2025-26

Plainview-Old Bethpage CSD 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 1st 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 1st deadline for school board approval.

Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

District-Wide School Safety Plan
Plainview-Old Bethpage CSD

Policy Statement

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response 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	Date Achieved
Board of Education Appoints District-Wide School Safety Team	August 11, 2025
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	May 15, 2025
POB John F. Kennedy High School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
H.B. Mattlin Middle School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
Plainview-Old Bethpage Middle School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
Stratford Road Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
Pasadena Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
Judy Jacobs-Parkway Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
Old Bethpage Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Jun 27, 2025
School Board has at least one public hearing on District-Wide School Safety Plan	July 1, 2025
School Board establishes 30-day public comment period	Jul 2, 2025 – Aug 1, 2025
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	August 11, 2025
District-Wide School Safety Plan posted on website. The URL is https://www.pobschools.org	July 2, 2025
All Building-Level Emergency Response Plans filed with local police	October 1, 2025
Written information on emergency procedures provided to all staff and students by October 1ˢᵗ	August 27-28, 2025
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.	August 27-28, 2025

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

Regulatory Requirements Overview

Safety Plans - Regulatory Requirements
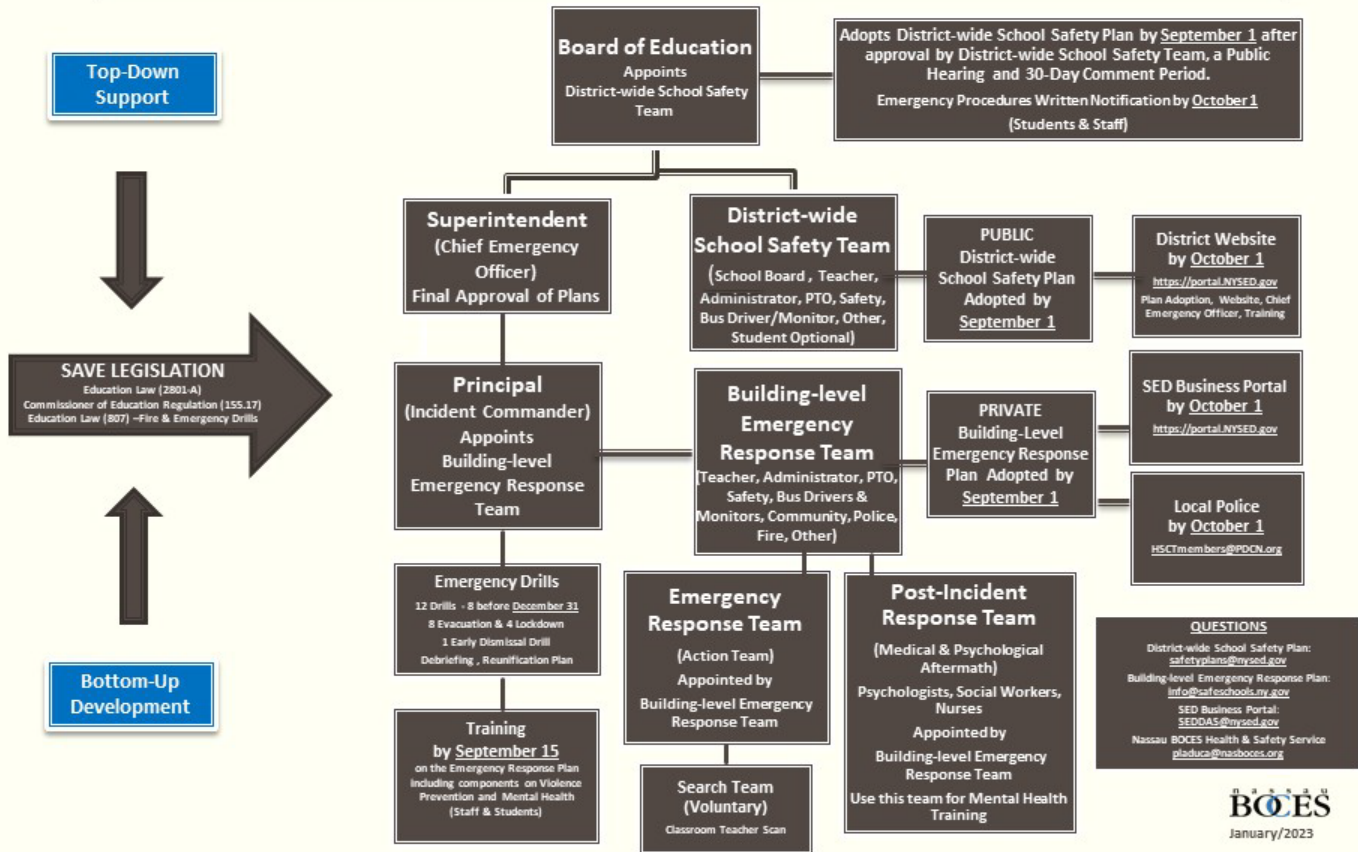
Elements of the District-wide School Safety Plan: Compliance Checklist

