

# District-Wide School Safety Plan

2025-2026



525 Half Hollow Road

Dix Hills, NY 11746

631-592-3000

Developed in collaboration with  
Covert Investigations & Security Inc.  
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Reviewed/Revised 07/25

**HALF HOLLOW HILLS  
CENTRAL SCHOOL DISTRICT  
DISTRICT- WIDE SCHOOL SAFETY PLAN SUMMARY**



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# DISTRICT-WIDE SAFETY PLAN

## Policy Statement

The Half Hollow Hills School District-Wide Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. The purpose of this plan is to provide emergency preparedness and response instructions, information, communications procedures, and guidelines to protect the safety and well-being of students, staff, and visitors at the time of an emergency. A standardized plan has been developed for all Half Hollow Hills School District (hereinafter known as "District") buildings to promote coordinated preparedness measures and integrated emergency response procedures. The plan will be reviewed by the district-wide safety team at least annually, updated as necessary and adopted by the school board by September 1<sup>st</sup> each year. Prior to adoption, the District will hold a public hearing to provide for school personnel, students, and public participation, and will make the plan available for public comment for at least 30 days. Upon adoption the plan will be posted on the District website and filed with Local and State Police within 30 days of adoption. The URL will be submitted to the Education Department via the annual Basic Educational Data System (BEDS) collection each October to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption. Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department by October 1<sup>st</sup>.

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 correlates all School Building Emergency Response Plans that have been developed by the Building Level School Safety 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 Level Emergency Response Team. Upon activation of the School Building Level Emergency Response Team, the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies.

The District does not 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. Accordingly, appropriate authorities and budgetary resources have been provided in support of this effort. Violence prevention is the responsibility of the entire school community, and we encourage participation of all individuals. This plan assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide Plan is available upon request, on the District's website, and also through the District Clerk who is located at 525 Half Hollow Road, Dix Hills NY 11746. 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 Plans will remain confidential and not be subject to disclosure.

## **Elements of the District-Wide Plan**

- Identification of sites of potential emergencies
- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering
- Responses to an implied or direct threat of violence
- Responses to acts of violence
- Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies
- Plans for identification of District resources and coordination of such resources and manpower available during an emergency
- Designation of the Chain-of-Command (Incident Command System)
- Plans to contact parents and guardians
- School building security
- Dissemination of information regarding early detection of potentially violent behavior
- Plans to exercise and conduct trauma informed drills to test the Emergency Response Plan including review of tests
- Annual school safety training for staff and students
- Protocols for bomb threats, hostage taking, intrusions and kidnapping
- Strategies for improving communication and reporting of potentially violent incidents
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity
- Information about the District including population, staff, transportation needs and telephone numbers of key school officials
- Documentation and record keeping

## **8130 School Safety Plans and Teams**

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management. Taken together, the district-wide and building level plans will provide a comprehensive approach to addressing school safety and violence prevention and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the District's coordination with local and county resources. The plans will also address risk reduction/prevention, response and recovery with respect to a variety of

types of emergencies and violent incidents in District schools and will address school closures and continuity of operations.

In accordance with state law and regulation, the District will have the following safety teams and plans to deal with violence prevention, crisis intervention and emergency response and management.

### **Comprehensive District -Wide School Safety Plan and Team**

The Board will annually appoint a District-wide school safety team that includes, but is not be limited to, a representative from the following constituencies: the Board, teachers, administrators, and parent organizations, school safety personnel and other school personnel (including representation from the transportation department). This team is responsible for the development and annual review of the comprehensive District-wide school safety plan. The plan will cover all District school buildings and will address violence prevention (taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the District level. It will include all those elements required by law and regulation, including protocols for responding to declared state disaster emergencies involving a communicable disease that are substantially consistent with the provisions of Labor Law §27-c, and an emergency remote instruction plan.

The District-wide safety plan will include contracts or memoranda of understanding that define the relationship between the District, personnel, students, visitors, and law enforcement. These contracts or memoranda will be consistent with the Code of Conduct, and will define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline will be clearly delegated to school administration.

