidisciplinary expert advice and seamless sharing of threat information across systems. NASTAC uses a multidisciplinary restorative approach to prevent acts of targeted violence that balances the safety needs of the public with the health and wellness needs of the person at-risk for committing an act of targeted violence.
5. The District has a Threat Assessment / Behavioral Assessment Team trained in each building which is comprised of mental health staff and administrators. The teams utilize the GNPS Threat Assessment Protocol which is reviewed each year by a district team of PPS administrators and mental health staff and updated as needed. The protocol has been developed following the US Secret Service National Threat Assessment Center's Threat Assessment model and was reviewed by the US Secret Service.

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary.

Forms, resources, and training materials have been developed for this purpose and can be obtained on the Nassau Schools Emergency Planning Consortium Website at: www.nassauschoolemergency.org under the **Safety Plans** tab.

Resolutions – Adoption of 2024 – 2025 District-Wide Safety Team

Resolutions – Adoption of 2024 – 2025 District-Wide School Safety Plan and Building-Level Emergency Response Plans

Appendix A – Parents / Students / Staff Annual Notification

Appendix B – District-Wide School Safety Team Meeting Minutes and Attendance

Appendix C – Suicide Prevention & Mental Health Resources

Suicide Prevention & Mental Health Resources

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

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

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

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

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

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

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

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

SUICIDE IS PREVENTABLE.

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



WHAT EVERY TEACHER NEEDS TO KNOW:

Recognizing Suicide Risk in Students



CRISIS TEXT LINE
Text "START" to 741-741



www.PreventSuicideNY.org
Youth Suicide Prevention is Everyone's Business!

YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year? Are there more requirements, more testing, and less time for you to think—let alone plan?

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

Did you know that according to national data:

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

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

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



Who are these kids?

They're sitting in your classrooms every day.

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

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

So how do you accomplish this?

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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

Appendix D – Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-227-9639
 - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- Dr. Joseph Hickey, Assistant Superintendent of Pupil Personnel Services and Susan Becker, Head Nurse will help coordinate our Pandemic Planning and response effort. They will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the District Technology Director will also be an important Team member. The Director of Human Resources, Deputy Superintendent, Director of Facilities, Assistant Superintendent of Elementary Education and Assistant Superintendent of Secondary Education will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, and email.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be at The Phipps Administration Building with the alternate at The Clover Drive Center and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

- **Dr. Kenneth Bossert, Superintendent of Schools**
- **John O’Keefe, Deputy Superintendent**
- **Dr. Joseph Hickey, Assistant Superintendent for Pupil Personnel Services**
- **Dr. Stephen Lando, Assistant Superintendent for Secondary Education**
- **Diana Haanraads, Assistant Superintendent for Elementary Education**
- **Dr. Justin Lander, Technology Director**
- **Jennifer Kirby, Director of Human Resources**
- **William Castoro, Supervisor of Security**
- **Donovan Howell, Supervisor of Transportation**
- **David Zawatson, Director of Athletics**
- **Alfredo Cavallaro, Director of Facilities**

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO) (Colleen Bowler) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to ensure proper function of all communication systems. This coordination will also help ensure that as many redundant communication systems as possible are available such as Radio, GNPS Website, GNPS TV75, Facebook and Parent link. We have tested/exercised our communication systems daily.

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

<i>School/Program</i>	<i>Communicable Disease Safety Coordinator</i>	<i>Contact #</i>
South High School	Adam Hopkins	516-441-4800
North High School	Daniel Holtzman	516-441-4700
South Middle School	Gina Cartolano	516-441-4600
North Middle School	Brendan Nelson	516-441-4500
Parkville Elementary School	Michelle Bell	516-441-4350
Lakeville Elementary School	Emily Zucal	516-441-4300
JFK Elementary School	Ronald Gimondo	516-441-4200
EM Baker Elementary School	Michael Grimaldi	516-441-4100
Saddle Rock Elementary School	Luciana Bradley	516-441-4400
Clover Drive Center	Errin Hatwood	516-441-4950
Village School	Stephen Goldberg	516-441-4900
Cumberland Adult Center	Jennifer Andersen	516-441-4940
Phipps Admin Building	Kenneth Bossert	516-441-4000