Policies and procedures for:

☐ responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)

☐ responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)

☐ contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)

☐ contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)

☐ contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)

☐ the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

Prevention and intervention strategies, such as:

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

Arrangements and/or Procedures during emergencies for:

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

Policies and Procedures relating to school building security, including, where appropriate:
The use of school safety or security officers and/or school resource officers:

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

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

Policies and procedures for annual multi-hazard school safety training for staff and students**.** The Plan must include the following at a minimum:

- ☐ A list and description of positions and titles considered essential with justification for that determination.
- ☐ The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- ☐ certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

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

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

Public Health Emergencies – Communicable Disease

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

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

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

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

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

School District Chief Emergency Officer

The **Assistant Superintendent of Human Resources and Safety is the Chief Emergency Officer** and through designated personnel will provide:
- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

Superintendent of Schools: Dr. Mary O'Meara

Address: 106 Washington Avenue, Plainview, NY 11803   **Contact #: 516-434-3001**

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 2025-2026 school year on October 9, 2025, January 29, 2025 and May 21, 2025. **Minutes will be kept for each meeting and attendance documented (see Appendix B)**.

- School Board Members – Seth Greenberg, President
    - Jared Goerke, Trustee
    - Tara Rock, Trustee
- Teacher Representative – Nina Melzer
- Administrators - Heather Dvorak, Principal
    - Kerry Farrell, Principal
    - Joseph Coladonato, Principal
    - Christina Psihogios, Principal
    - Kristin Seidel, Interim Principal
    - Joanna Clampitt, Principal
    - Suzanne Gray, Principal
- Parent/Teacher Association - Jana Kron
- School Safety Personnel – Joanne Mullaly
- Others including Bus Drivers and Monitors – Seth Brown, Transportation Supervisor
- Student Representative (Optional) - TBD

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
- Parent Organization
- School Safety Personnel
- Bus Drivers and Bus 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 Professionals
    - Others (Psychologists, Social Workers, etc.)

Prevention and Intervention Strategies/Risk Reduction

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

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response 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 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. **Parents to be notified within one-week preceding any such drill**.
- Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
- Trauma-informed Situational Drills
- Tabletop 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. **(6) evacuation drills and (2) lockdown drills** shall be completed **between September 1st and December 31st**. 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

- **12 Drills Total Required for School Year**
  - **8 Evacuations and 4 Lockdowns**
    - **6 evacuation and 2 lockdown drills shall be held between September 1st and December 31st**
    - **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.**

Implementation of School Security

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

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response 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:

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

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior (Information & Training)

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

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the "FACTS" warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites:
     http://www.p12.nysed.gov/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.

Other methods for informing parents and students include:
- School social worker outreach.
- School counselor involvement.
- Conflict resolution programs.

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

Hazard Identification

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

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

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

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

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

Reporting:

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

Investigation:

After the incident has occurred the 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 Plainview-Old Bethpage Central School District Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on August 9, 2023, made available and posted on our website.

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

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

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

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

Bomb Threats:

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

Hostage Taking:

The Building-Level Emergency Response Plan for *Missing/Abducted/Kidnapped Student* procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:
➢ The first person aware of the situation will immediately notify the principal's office and call 911.
➢ The school principal or designee will issue the appropriate alert if necessary and isolate the area.
➢ The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
➢ The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

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

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

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 Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

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

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

Protective Action Options

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

➢ **School Cancellation** (Conditions warrant making a decision not to open schools)

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

Recovery – School District Support for Buildings

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

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:
➢ Superintendent of Schools or Designee: Dr. Mary O'Meara, Superintendent of Schools
➢ School Business Official: Dr. Christopher Dillon, Assistant Superintendent, Business
➢ Director of Facilities: Mr. Andrew Ward, NYS Director of Facilities III
➢ Chief Emergency Officer: Mr. Christopher Donarummo, Assistant Superintendent, Human Resources and Safety
➢ Food Service Director: Ms. Karen Ball, District Food Service Director (Whitson's Food Service)
➢ Nurse Coordinator: Avigail Vogt
➢ Administrator: Dr. James Bolen, Assistant Superintendent, Curriculum

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.

