

2025-26

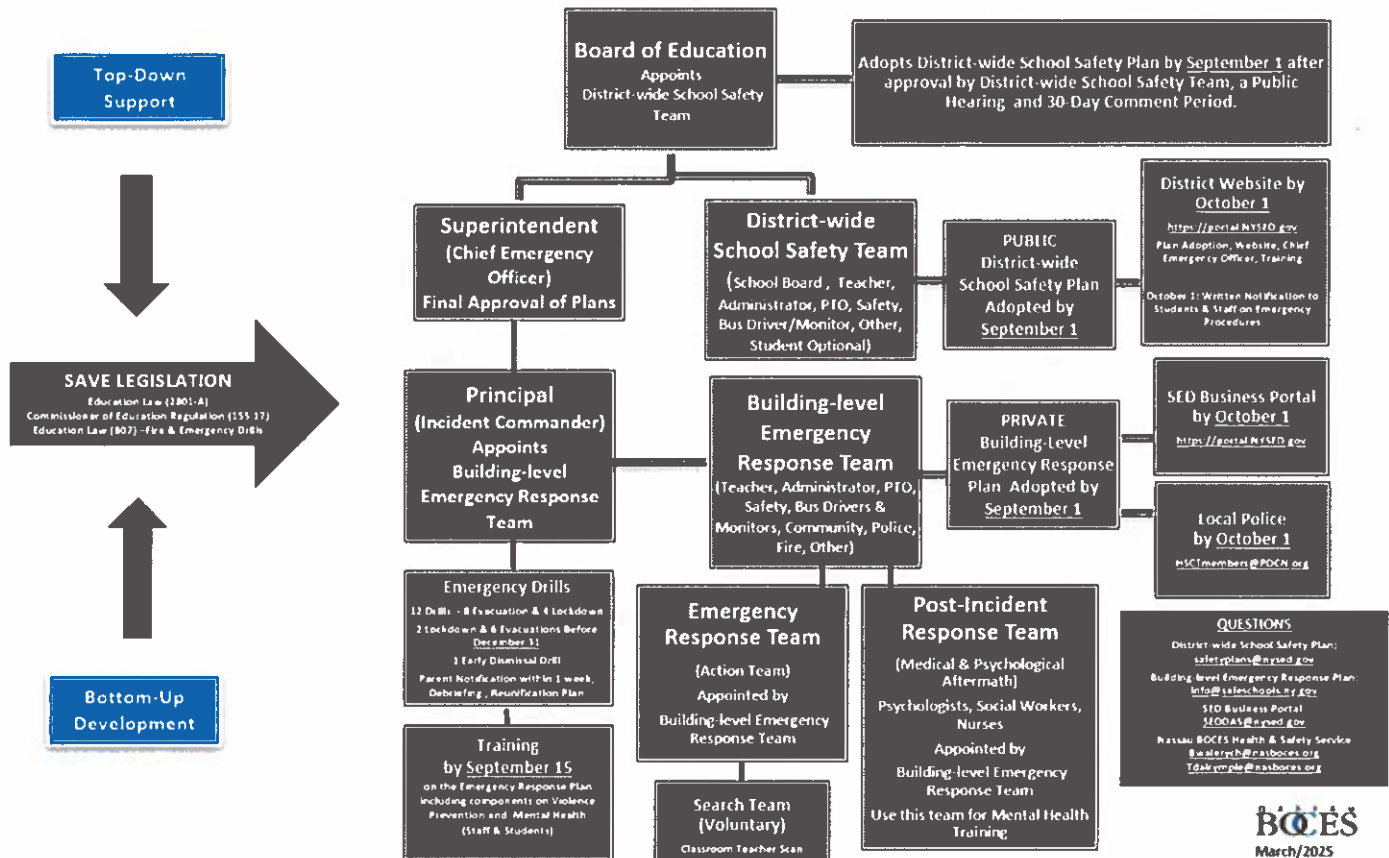
# Hempstead School District District-Wide School Safety Plan