The Superintendent of Schools or designee will be the District's Chief Emergency Officer and will coordinate communication between school staff and law enforcement and first responders. The Chief Emergency Officer will ensure that all staff understand the District-wide school safety plan and will also ensure that building-level emergency response plans are completed, reviewed annually, and updated as needed.

### **Multi-Disciplinary Behavioral Assessment Teams/Threat Assessment**

The Workplace Violence Prevention plan will establish a District-wide multi-disciplinary behavioral assessment team. The plan will include a description of the team and its purpose. Such teams will assess whether certain exhibited behaviors or actions need intervention or other support. Students and families will be encouraged to bring their concerns to any District employee. Annual staff training will include information on the purpose and procedures of the team. The threat assessment team will keep District administrators informed about any potential threats to the school community. Team members will receive appropriate training.

### **Building-Level Emergency Response Plans and Teams**

Each Building Principal is responsible for annually appointing a building-level emergency response planning team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel (including bus drivers and monitors), law enforcement officials, fire officials and other emergency response agencies. The emergency response planning team is responsible for the development and review of a building-level emergency response plan for each District building. The plan(s) will address response to emergency situations, such as those requiring evacuation, shelter/shelter-in-place and lockdown at the building level and will include all components required by law and regulation, including measures necessary to comply with Labor Law § 27-c to respond to public health emergencies involving communicable disease. These confidential plans will include evacuation routes shelter sites, medical needs, transportation and emergency notification of parents and guardians, and as of July 1, 2025, considerations for the access and functional needs of student and staff, and procedures for the reunification of students with parents/persons in parental relation following an emergency.

To maintain security and in accordance with law, the building-level emergency response plan(s) are confidential and not subject to disclosure under the Freedom of Information Law or any other law.

Building-level emergency response plans must designate:

- An emergency response team for incidents that includes appropriate school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a serious violent incident or emergency; and
- A post-incident response team that includes appropriate school personnel, medical personnel, school health personnel, mental health counselors and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

During emergencies, when classroom occupants cannot all safely stand behind the “line of sight” tape designation on the floor, staff are authorized to temporarily cover classroom door vision panels when it is likely to protect staff and students. For example, covering vision panels may prevent an intruder from determining if a classroom is occupied, thereby discouraging attempts to gain access. During emergencies, staff are also authorized to temporarily block doors to slow the access of intruders. Building-level emergency response plans must address the temporary covering of door vision panels and the temporary blocking of doors during emergencies.

## District Wide School Safety Team

Name	Title
Anne Marie Marrone Caliendo	Assistant Superintendent for Business
Carlo Ferrero	Director of Facilities
Tom Rindos	District Security School Resource Officer
Don Flynn/Anwar Ishmael	Covert Investigations Security Consultant
Diana Acampora	Board of Education/Community Representative
Susan Ciervo-Boyle	Insurance Representative (NYSIR)
Chris Fogarazzo	Administrators Association Representative
Stephanie Gurin	Board of Education/Community Representative
Sal Lopresti	Facilities Representative
Elisa McVeigh	Suffolk County Police Department – Department of Homeland Security
Patrick Murphy	Health and Physical Education Representative
Heather Shook	Special Education/ Nurses Representative
Lisa Papalia	Director of Food Services
Stephanie Gavras	Nurse Representative
Maurita Coleman Simpson	Transportation Coordinator
Christina Noriega	Parent Representative / DHFD
Police Officer Robert Jinks Police Officer Brittany Ciaramitaro	SCPD School Resource Officers
Chief Thomas Napolitano	Dix Hills Fire Department (DHFD)
Chief Robert Boyle	Melville Fire Department

### Responsibilities of the District-Wide School Safety Team

The School District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the District to violence and to recommend to the Superintendent and School Board preventive actions that they feel are necessary. The team will meet on a regular basis and the 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 Plan to determine its success in violence prevention. Some of the team’s primary responsibilities will include:

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

3. Developing response plans to acts of violence
4. Communicating the plan to students and staff
5. Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (OSHA 300 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.)
6. Making recommendations necessary for updates and changes
7. Annual security analysis including the inspection of all buildings and recommendations for improved security measures
8. Conducting an annual school building survey of students and staff to identify the potential for violent incidents
9. Reviewing survey results and recommending actions that are necessary

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

The Half Hollow Hills Central School District is committed to a positive and safe learning environment for their students and staff. The District is committed to providing a safe orderly environment where students may receive, and District personnel may deliver, quality education services.