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 (secretservice.gov)

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 polices 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.

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.

APPENDIX A

Parents/Students/Staff Annual Notification

(Pages 25-26)

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

The Plainview-Old Bethpage Central School District have always been serious about being prepared for emergencies. Each year, the District-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 15th of each school year. The plan addresses an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

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

GENERAL INFORMATION:
The Plainview-Old Bethpage Central School District has established a **District-Wide School Safety Plan (which is posted on our website at www.pobschools.org)** 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/Hol**d-**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.**

WHAT KIND OF EMERGENCIES DOES THE SCHOOL DISTRICT'S EMERGENCY PLAN ADDRESS?
- Criminal offenses such as bomb threats, kidnapping or violent behavior
- Natural hazards such as severe weather
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member

ARE THERE EMERGENCY PLANNING DRILLS?

Yes, New York State regulations require school districts to test their emergency plans in each school building through exercises and drills. All exercises and drills are conducted in a **trauma-informed, developmentally and age-appropriate manner**. Parents will be informed of drills or emergency response training that involves students within one-week preceding any such drill. For an **emergency dismissal drill,** parents/guardians will be **informed of the drill at least one week in advance**, without specific details, to ensure safety. At the time of the drill **students and staff shall be informed that the activities being conducted are a drill**.

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

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

HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?

In the event of an emergency, the school district has a specific Parent-Student Reunification Plan. An area will be designated for parents to pick up students. Photo identification must be shown in order for a student to be brought to the reunification area.

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

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

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

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

WHAT CAN I DO TO PLAN AHEAD?

The two most important things you can do are:

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

PRINCIPAL'S TELEPHONE NUMBERS:

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

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Plainview-Old Bethpage CSD

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

Assistant Superintendent, Mr. Christopher Donarummo, Human Resources & Safety (516) 434-3040

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APPENDIX B

District-wide School Safety Team Meeting Minutes and Attendance

(Page 28)

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT
District-wide School Safety Team Meeting Attendance and Minutes
October 9, 2025

Required Attendance

Representatives	Name	Absent/Present
School Board Member	To be approved at the Reorganization Meeting for the 2025-2026 School Year	
Teacher Representative	Nina Melzer	
Administrator	See below	
Parent/Teacher Organization	Jana Kron	
School Safety Personnel	Joanne Mullaly	
Bus Drivers & Bus Monitors	Seth Brown, Transportation Supervisor	
Student (Optional)	TBD	
Others		

Additional Attendance

Organization or School	Name	Title
John F. Kennedy High School	Heather Dvorak	Principal
Mattlin Middle School	Joseph Coladonato	Principal
Plainview-Old Bethpage Middle School	Kerry Farrell	Principal
Old-Bethpage Elementary School	Suzanne Gray	Principal
Judy Jacobs Parkway Elementary School	Joanna Clampitt	Principal
Pasadena Elementary School	Kristin Seidel,	Interim Principal
Stratford Elementary School	Christina Psihogios	Principal

Agenda

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

Minutes

APPENDIX C

Suicide Prevention & Mental Health Resources

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

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

School Mental Health Resource Training Center
(https://www.mentalhealthednys.org/)

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

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

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

Annual Safety Login | nyscfss.org

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

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

- **FEELINGS** like expressing hopelessness about the future, seeming sad and unhappy, being anxious and worried, or getting angry and aggressive.

- **ACTIONS** like withdrawing from activities or friendships, doing risky, dangerous things like drinking & driving, or researching ways to die online.

- **CHANGES** in the normal mood and behavior of your student. In some ways, this may be what is easiest for you to notice. If you observe changes that concern you, reach out to others in the student's life (i.e., parents, teachers, friends, religious leaders, etc.) to see if they've also noticed changes.

- **THREATS** are sometimes direct like "I'd rather be dead". They can also be vague like "I just don't care about anything anymore."

- **SITUATIONS** are events that can serve as triggers for the suicidal behavior. These can include things like getting into trouble at home or school or with the law, experiencing some type of loss or facing a life change that may be too overwhelming for the student to deal with on their own.