*This District-wide School Safety Plan template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. This guidance document was written to assist school districts in their compliance efforts to meet the requirements of the Safe Schools Against Violence in Education Act (SAVE) and related legislation. This Plan should be customized as necessary to reflect individual school district's specific endeavors to achieve a safe school environment. This is a general overarching document that can be shared with the public and should be posted on the school district website by October 1<sup>st</sup> of each school year, as required by law. Parts of the Plan which may include names, contacts and personal information can be redacted for posting purposes. This Plan can also serve as an educational tool to help in-district personnel and the public to understand the requirements of the SAVE legislation. This contrasts to the Building-level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. This Plan includes amendments to Section 155.17 of the Commissioner of Education Regulations effective July 31, 2024 and proposed amendments effective July 1, 2025. If the proposals change or are removed, this Plan, which is a living document, will be revised at that time. This update is being provided now to assist school districts in meeting the September 1<sup>st</sup> deadline for school board approval.*

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# 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)

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 providing 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)(xiii)

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

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

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

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

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

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

## 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 (**Specific information not included for posting purposes**). 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 2025-26 school year on **(7/14, 8/11, 9/8, 10/20, 11/10, 12/8, 1/12, 2/9/ 3/9, 4/13, 5/11 and 6/8)**. 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 School Bus Drivers and Bus Monitors
- Student Representative (Optional)

## Responsibilities of the District-Wide School Safety Team

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

- 1) **Annual multi-hazard school safety training will be completed by September 15<sup>th</sup>** including training programs for students and staff in **violence prevention and mental health** which may be included in existing professional development. New employees will receive training **within 30 days of hire**. 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 1<sup>st</sup>** of each school year. **See Appendix A**
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response 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
- Parent Organization
- School Safety Personnel
- Bus Drivers and Bus Monitors
- Community Members



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 from 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. (6) evacuation drills and (2) lockdown drills shall be completed between September 1<sup>st</sup> and December 31<sup>st</sup>. 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**

- **12 Drills Total Required for School Year**
  - **8 Evacuations and 4 Lockdowns**
    - 6 evacuation and 2 lockdown drills shall be held between September 1<sup>st</sup> and December 31<sup>st</sup>
    - 2 evacuation and 2 lockdown drills during the remainder of the school year
    - 4 of the evacuation drills through secondary means of egress
    - For both evacuation and lockdown drills pupils shall be instructed in the procedure to be followed if a fire/emergency occurs during the lunch period or assembly, provided, however, that additional instruction may be waived where a drill is held during the regular school lunch or assembly.
    - Parents shall be given advance notice of each drill being conducted within one-week preceding any drill.
    - Drills shall be conducted after annual training in emergency procedures has been provided to students and staff.
- **2 Additional Evacuation Drills Required during Summer School (1 during first week)**
- **1 Early Dismissal Drill at a time not to occur more than 15 minutes earlier than normal dismissal time.**

- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- Cyber Bullying and Internet Safety
- Project Pride
- School social worker outreach
- School counselor involvement
- Second Step programs
- Anger Management programs
- Communication to parents on violence prevention and early recognition
- Conflict resolution programs

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

## **Hazard Identification**

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

- Hempstead Train Station
- Hempstead Bus Depot
- Hempstead Town/Village Hall

## **Responses to Violence**

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

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

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

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

### **Reporting:**

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

- Report it to the Police Department – 911 will always be utilized as the first emergency contact method.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.

## 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          | E-Mail                         |
|--------------------|----------------|--------------------------------|
| High School        | (516) 434-4201 | sstrachan@hempsteadschools.org |
| ABGS Middle School | (516) 434-4301 | lmoreno@hempsteadschools.org   |
| Barack Obama       | (516) 434-4401 | rfibleuil@hempsteadschools.org |
| David Paterson     | (516) 434-4451 | jcaines@hempsteadschools.org   |
| Jackson School     | (516) 434-4651 | rbrown@hempsteadschools.org    |
| Joseph McNeil      | (516) 434-4501 | rwright@hempsteadschools.org   |
| Prospect           | (516) 434-4701 | ceason@hempsteadschools.org    |
| Rhodes Academy     | (516) 434-4801 | sburke@hempsteadschools.org    |
| Marshall Campus    | (516) 434-4161 | jclark@hempsteadschools.org    |

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

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

### Bomb Threats:

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

### Hostage Taking:

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

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

### Intrusions:



- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

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

Response actions in individual buildings will include:

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

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

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

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

### **Response Protocols**

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

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

### **School Building Chain-of-Command Table**

| <b>School Building</b> | <b>IC #1</b>         | <b>IC #2</b>          | <b>IC #3</b>        |
|------------------------|----------------------|-----------------------|---------------------|
| Administration         | Susan Johnson        | James Clark           | Rodney Gilmore      |
| High School            | Stephen Strachan     | O'Neil Glen           | Carey Gray          |
| ABGS Middle School     | Lisaura Moreno       | Rowena Costa          | Damaris Hardial     |
| Barack Obama           | Rozella Fibleuil     | Madeline Baez         | Crystal Scott       |
| David Paterson         | Laura Caines-Giralde | Joy Thompson          | Seth King           |
| Jackson School         | Richard Brown        | Stacey Lagnese        | Richard Mata-Castro |
| Joseph McNeil          | Renee Wright         | Rachel Blount         | Freddie Ricks       |
| Prospect               | Carole Eason         | Keesha Keller         | Alan Beauvais       |
| Rhodes Academy         | Sheena Burke         | Jasmine Shepherd      | Jaille Mann-Tineo   |
| Marshall Campus        | James Clark          | Cynthia Moore-Drayton | Darren Bridges      |

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

## **Recovery – School District Support for Buildings**

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

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

- Superintendent of Schools or Designee
- School Business Official
- Human Resources
- Special Education
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Bilingual Director
- Head Nurse
- Others as deemed necessary

## **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.

## **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.

## **Forms and Recordkeeping**

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

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

# Hempstead School District

## EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The Hempstead Union Free School District has always been serious about being prepared for emergencies. Each year, the District-wide School Safety Plan and Building-level Emergency Response Plans are reviewed and updated to meet New York State regulations. Students and staff are trained on our emergency procedures annually by September 15<sup>th</sup> of each school year. The plans address an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

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

### GENERAL INFORMATION:

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

### WHAT ARE THE SCHOOL SECURITY PROCEDURES?

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

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

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

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

## **APPENDIX B**

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



## APPENDIX C

### Suicide Prevention & Mental Health Resources

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

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

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

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

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

## **APPENDIX D**

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

| Essential Employee Determination           |  |  |                                      |  |
|--|--|--|--------------------------------------|--|
| <i>Title</i>                               | <i>Description</i>                                     | <i>Justification</i>   | <i>Work Shift</i>                    | <i>Protocol</i>                                |
| Superintendent of Schools                  | Leadership of the District and Chief Emergency Officer | Must be onsite to provide oversight  | 8:00 a.m. – 5:00 p.m.                | In Administration Office, Social Distance, PPE |
| Superintendent's Secretary                 | Assistance to Superintendent                           | Must be in-person to assist superintendent   | 8:00 a.m. – 5:00 p.m.                | Administration Office                          |
| Deputy Superintendent - Curriculum         | Oversite of curriculum and instruction                 | Must be onsite to provide oversight of curriculum and instruction issues               | 8:00 a.m. – 5:00 p.m.                | In Administration Office, Social Distance, PPE |
| Deputy Superintendent's Secretary          | Assistance to Superintendent                           | Must be in-person to assist superintendent   | 8:00 a.m. – 5:00 p.m.                | Administration Office                          |
| Associate Superintendent – Human Resources | Overall Human Resource Function                        | Must be onsite to provide oversight  | 8:00 a.m. – 5:00 p.m.                | HR Office                                      |
| Associate Superintendent's Secretary       | Assistance to Associate Superintendent                 | Must be in-person to assist superintendent   | 8:00 a.m. – 5:00 p.m.                | Administration Office                          |
| Personnel Clerks                           | Provide support for overall HR issues                  | Must be in-person to provide assistance  | 8:00 a.m. – 4:00 p.m.                | HR Office                                      |
| Assistant Superintendent – PPS             | Registration, Safety Plans, Security and Athletics     | Must be onsite to provide oversight for district operations                            | 8:00 a.m. – 5:00 p.m.                | In Registration Office, Social Distance, PPE   |
| PPS Superintendent's Secretary             | Assistance to Assistant Superintendent                 | Must be in-person to assist superintendent   | 8:00 a.m. – 5:00 p.m.                | Administration Office                          |
| Assistant Superintendent – Business        | Overall Business Function                              | Must be onsite to provide oversight of business operation services                     | 8:00 a.m. – 5:00 p.m.                | In Business Office, Social Distance, PPE       |
| Business Superintendent's Secretary        | Assistance to Assistant Superintendent                 | Must be in-person to assist superintendent   | 8:00 a.m. – 5:00 p.m.                | Administration Office                          |
| Accounts Payable Clerks                    | Vendor Payments  | Receive and process vendor payments  | 8:00 a.m. – 4:00 p.m.                | Business Office                                |
| Payroll Clerks                             | Process employee's salaries                            | Must be in person to carry out daily payroll functions including printing checks       | 8:00 a.m. – 4:00 p.m.                | Business Office                                |
| Account Clerks                             | Process purchase orders                                | Must be in-person to process purchase orders   | 8:00 a.m. – 4:00 p.m.                | Business Office                                |
| Assistant Superintendent – Special Ed      | Special Ed services and functions                      | Must be onsite for student services, IEP, annual reviews, etc.                         | 8:00 a.m. – 5:00 p.m.                | Special Ed Office                              |
| Secretary to Special Ed Superintendent     | Assist supervisor with essential duties                | Must be in-person to assist supervisor   | 8:00 a.m. – 4:00 p.m.                | Facilities Office                              |
| Director of Technology                     | Oversite of Technology operations and services         | Maintain computer and security systems, servers and security related services          | 8:00 a.m. – 5:00 p.m.                | In Technology Office, Social Distance, PPE     |
| Secretary to Director of Technology        | Assist supervisor with essential duties                | Must be in-person to assist supervisor   | 8:00 a.m. – 4:00 p.m.                | Technology Office                              |
| Information Technology Aides               | Provide end-user support for students and staff        | Must be available in person or virtually to provide support and make necessary repairs | 8:00 a.m. – 4:00 p.m. Staggered days | Technology Office, Work Remotely, as needed    |
|  |  |  |                                      |  |