The District has long-standing expectations for the staff and students' conduct while on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The District has a commitment to provide programs and activities for improving communications between students and staff in an effort to reduce the risk of violence among students. These programs provide peer mentoring and conflict resolution while creating a forum for students' concerns. They provide support and comfort for the students while they discover methods to strengthen their communication skills, helping skills, and to provide support to others and services to their school and community.

The District uses multiple programs to help achieve these goals. Four such programs include:

1. Peer Ambassadors – at both high schools
2. "SAY SOMETHING"- Anonymous Reporting System
3. "Report It" - Anonymous Reporting System
4. The Sandy Hook Promise - District-Wide Program
  - a. Say Something Week
  - b. Start with "Hello"
  - c. Your Mental Health First Aid
  - d. Safety assessment and intervention
  - e. Mental Health and Violence Prevention Training

As part of the process of exercising emergency plans (Lockdown, Shelter-in-Place, Evacuation, etc.) all students shall be informed of reasons for testing emergency plans and given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.

## **Training, Drills and Exercises**

The best way to train students and staff in emergency response procedures is through annual drills and exercises in each school building. Based on the determination of the District-Wide School Safety Team and the Building-Level School Safety Team, at a minimum, the following methods may be used:

- Early dismissal / early go-home drill
- Live drills including Lockdown, Evacuation, Hold in Place
- Tabletop Exercises
- Emergency Response Team Exercises

The Building Principal, in collaboration with the Security Department, is responsible for conducting drills every school year for the emergency response procedures under the building-level emergency response plan including procedures for evacuation, lockdown and emergency drills as required by state regulations.

Any drill conducted during the school day with student's present must be done in trauma-informed, developmentally and age-appropriate manner, and will not include tactics intended to mimic an actual act of violence or emergency. Except for evacuation drills, at the time a drill is conducted, students and staff will be informed that it is a drill. The District will give parents or persons in parental relation advance notice (at least one week) prior to each drill.

## **No Child Left Behind Act of 2021**

This Federal Law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis, and districts must use federal school safety funding to establish a plan for keeping school safe and drug free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

## Implementation of School Security

The Half Hollow Hills Central School District uses many resources and/or procedures to ensure a safe and secure educational environment recognizing that no single approach is a guarantee for a totally secure campus. The combined efforts of all our staff and District resources are committed to promoting safety and security within our District while maintaining an open and caring educational environment.

The District maintains a closed campus during regular school hours. Persons or parents not with the District during school hours, or not on business related with the District, are not permitted in the building or grounds during school hours without prior approval. Any person on or in a school building during school hours who fails to properly identify themselves, may be subject to arrest under the New York State Laws of Trespass.

All visitors are required to enter **only** the designated front entrance of the school building during regular hours. All visitors are required to produce state-issued photo ID and sign in at the front entrance with the greeter and/or security.

The District uses the following security measures in order to promote a safe and secure school environment:

- Buildings are in a lockout during the school day
- NYS Certified Security Guards
- District Security School Resource Officer
- Security Consultant contracted with Covert Investigations Inc.
- Armed- Guards contracted with Covert Investigations Inc.
- Routine exterior building sweeps on foot throughout the day
- On-going security audits
- No Parking Zones around school buildings
- Hall Monitors
- Perimeter card access control system at all buildings
- Employee ID Badges
- Student ID Badges at the High Schools
- State-issued photo ID requirements for all visitors
- Visitor Badges
- Sign in Procedures
- Visitor Management System with sex offender pre-screening
- Intercoms and video cameras at all main entrances
- RAVE panic button / app
- District-issued radios
- Video Surveillance, interior and exterior cameras
- Bomb and drug searching canines as needed
- Restricted access to school buildings, property, and fields
- Restricted or limited access to certain buildings and sections of buildings. Certain meetings in the building are at the discretion of the Superintendent or Board of Education.