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. The district Public Information Officer (PIO) Colleen Bowler has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all

communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

- Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; phones and cell phones, texting and the public media. Colleen Bower has been designated to coordinate this effort and act as the central point for all communication. Available in the district are email, telephone, radio, twitter and mass parent and staff communications. We have test/exercise our communication systems throughout the school year.
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas (Principal Account Clerk, Principal Clerk, Purchasing Officer and Senior Account Clerks). Recognizing the need for job cross-training, we have trained individuals with the following job titles (Stacey Pedone, Pennie Eng, Jennifer Mair, Jason Martin, Maria Martinez, Annette Sicuranza, and Michelle Kopacz). We have also established the ability to maintain these essential functions off-site from remote locations as follows: Individuals responsible for essential business office functions have district-issued laptops with remote (VPN) connectivity. Off-site function was tested on January 2021.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities or designee will respond to or coordinate remotely with custodial staff. Desktops will be misted with the provided disinfectant and left to dry. Normal disinfecting protocols will also be adhered to.
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions in Spring 2020. We have defined the following job titles for having back-up responsibility in these areas (Senior Personnel Clerk, Personnel Clerk, Senior Typist Clerk, Typist Clerk, and Account Clerk). Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Remote learning will be implemented in the event of a school closure.
- Communication modalities Include: telephone, email, text messages, cell phone, automated notification systems; website postings.

Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible. Supplies are stored and secured in the Phipps Administration Building.

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

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

***Note:** Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

Response:

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.

- The Deputy Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Deputy Superintendent will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
 - **If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Nassau BOCES.**

CDC and NYSDOH Recommendations

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to be sick, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals can return to the area and resume school activities immediately after cleaning and disinfection.

Staff Absenteeism

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

Employee Assistance Program (EAP)

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

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:

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

Common Areas:

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

Disinfecting:

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

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

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.

- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

Trash removal:

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

Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 30.**

Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, Great Neck Public Schools has designated two locations for Emergency Shelter, as designated by the American Red Cross:

- **North High School - 35 Polo Road, Great Neck, NY 11023**
- **South High School - 341 Lakeville Road, Great Neck, NY 11020**

Nassau County School Districts have also established school building shelter sites across the County in cooperation with the Nassau County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