**b.) A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.**

| Telecommuting Protocol: Technology  |
|---|
| <p><b>Technology &amp; Connectivity for Students - Mandatory Requirements:</b></p> <ul style="list-style-type: none"><li>• To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;</li><li>• To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and</li><li>• Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.</li></ul> <p><b>Mobile Devices Delivery:</b></p> <p>Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:</p> <ul style="list-style-type: none"><li>• Communication (e-mail, phone, online conferencing, social media)</li><li>• Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)</li><li>• Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)</li><li>• Learning Materials and Content (digital content, online learning activities)</li><li>• Additional Technology Devices Assessments:<ul style="list-style-type: none"><li>○ Identify students' technology needs to include adaptive technologies</li><li>○ Use the Asset Tracking Management System procedures to check out all mobile devices</li><li>○ If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.</li></ul></li><li>• Providing Multiple Ways for Students to Learn<ul style="list-style-type: none"><li>○ Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.</li></ul></li></ul> |

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

| Work shift Modification(s)   |
|--|
| <p><b>See Work Shift – page 29.</b></p> <p>Depending on the exact nature of the communicable disease and its impact, the district is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:</p> |

### 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  |

***e.) A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine. Consider disinfection protocols, substitute workers, testing and tracing.***



| <i>School/Program</i> | <i>Communicable Disease Safety Coordinator</i> | <i>Contact #</i> |
|-----------------------|--|------------------|
| High School           | Stephen Strachan                               | (516) 434-4201   |
| ABGS Middle School    | Lisaura Moreno                                 | (516) 434-4301   |
| Barack Obama          | Rozella Fibleuil                               | (516) 434-4401   |
| David Paterson        | Laura Caines-Giralde                           | (516) 434-4451   |
| Jackson School        | Richard Brown                                  | (516) 434-4651   |
| Joseph McNeil         | Renee Wright                                   | (516) 434-4501   |
| Prospect              | Carole Eason                                   | (516) 434-4701   |
| Rhodes Academy        | Sheena Burke                                   | (516) 434-4801   |
| District Nurse        | Barbara Gant-Johnson                           | (516) 434-4158   |
|                       |  |                  |

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. A school district Public Information Officer (PIO) (Dr. Felicia Prince) 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.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

|                  |   |
|------------------|---|
| Susan Johnson    | Acting Superintendent                                 |
| Jamal Scott      | Assistant Superintendent for Business & Operations    |
| Rodney Gilmore   | Associate Superintendent for Human Resources          |
| Gary Rush        | Deputy Superintendent for Curriculum and Instruction  |
| James Clark      | Assistant Superintendent for Pupil Personnel Services |
| Djuana Wilson    | Assistant Superintendent for Special Education        |
| Richard Clements | Director of Technology                                |
| Jim Nothel       | Facilities Director                                   |