## **Vital Education Agency Information**

Each Building Response Plan contains vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

## **Early Detection of Potentially Violent Behavior**

The District-Wide School Safety Team makes recommendations for appropriate annual training for students and staff in violence prevention. Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. 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
- A description of the District's Violence Prevention Program and Safety Plan
- 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 the use of security equipment and safety procedures, and how to defuse hostile situation
- 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

Other methods for informing parents and students may include:

- School social worker outreach
- School psychologist outreach
- School counselor involvement
- Monthly mailings to parents on violence prevention and early recognition

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar.

## Workplace Violence Prevention Policy #8130.2

The District is committed to establishing and maintaining a safe and secure workplace for employees. Workplace violence is a safety hazard to the District, its employees, and everyone in the workplace, and will not be tolerated. All employees are expected to work together to create and maintain a safe and respectful work environment for everyone. Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All employees are responsible for notifying their supervisor or other designated contact person of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received. All acts of workplace violence will be promptly and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

Designated Contact Person: Dr. Jeffery Woodberry  
Title: Assistant Superintendent for District-wide Administration  
Department: District-wide Administration  
Phone: 631-592-3025  
E-mail: [jwoodberry@hhh.k12.ny.us](mailto:jwoodberry@hhh.k12.ny.us)

As required by Labor Law §27-b, the District will develop and implement a Workplace Violence Prevention Program to comply with the law and its implementing regulations. The Program will include elements required by law and regulation, including:

- the risk factors present in the workplace.
- the methods the District will use to prevent incidents of violence in the workplace.
- the methods and means by which the District will address specifically identified hazards.
- a system to report workplace violence incidents in writing.
- a written outline for employee training; and
- a plan for annual program review and update

### **Allegations of Violations and Non-Retaliation**

The process for employees to allege violations of the workplace violence prevention program to the NYS Commissioner of Labor, and the employment protections for doing so, is set forth in Labor Law §27-b and 12 NYCRR §800.6 and includes the following:

A “serious violation” of the workplace violence prevention program is the failure to develop and implement a program or address situations which could result in serious physical harm. “Imminent danger” is any condition or practice in the workplace where a danger exists which could reasonably be expected to cause death or serious physical harm immediately, or before the imminence of the danger can be eliminated through these complaint procedures.

Employees or their representatives who believe that a serious violation of the workplace violence prevention program exists or that an imminent danger exists (as defined above), must bring the matter to their supervisor’s attention in writing, and must give the District a reasonable opportunity to correct the activity, policy or practice, before notifying the Commissioner of Labor. However, such prior written notice and opportunity for corrections not required if there is an imminent danger or threat to the safety of a specific employee, and the employee reasonably believes in good faith that reporting to a supervisor would not result in corrective action.

If, after the matter has been brought to a supervisor’s attention and a reasonable opportunity to correct the issue has passed, the issue has not been resolved and the employee still believes that a violation of the workplace violence prevention program remains or that an imminent danger exists, employees or their representatives may request an inspection from the Commissioner of Labor in writing. The Commissioner will provide a copy of the request to the District, but the employee may request that their name be withheld.

A District representative and authorized employee representative may accompany the Commissioner of Labor during the inspection to assist in the inspection. If there is no authorized employee representative, the Commissioner will consult with District employees concerning workplace safety.

The District will not take retaliatory action (terminate, suspend, demote, penalize, discriminate, or other adverse employment action in the terms and conditions of employment) against any employee because they have alleged a serious violation of the workplace violence prevention program, or imminent danger exists, requested an inspection by the Commissioner of Labor, or accompanied the Commissioner on the inspections prescribed by state law and regulation.

Cross-ref: 5300, Code of Conduct  
8130, School Safety Plans and Teams

Ref: Labor Law §27-b  
12 NYCRR §800.6

Adoption Date: 1/8/24

## Hazard Identification

The Half Hollow Hills Central School District is located in largely residential community in Western Suffolk County, Long Island. While it is true that the District is located in a residential community, with little or almost no retail business or commercial business, there are small major areas of concern that relate to emergency preparedness. The Half Hollow Hills Central School District crosses and neighbors many different lines of multiple jurisdictions.