Recovery

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

School District Pandemic Influenza Planning Checklist

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

I. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

Essential Employee Worksheet

Title	Description/Justification	Work Shift	Protocol
Superintendent	Supervise, oversee and approve variety of district functions, governmental reporting, board/personnel actions, contracts, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by BOE following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Deputy Superintendent	Supervise, oversee and approve the processing of payroll, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions, and other essential business functions	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Assistant Superintendent of Curriculum and Instruction (Elementary)	Supervise, oversee, approve the processing of elementary instruction/curricula, elementary staffing, leave requests, grants, contracts, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Assistant Superintendent of Curriculum and Instruction (Secondary)	Supervise, oversee, approve the processing of secondary instruction/curricula, secondary staffing leave requests, grants, contracts, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Assistant Superintendent of Special Education and Pupil Services	Supervise, oversee, approve the processing of special education instruction/curricula, IEPs, special ed staffing, leave requests, grants, contracts, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Director of Human Resources	Supervise, oversee and approve the processing of new hires, leave requests, contracts, invoices, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Purchasing Officer	Supervise, approve and process payroll, purchase orders, time sheets, bills, invoices, checks, deposits, payments, bids, contracts, outside service agreements, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
Director of Facilities & Operations	Supervise, oversee, and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, grounds and facilities	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Supervisor of Security	Supervise, oversee and approve the processing of time sheets, purchase orders, contracts, outside service agreements, governmental reporting, board/personnel actions; security of district buildings, grounds and facilities	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Supervisor of Facilities & Operations	Supervise, oversee and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, grounds and facilities	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Head Custodian	Supervise, oversee and approve the processing of time sheets, purchase orders, inventory ordering/delivery; physical management, maintenance, cleaning and sanitizing of facilities and systems in a specific building	Physical presence only when needed – work shift flexible based on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Assistant Head Custodian	Supervise, oversee and approve the processing of time sheets, purchase orders, inventory ordering/delivery; physical management, maintenance, cleaning and sanitizing of facilities and systems in a specific building	Physical presence only when needed – work shift flexible based on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Director of Technology	Supervise, oversee and approve management, maintenance, distribution of technology hardware and software, internet/WiFi services, contracts, online instruction/curricula, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Information Technology Manager	Supervise and oversee physical management, maintenance and distribution of technology hardware and software and internet/WiFi services	Physical presence only when needed – work shift flexible based on need; has own office minimizing exposure to others	Report at own discretion or as requested by supv following CDC, DOH and district guidelines e.g.,mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
School Lunch Manager	Supervise and oversee preparation and distribution of meals, inventory ordering/delivery; approve purchase orders, time sheets, contracts, outside service agreements, governmental reporting, board actions, etc.	8:00-1:00 M/F and T/W/TH when needed	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Cook Manager	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Auditor	Oversee, prepare and process financial statements, cash flow/fund balance reports, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; 8:30-12:30 or 12:30-4:30 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Junior Accountant	Oversee, prepare and process financial statements, budget appropriations, account ledgers, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, and other essential business functions	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; 8:30-12:30 or 12:30-4:30 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Principal Account Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; 8:30-12:30 or 12:30-4:30 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Principal Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; 8:30-12:30 or 12:30-4:30 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Principal Typist Clerk	Process new hires, leave requests, governmental reporting, board/personnel actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; or 8:30-	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
Senior Account Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	12:30/12:30-4:30 M-F) Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; or 8:30-12:30/12:30-4:30 M-F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Senior Personnel Clerk	Process new hires, leave requests, governmental reporting, board/personnel actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; or 8:30-12:30/12:30-4:30 M-F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Buyer	Prepare and process purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; or 8:30-12:30/12:30-4:30 M-F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Account Clerk	Process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:30-4:30 M/W/F or T/Th/F; or 8:30-12:30/12:30-4:30 M-F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Cook	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Assistant Cook	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
Food Service Helper	Assist with preparing and providing meals to students/community	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Senior Maintainer	Physical management and maintenance of district buildings and facilities	Physical presence only when needed – work shift flexible based on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Steam Firer	Physical management and maintenance of systems and facilities in a specific building	Physical presence only when needed – work shift flexible based on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Groundskeeper	Physical management and maintenance of grounds	Physical presence only when needed – work shift flexible based on need; work days/hours may depend on staff working (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g.,mask, social distance, etc.
Security Aide	Patrol district properties and check building/facility systems for safety and security	Alternate schedules: Sun – Sat: 12:00a-8:00a, 8:00a-4:00p, 4:00p-12:00a; 7:00a-3:00p, 3:00p-11:00p; 11:00p-7:00a	Report as scheduled following CDC, DOH and district guidelines e.g.,mask, social distance, etc.

Appendix E – Remote Instruction Plan & Student Access Survey

Appendix F – Threat Assessment Guidance

U.S. Department of Homeland Security United States Secret Service

Creating a Comprehensive Targeted Violence Prevention Plan

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

Components of the Plan include the following:

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

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

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

<ul style="list-style-type: none"> b. Importance of law enforcement representation on team. 	
<p>Step 5: Establish Threat Assessment Procedures</p> <ul style="list-style-type: none"> a. Standardized Incident Form. b. Consider different sources of information. c. Examine online social media, desks, lockers. d. Examine academic, disciplinary, law enforcement and other formal records. e. Establish rapport with student and guardian. f. Evaluate the behavior in the context of age and social/emotional development. g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors. 	<p>School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each school year.</p>
<p>Step 6: Develop Risk Management Options</p> <ul style="list-style-type: none"> a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student’s motive. i. Reduce the effect of stressors. 	<p>Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.</p>
<p>Step 7: Create/Promote Safe School Climate</p> <ul style="list-style-type: none"> a. Build culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down “codes of silence.” d. Help students feel connected to the school community and classmates. e. Identify clubs or teams at school. f. Support Positive Behavioral Interventions and Supports (PBIS) programs. g. Encourage student involvement. 	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>
<p>Step 8: Conduct Training for all Stakeholders</p> <ul style="list-style-type: none"> a. School safety is everyone’s responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process. 	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.</p>