- 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. (Sylvia King Cohen) 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: Purchasing, accounts payable, payroll, benefits, and Treasurer. The district maintains employee redundancy as it pertains to these essential business office functions. We have also established the ability to maintain these essential functions off-site from remote locations. The district houses a main server for our financial functions, and a redundant back-up server offsite. In addition, employees serving essential business functions were issued a district laptop to facilitate remote access to their primary job functions.
- 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 has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.

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

**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.

- We will follow cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have 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.

**Hand Sanitizing:**

- Hand sanitizer dispensers will be located and installed in approved locations.

**Trash removal:**

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

**Alternate Cleaning Methods:**

- The effectiveness of such as ultrasonic waves, high intensity UV radiation, and LED blue light, against the virus that causes COVID-19 or other communicable disease has not been fully established.
- In most cases, fogging, fumigation, and wide-area or electrostatic spraying are not recommended as primary methods of surface disinfection and have several safety risks to consider, unless specified as a method of application on the product label.

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

## Emergency Housing Protocol

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

1. Residence Inn Garden City (516-742-2500)
2. Garden City Hotel (516-747-3000)
3. La Quinta (516-705-9000)
4. Hyatt Place (516-222-6277)
5. Hampton Inn (516-227-2720)
6. Long Island Marriott Uniondale (516-794-3800)
7. Hilton Garden Inn Westbury (516-683-8200)
8. Courtyard by Marriott Westbury (516-542-1001)
9. Holiday Inn Westbury (516-997-5000)
10. Red Roof Plus Garden City (516-794-2555)

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

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

## Department of Health Requirements

We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:

- Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
  - Public Health Consultation and Immediate Reporting: 516-227-9639
  - Fax: 516-227-9669
  - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
  - The **Acting Superintendent, Susan Johnson** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Assistant Superintendent of Human Resources, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
  - The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

## 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](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

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



#### 4. Communications Planning (cont.):

| Completed                | In Progress              | Not Started              |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.   |