The following is a list of some of the areas of jurisdiction or emergency response areas:

- State of New York
- Suffolk County
- Nassau County
- Town of Babylon
- Town of Huntington
- Town of Smithtown
- Suffolk County Police, 1<sup>st</sup> and 2<sup>nd</sup> Precincts
- Nassau County Police
- Dix Hills Fire Department
- Melville Fire Department
- Huntington Manor Fire Department
- Wyandanch Fire Department
- Deer Park Fire Department
- Wyandanch Wheatly Heights Ambulance Co. Corp
- The Huntington Community Ambulance Corp.

All these agencies fall within the mutual aid area of response of the Half Hollow Hills Central School District.

Some hazards within the Half Hollow Hills Central School District that may directly or indirectly affect the normal operation of the District or areas that may cause or affect the relocation or evacuation of school buildings within the District are:

- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuation on the Long Island Expressway and surrounding roadways
- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuations on Deer Park Avenue.

## **Response 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), should be reported immediately and documented. 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.

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

Relationships have been established with local Police, Fire and EMS and other emergency response agencies at the building level. Representatives from these agencies participate in 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.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remain 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 School Building Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

#### **Investigation**

After the incident has occurred the Threat Assessment Team (District Administrator, Building Administrator, Security Representative and others as necessary) 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 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 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.

### **Disciplinary Measures**

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

### **Code of Conduct**

The 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 in violations of the Code. The Code, which is communicated to all students/staff and parents, serves as a major component of our violence prevention program. The Code is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is made available to students, parents, staff and community members.

## Emergency Response Protocols

### Notification and Activation (Internal and External Communications)

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 School-Building Safety 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, public address system, 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.

In general, parent/guardian notifications will be conducted by means of website postings, e-mail messages, recorded phone messages or text messages. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media. Emergency information regarding uniting of students and parents during a District crisis or emergency will also be relayed through these channels.

The 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 School Building Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety 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 District administrators have familiarized themselves with the Bomb Threat Standards outlined in the School Building 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 *Bomb Threat Call Checklist* will be available at the phone reception areas.

#### **Hostage Taking**

The School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of a hostage situation. In general, the following responses 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 Superintendent. No response to the media will be given at this time
- The School Principal or designee will turn authority over to the police upon their arrival and assist as requested

## **Intrusions**

The School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of an intrusion. In general, the following responses will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office and Security
- 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 location 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 refuses to leave, inform them that they are in violation of the law and that the police will be notified.
- If the situation escalates, plain language will be utilized to notify all teachers to keep doors closed and locked. Once the alert is announced, administrators will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation procedures
- The Superintendent's office will be notified so appropriate resources can be made available to the District
- The Building Principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services

## **Kidnapping**

The School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of a kidnapping. In general, the following response actions 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
- Parents/Guardians will be notified. If student is not found, the 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/guardians 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 students' means of transportation to school should be reviewed. If the student is not located, the police should be notified. Student information and photo I.D. will be obtained
- The 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

- To the extent practical, parents will be notified immediately if the student is located after school hours, when a student has not arrived home, the school may be notified by a concerned parent/guardian
- Gather any information available on the student departure from school
- Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigations parent/guardian to re-contact school if student is located
- Ask parent/ guardian to re-contact school if student is located.

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

Response actions in individual buildings will include:

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

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

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

- Implementation of the Incident Command System
- Determine the level of threat
- If necessary, isolate the immediate area and evacuate if necessary
- 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 the media
- Debriefing procedures

The following protocols have been implemented for First Responder access to locked building and grounds during emergencies:

- Access to school buildings for First Responders is provided through the District's access control system

**School Building Incident Commanders**

School	Primary Incident Commander	Alternate Incident Commander
High School East	Paul Perskin	Paige Furman
High School West	Michael Catapano	Sara Choit
Candlewood MS	Matthew Mayo	Maria Belfiore
West Hollow MS	Allison Beyersdorf	Rebecca Campbell
Paumanok Elementary	Steven Vitolano	Melissa Peyton
Signal Hill Elementary	Maryann Fasciana	Carolyn Dipreta
Vanderbilt Elementary	Martin Boettcher	Lana Long Louis
Sunquam Elementary	Karen Littell	Melissa Polzella
Otsego Elementary	Stacey Gillespie	Deborah Kolodny

**Emergency Assistance and Advice from Local Government**

Depending on the nature of the emergency, the 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, Suffolk County Office of Emergency Management, Suffolk County Department of Mental Health, Suffolk BOCES District Superintendent, and others as deemed necessary. For specific assistance beyond the scope of the District's resources, the Suffolk County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response.