SUICIDE IS PREVENTABLE.

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

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK (8255)
suicidepreventionlifeline.org

NEW YORK STATE OF OPPORTUNITY. | Office of Mental Health

WHAT EVERY TEACHER NEEDS TO KNOW:
Recognizing Suicide Risk in Students

CRISIS TEXT LINE
Text "START" to 741-741

SPC NY
Suicide Prevention Center of New York State
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

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT
2801-a (2)(m) District-wide Safety Plan:
Protocols for a State Disaster Emergency Involving a Communicable Disease

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

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

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

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

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

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

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

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

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

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

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

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

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

Telecommuting Protocol: Technology

Ensure Digital Equity for Employees

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

Technology & Connectivity for Students - Mandatory Requirements:

- o 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.
- o 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
- o Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high -speed internet.

Mobile Devices Delivery:

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

- o Communication (e-mail, phone, online conferencing, social media)
- o Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- o Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- o Learning Materials and Content (digital content, online learning activities)
- o Additional Technology Devices Assessments:
    - ▪ Identify students' technology needs to include adaptive technologies.
    - ▪ Use the Asset Tracking Management System procedures to check out all mobile devices.
    - ▪ If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up as well as a process to provide replacement devices.

Device, Connectivity, and Instructional Applications Support:

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

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

Work shift Modification(s)
Depending on the exact nature of the communicable disease and its impact, Plainview-Old Bethpage CSD is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered: • Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance. • Forming employee work shift cohorts to limit potential contacts. • Limit employee travel within the building. • Limit restroom usage to specific work areas. • Stagger arrival and dismissal times. • Alternate workdays or work weeks. • Implement a four-day work week. • Limit or eliminate visitors to the building.

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

Personal Protective Equipment (PPE) Protocol
PPE & Face Covering Availability: The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement. • Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). • Cloth face coverings are not surgical masks, respirators, or personal protective equipment. • Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings. • Masks are most essential in times when physical distancing is difficult. • Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars. • Teach and reinforce use of face coverings among all staff. • We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Plan for Storage/Access

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.
- Inventory will be kept in a locked location in Central Administration/Office of Human Resources & Safety

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.*

Employee Exposure Protocol

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

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

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 Administration Building with the alternate at St. Paul's and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Superintendent	Dr. Mary O'Meara	516-434-3001
Assistant Superintendent for Business & Finance	Dr. Christopher Dillon	516-434-3050
Assistant Superintendent for Human Resources and Safety	Mr. Christopher Donarummo	516-434-3040
Assistant Superintendent for Curriculum and Instruction	Dr. James Bolen	516-434-3010
Facilities Director	Mr. Andrew Ward	
John F. Kennedy High School Principal	Dr. Heather Dvorak	516-434-3125
Mattlin Middle School Principal	Dr. Joseph Coladonato	516-434-3250
Plainview-Old Bethpage Middle School Principal	Ms. Kerry Farrell	516-434-3308
Judy Jacobs Parkway Elementary School Principal	Ms. Joanna Clampit	516-434-3358
Stratford Road Elementary School Principal	Ms. Christina Psihogios	516-434-3389
Old Bethpage Elementary School Principal	Ms. Susan Gray	516-434-3419
Pasadena Elementary School	Ms. Kristin Seidel	516-434-3451

- 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. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command), we will also make them aware of other useful trainings available from FEMA such as the: IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org or FEMA website. We are also recommending that key administrators, principals, and nurses take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at https://www.coursera.org/learn/covid-19- contact-tracing.

- 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.

School/Program	Communicable Disease Safety Coordinator	Contact #
John F. Kennedy High School Principal	Dr. Heather Dvorak	516-434-3125
Mattlin Middle School Principal	Dr. Joseph Coladonato	516-434-3250
Plainview-Old Bethpage Middle School Principal	Ms. Kerry Farrell	516-434-3308
Judy Jacobs Parkway Elementary School Principal	Ms. Joanna Clampit	516-434-3358
Stratford Road Elementary School Principal	Ms. Christina Psihogios	516-434-3389
Old Bethpage Elementary School Principal	Ms. Susan Gray	516-434-3419
Pasadena Elementary School	Ms. Kristin Seidel (Interim Principal)	516-434-3451

- 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. Mary O'Meara, Superintendent, 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:

Dr. Mary O'Meara	Superintendent
Dr. Christopher Dillon	Assistant Superintendent for Business
Mr. Christopher Donarummo	Assistant Superintendent for Human Resources and Safety
Dr. James Bolen	Assistant Superintendent for Curriculum and Instruction
Mr. Andrew Ward	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. Dr. Mary O'Meara, Superintendent, 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.
- Human Resources and Safety 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 and Safety. The Assistant Superintendent for Human Resources and Safety provided cross training of staff to ensure essential functions. Human Resources and Safety will work in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. 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. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include remote teaching, learning and support. This may include providing devices to

those children and staff who require them, as well as professional development and learning standards.
- On-line instruction; on-line resources; on-line textbooks, Google classroom.
- Communication modalities for assignment postings and follow-up: telephone; e-mail; automated notification systems; website postings

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.

Notifications:

To protect themselves and others and stop the spread of communicable disease in the household and community, schools should notify through either group or individual level contact tracing affected school staff, students, and their parents/guardians whenever an individual either:

1. Was in the same room as an infected individual and so was exposed or potentially exposed (i.e., in the same classroom as an infected individual for longer than 1 minutes), if schools are employing "group level contact tracing," or
2. Was identified as being exposed because they were a close contact of an infected individual if schools are employing "individual level contact tracing."

Note: Group contract tracing, (e.g., classroom, school bus), in #1 above, is expected to alleviate the need for most classic ("individual") contact tracing in schools. Criterion #2 above should be used if the school is conducting individual-level contact tracing to reduce the number of students affected by masking/testing and in some situations where there might have been exposures outside the classroom setting, such as non-classroom-based extracurricular activities.

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

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

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

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

Emergency Housing Protocol

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

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

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

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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: o   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.

- o   Public Health Consultation and Immediate Reporting: 516-227-9639
- o   *Coronavirus Hotline: 888-364-3065*
- o   *Fax: 516-227-9669*
- o   *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 **Superintendent, Dr. Mary O'Meara** 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 on May 15, 2025 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.

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

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

Date draft was presented to employee representative(s): May 15, 2025

Date finalized: August 11, 2025

Location of publication: Office of Human Resources and Safety

Definitions included in the legislation are provided below.

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

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

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

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

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

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

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

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

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

1. Planning and Coordination:

Completed	In Progress	Not Started	
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	Participate in exercises of the community's pandemic plan.
☐	☐	☐	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	
☐	☐	☐	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.
☐	☐	☐	Implement an exercise/drill to test your pandemic plan and revise it periodically.
☐	☐	☐	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	
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	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	
☐	☐	☐	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.
☐	☐	☐	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
☐	☐	☐	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
☐	☐	☐	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.
☐	☐	☐	Establish policies for transporting ill students.
☐	☐	☐	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	
☐	☐	☐	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
☐	☐	☐	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
☐	☐	☐	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
☐	☐	☐	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.
☐	☐	☐	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.
☐	☐	☐	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
☐	☐	☐	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
☐	☐	☐	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
☐	☐	☐	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).
☐	☐	☐	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

APPENDIX E

Remote Instruction Plan & Student Access Survey

Grades K-4 Schedule on Remote Learning Days

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

Grades 5-12 Schedule on Remote Learning Days

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

Plainview-Old Bethpage Central School District Student

Access Survey

Total Survey Responses: 1562

Did the school district issue your child a dedicated school or district-owned device for their use during the school year?	
Yes	1562
No	0

What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)	
CHROMEBOOK	1233
DESKTOP	62
LAPTOP	183
SMARTPHONE	8
TABLET	79

Who is the provider of the primary learning device? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)	
PERSONAL	283
SCHOOL	1279

Is the primary learning device shared with anyone else in the household?	
NOT SHARED	1503
SHARED	59

Is the primary learning device sufficient for your child to fully participate in all learning activities away from school?	
YES	1488
NO	74

Is your child able to access the internet in their primary place of residence?	
YES	1559
NO	3

What is the primary type of internet service used in your child's primary place of residence?	
CELLULAR	110
COMMUNITY WIFI	48
DSL	59
MOBILE HOTSPOT	5
NONE	4
OTHER	105
RESIDENTIAL BROADBAND	1202
SATELLITE	25

In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?	
YES	1535
NO	27

What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?	
AVAILABILITY	38
COST	33
NONE	1464
OTHER	27

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

Step 1: Threat Assessment Team
  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
	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.

Step 2: Define Prohibited & Concerning Behaviors
  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.
	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.

Step 3: Create a Central Reporting Mechanism
  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.
	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.