## **APPENDIX F**

### **Threat Assessment Guidance**

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



### Nassau BOCES Health & Safety Training and Information Service (2025)

## 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.

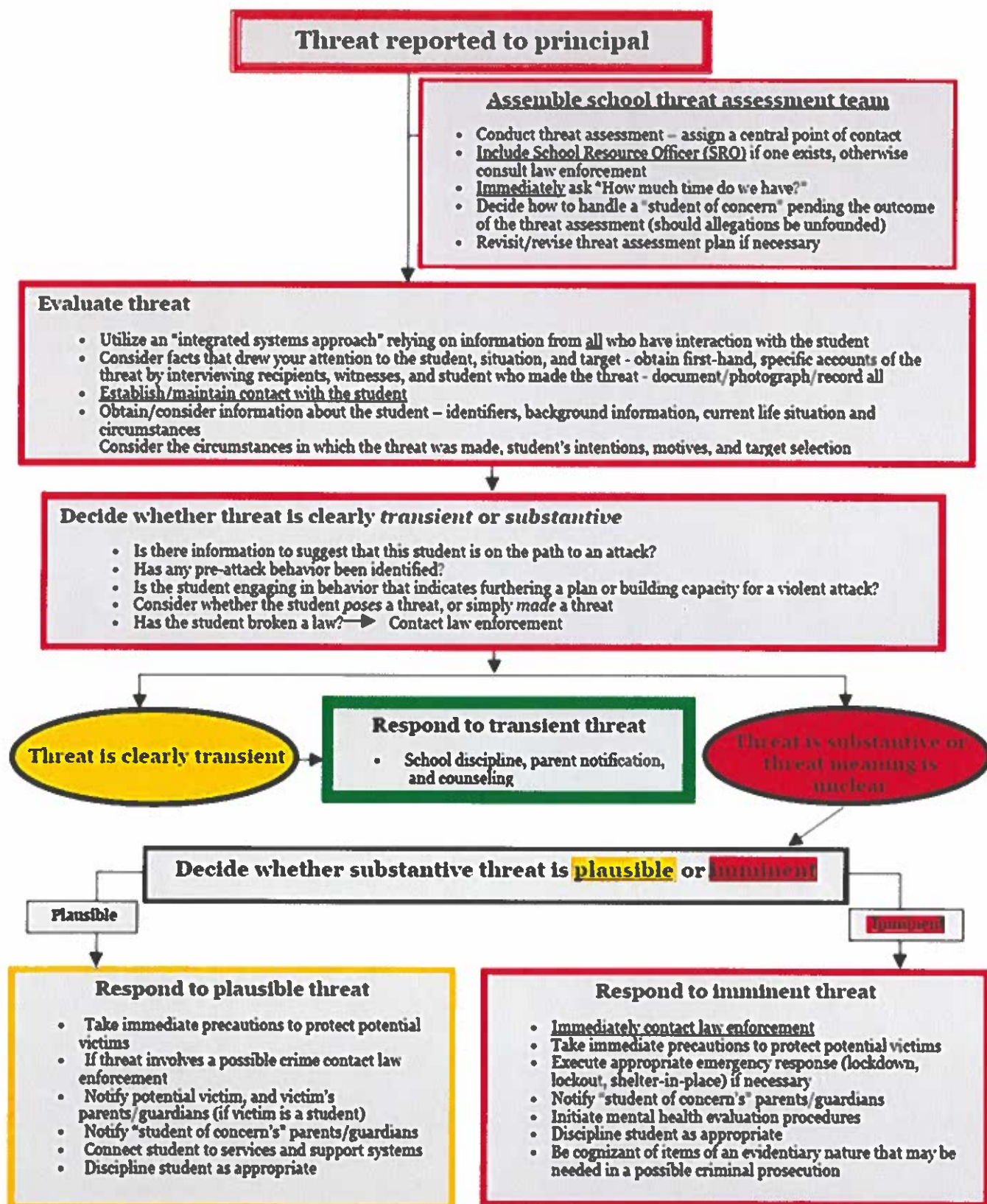
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|           |  |
|-----------|--|
| <b>3.</b> | <b>Have there been any communications suggesting ideas or intent to attack?</b>  |
|           | <ul style="list-style-type: none"> <li>What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?</li> </ul> |
|           |  |
|           | <ul style="list-style-type: none"> <li>Have friends been alerted or "warned away"?</li> </ul>  |
|           |  |
| <b>4.</b> | <b>Has the student engaged in attack-related behaviors? These behaviors might include:</b>   |
|           | <ul style="list-style-type: none"> <li>Developing an attack idea or plan</li> </ul>  |
|           |  |
|           | <ul style="list-style-type: none"> <li>Making efforts to acquire or practice with weapons</li> </ul>   |
|           |  |
|           | <ul style="list-style-type: none"> <li>Casing or checking out, possible sites and areas for an attack</li> </ul>   |
|           |  |
|           | <ul style="list-style-type: none"> <li>Rehearsing attacks or ambushes</li> </ul>   |
|           |  |
| <b>5.</b> | <b>Is the student's conversation and "story" consistent with his or her actions?</b>   |
|           | <ul style="list-style-type: none"> <li>Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?</li> </ul>  |
|           |  |

|           |   |
|-----------|---|
| <b>8.</b> | <b>Does the student have a trusting relationship with at least one responsible adult?</b>   |
|           | <ul style="list-style-type: none"> <li>Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)</li> </ul> |
|           |   |
|           | <ul style="list-style-type: none"> <li>Is the student emotionally connected to or disconnected from other students?</li> </ul>  |
|           |   |
|           | <ul style="list-style-type: none"> <li>Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?</li> </ul>   |
|           |   |
| <b>9.</b> | <b>Are other people concerned about the student's potential for violence?</b>   |
|           | <ul style="list-style-type: none"> <li>Are those who know the student concerned that he or she might take action based on violent ideas or plans?</li> </ul>  |
|           |   |
|           | <ul style="list-style-type: none"> <li>Are those who know the student concerned about a specific target?</li> </ul>   |
|           |   |
|           | <ul style="list-style-type: none"> <li>Have those who know the student witnessed recent changes or escalations in mood and behavior?</li> </ul>   |
|           |   |



## New York State Police Threat Assessment Model, (2007)



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