**District Resources Use and Coordination**

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

## Protective Actions

School Building-Level Emergency Response Plans will address the following response actions as determined by the nature of the emergency:

- School Cancellation
- Early Dismissal
- Evacuation
- Sheltering
  - Shelter-in-Place
  - Weather related
  - Generic/non-specific bomb threat
  - Specific Bomb Threat
- Lockdown
- Secure Lockout

### Homeland Security System

The New York State Homeland Security System for Schools will be adhered to as follows:

#### 1. Level Red- Severe Risk

- R1- Close school before opening
- R2 - Close school while in session
- R3- Lockdown
- R4- Short-term shelter-in-place
- R5- Transfer to alternate location or emergency shelter

#### 2. Level Orange- High Risk

- O1- complete O2 and activate lockout procedures
- O2- Complete level Yellow, limit access to facilities; review building use permits and evaluate field trips

#### 3. Level Yellow- Elevated Risk

Review Building use permits and confer with authorities for further action.

#### 4. Level Green- Low Risk

Normal operations

### **Recovery- School Support for Buildings**

The Emergency Response Teams and 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.

The District-wide Emergency Response Team is available for support when necessary to assist in all school buildings in their response effort. This team will comprise the following and others in the organization based upon their expertise and the needs of the emergency:

- Superintendent of Schools or Designee
- Assistant Superintendent for Business
- Assistant Superintendent for District Wide Administration (Human Resources)
- Assistant Superintendent for Education Operations
- Director of Facilities
- Directors of Departments affected
- District School Resource Officer
- Suffolk County Police Department School Resource Officer
- District Security Consultant
- Public Information Officer
- Transportation Supervisor
- Food Services Supervisor
- Others as deemed necessary

The Superintendent or Designee will authorize decisions based on the deliberations and recommendations of the team. Assignments and coordination of the staff at the building level will be under the direction of the principals.

### **Disaster Mental Health Services**

A District-Wide Post-Incident Response Team will respond to crisis situations to help provide disaster mental health services as outlined in our Safety Plan. Depending on the scope of the situation, the Suffolk County Emergency Management Office may be contacted to help coordinate a County or State-Wide effort

### **Forms and Recordkeeping**

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

### **Declared Public Health Emergency**

In September 2020, then Governor Cuomo signed legislation that required all New York State public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The new legislation now constitutes New York State Labor Law Section §27-c, the following section was added to §2801-a of the Education Law that will require additions to the

District Plan. §2801-a (m) – refers to protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section twenty-seven-c of the labor law.

### **Emergency Remote Instruction Plan**

The Half Hollow Hills Central School District has implemented a 1:1 device program for students and faculty. This program ensures equitable access to technology in class and at home. Students take their devices daily and bring them back to school each day for instruction. In an effort to ensure that all students have internet access, the District provides hotspots to students who do not have internet access at home. The District purchased mobile hotspots to distribute to families who need connectivity. Each year, the District gathers data relating to our families’ access to technology and responds accordingly to ensure universal access. This is consistent with the Student Digital Resources data collection.

In the event of an emergency closing, the students in Half Hollow Hills will follow their regular instructional schedule. Students at the elementary level will participate in synchronous instruction with their teachers following the master schedule. This schedule includes instructional time for special education, AIS, all related services necessary. These services will be provided according to each individual’s IEP and educational needs. No-touch times have been incorporated into the master schedule to ensure students are not missing critical instructional time in the classroom.

Students at the secondary level will utilize our Learning Management System, Canvas, to access synchronous instruction at their regularly designated class times. All classes, including PE, special education, AIS and related services will meet according to the existing student schedule. Teachers may utilize up to 10 minutes per period for asynchronous instruction. At both the elementary and secondary levels, all teachers have been trained in the implementation of synchronous remote instruction through various professional development opportunities. Teachers also have the continued support of Canvas coaches (current teacher-leaders) and our Instructional Technology Department.