Step 4: Threshold for Law Enforcement
  a. Weapons, threats, physical violence, safety of individual.
  b. Importance of law enforcement representation on team.
	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.

Step 5: Establish Threat Assessment Procedures a. Standardized Incident Form.	School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational

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.	Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each school year.
Step 6: Develop Risk Management Options 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.	Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.
Step 7: Create/Promote Safe School Climate 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.	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.
Step 8: Conduct Training for all Stakeholders 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. e. Law enforcement can provide training and should also be aware of the threat assessment process.	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.

BOCES

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

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.

UNITED STATES SECRET SERVICE

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

Star areas of concern	Eleven Key Areas
1.	**What are the student's motive(s) and goals?**
	• What motivated the student to make the statement or take the actions that caused him/her to come to attention?
	• Does the situation or circumstance that led to these statements or actions still exist?
	• Does the student have a major grievance or grudge? Against whom?
	• What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2.	**Has the student shown inappropriate interest in any of the following?**
	• School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

2-3

3.	Have there been any communications suggesting ideas or intent to attack?
	• 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?
	• Have friends been alerted or "warned away"?
4.	Has the student engaged in attack-related behaviors? These behaviors might include:
	• Developing an attack idea or plan
	• Making efforts to acquire or practice with weapons
	• Casing or checking out, possible sites and areas for an attack
	• Rehearsing attacks or ambushes
5.	Is the student's conversation and "story" consistent with his or her actions?
	• Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

2-4

6.	Does the student have the capacity to carry out an act of targeted violence?
	• How organized is the student's thinking and behavior?
	• Does the student have the means; e.g., access to a weapon, to carry out an attack?
7.	Is the student experiencing hopelessness, desperation and/or despair?
	• Is there information to suggest that the student is experiencing desperation and/or despair?
	• Has the student experienced a recent failure, loss and/or loss of status?
	• Is the student known to be having difficulty coping with a stressful event?
	• Is the student now, or has the student ever been, suicidal or "accident-prone"?
	• Has the student engaged in behavior that suggests that he or she has considered ending their life?

2-5

8.	Does the student have a trusting relationship with at least one responsible adult?
	• 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.)
	• Is the student emotionally connected to–or disconnected from–other students?
	• 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?
9.	Are other people concerned about the student's potential for violence?
	• Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	• Are those who know the student concerned about a specific target?
	• Have those who know the student witnessed recent changes or escalations in mood and behavior?

Diana Browning-Wright, Discipline/Behavior Trainings, 2003

2-6

10.	**What circumstances might affect the likelihood of an attack?**
	• What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
	• What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
11.	**Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?**
	• Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	• Has the student been "dared" by others to engage in an act of violence?

Diana Browning-Wright, Discipline/Behavior Trainings, 2003   **2-7**

New York State Police Threat Assessment Model, (2007)

Threat reported to principal

Assemble school threat assessment team
- Conduct threat assessment – assign a central point of contact
- Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
- Immediately ask "How much time do we have?"
- Decide how to handle a "student of concern" pending the outcome of the threat assessment (should allegations be unfounded)
- Revisit/revise threat assessment plan if necessary

Evaluate threat
- Utilize an "integrated systems approach" relying on information from all who have interaction with the student
- Consider facts that drew your attention to the student, situation, and target - obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat - document/photograph/record all
- Establish/maintain contact with the student
- Obtain/consider information about the student – identifiers, background information, current life situation and circumstances
  Consider the circumstances in which the threat was made, student's intentions, motives, and target selection

Decide whether threat is clearly *transient* or *substantive*
- Is there information to suggest that this student is on the path to an attack?
- Has any pre-attack behavior been identified?
- Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
- Consider whether the student *poses* a threat, or simply *made* a threat
- Has the student broken a law? → Contact law enforcement

Threat is clearly transient

Respond to transient threat
- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

Decide whether substantive threat is plausible or imminent

Plausible

Imminent

Respond to plausible threat
- Take immediate precautions to protect potential victims
- If threat involves a possible crime contact law enforcement
- Notify potential victim, and victim's parents/guardians (if victim is a student)
- Notify "student of concern's" parents/guardians
- Connect student to services and support systems
- Discipline student as appropriate

Respond to imminent threat
- Immediately contact law enforcement
- Take immediate precautions to protect potential victims
- Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
- Notify "student of concern's" parents/guardians
- Initiate mental health evaluation procedures
- Discipline student as appropriate
- Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

A2