e. Law enforcement can provide training and should also be aware of the threat assessment process.	
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UNITED STATES SECRET SERVICE ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service National Threat Assessment Center (NTAC) has conducted research, training, and consultation on threat assessment and the prevention of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Secret Service partnered with the Department of Education on two studies related to school safety. Published in 2002, the *Safe School Initiative (SSI)* examined 37 incidents of targeted violence that occurred at elementary and secondary schools to analyze the thinking and behavior of students who commit these attacks. The report, and accompanying guide, served as the impetus for establishing threat assessment programs in schools. In 2008, the agencies released the Bystander Study, a report that explored a key SSI finding that prior to most attacks, other students knew of the attackers' plans, yet most did not report it to an adult. The report highlighted the importance of creating safe school climates in which students are empowered to share their concerns. Since then, NTAC has continued to provide and update training to schools, law enforcement, and others on threat assessment and prevention practices.

U.S. SECRET SERVICE'S LATEST INITIATIVE REGARDING SCHOOL SAFETY

The tragic events of the February 14, 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, and the May 18, 2018 shooting at Santa Fe High School in Santa Fe, Texas, demonstrated the ongoing need to provide leadership in preventing future school attacks. As such, the U.S. Secret Service, along with many of our partners, have redoubled our efforts and are poised to continue enhancing school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans for conducting threat assessments in schools. The guide, titled *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, is available on the U.S. Secret Service website. A condensed overview is outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component to ensuring the safety and security of our nation's schools.
- Threat assessment procedures recognize that students engage in a continuum of concerning behaviors, the vast majority of which will be non-threatening and non-violent, but may still require intervention.
- The threshold for intervention should be relatively low so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.
- Everyone has a role to play in preventing school violence and creating safe school climates. Students should feel empowered to come forward without fear of reprisal. Faculty and staff should take all incoming reports seriously, and assess any information regarding concerning behavior or statements.

Additional Resources: The full guide provides information and links to additional resources that can help schools create threat assessment teams, establish reporting mechanisms, train stakeholders, and promote safe school climates.

CREATING A TARGETED VIOLENCE PREVENTION PLAN

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

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

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

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

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

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

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

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

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

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

District-Wide Safety Team



Great Neck Public Schools 2024-2025

Board of Education

Joanne Chan

Administration

Kenneth Bossert
John O'Keefe
Stephen Lando
Diana Haanraadts
William Castoro
Jennifer Kirby
Alfredo Cavallaro
Donovan Howell
Colleen Bowler

Advisor

Bryan Abramovich (NYSIR)

UPTC

Joshua Forst
Ronen Sarraf

Cumberland

Jennifer Andersen

North High

Daniel Holtzman

North Middle

Brendan Nelson

South High

Adam Hopkins

Clover Drive

Errin Hatwood (Adult Ed)
Alison Brennan (PPS)

Village

Steve Goldberg

South Middle

Gina Cartolano

Saddle Rock

Luciana Bradley

JF Kennedy

Ronald Gimondo
Susan Becker (Head Nurse)

EM Baker

Michael Grimaldi

Lakeville

Emily Zucal

Parkville

Michelle Bell

North Shore Hebrew

Academy

Rabbi Jeffrey Kobrin

Nassau County Police

Mike Costanzo

Lake Success Police Dept.

Joseph Gardella (Chief of Police)

Kings Point Police Dept.

Dan Flanagan (Commissioner)

Great Neck Estates Police Dept.

Rich Moreno (Chief of Police)