In the event a student is not able to access curriculum remotely, or the remote instruction is not appropriate for the student, homebound instruction will be provided as needed. In special circumstances, such as a pandemic, certain identified students may have classes in-person in a school building to ensure the continuity of instruction.

Based on the plan above, the District intends to claim the same number of instructional hours per day during an emergency closing in which remote instruction is provided. At both elementary and secondary levels, students and teachers will follow their regular schedule and receive appropriate synchronous instruction, along with complimentary asynchronous instruction, as described in sections 175.5 and 100.0 of this Chapter and the Emergency Remote Instruction Guidance.

## Emergency Closing- Elementary Instructional Schedule

### Kindergarten

9:45am	Small Group Work
10:45am	Special
12:30pm	Math
2:00pm	Science and Social Studies

### First Grade

9:30am	Math
10:45am	Foundations
12:05pm	ELA
1:45pm	Science and Social Studies

### Second Grade

9:30am	Small Group Work
10:45am	ELA
12:15pm	Science and Social Studies
1:10pm	Lunch

### Third Grade

9:15am	Special
11:00am	Class Meeting
12:15pm	Lunch
2:00pm	Small Group Work

### Fourth Grade

9:15am	Math
10:45am	Science and Social Studies
12:15pm	Lunch
1:30pm	ELA

## Fifth Grade

9:15am	Class Meeting
10:45am	Small Group Work
12:05pm	Math
1:45pm	Special

## **Pandemic Planning**

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

### **Prevention/ Mitigation**

- The District will work closely with the Suffolk County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable diseases, including influenza, and communicating with the Health Department: Suffolk County Department of Health will monitor County-wide cases of communicable diseases, including influenza and inform school districts as to appropriate actions.
  - Suffolk County Department of Health
    - 3500 Sunrise Highway, Suite 124
    - PO Box 9006, Great River, NY 11739
  - Suffolk County Coronavirus Hotline: “311” or 631-854-0000
  - Suffolk County Public Health Hotline: 631-787-2200 Fax: 631-854-0108
- The District Physicians will help coordinate our Pandemic planning and response effort. The physicians will work closely with the District-Wide School Safety Team that has the responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physicians and nurses will be vital members of the Safety Team. Because of the potential importance of technology in response effort (communication and notification) the District Director of Public Relations and the Executive Director of Technology will also be important team members. The Assistant Superintendent for District-Wide Administration (HR), Assistant Superintendent for Business, Facilities Director, and Assistant Superintendent for Education Operations 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 July 20,

2020, 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 District will emphasize hand washing, cough/sneezing, and other health-related etiquette and related information through required training for employees via the Global Compliance Network training platform.
- The District is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the District will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of everyone.

### **Preparedness**

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. District's central administrators and school building principals will complete the IS 100 (Introduction to Incident Command), IS 362 (Multi-Hazard Emergency Planning for Schools), and IS 700 (National Incident Management System) training courses, which are available online through FEMA and can be facilitated through the District's Security Consultant.

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include school postings, general mailings, e-mails, special presentations, phones and cell phones, reverse 911 systems, and the public media. A District Public Information Officer (PIO) 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 the Assistant Superintendent for Education Operations and Assistant Superintendent for Business to ensure proper functioning of all communication systems. This coordination will also help ensure that as many redundant communication systems as possible are available (mass messaging, email messages, District website, social media, radio, and television messages). We have tested/exercised the communication systems on multiple dates.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, the District's plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision-making authority for the agency (Superintendent and Assistant Superintendents). Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. The District's primary communication will be through a normal phone system followed by handheld radios, cell phones, text and phone mail, email, automated phone notification system, and any application designated to enhance the flow of communication.
  - 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 Agent, Payroll Supervisor, Accounting Supervisor, Budget Assistant).

Recognizing the need for job cross training, individuals in the Business Office have received training to perform essential functions. We have also established the ability to maintain these essential functions off-site from remote locations.

- o Maintenance of facilities will be difficult with reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the Superintendent or designees and the Assistant Superintendent for Business informed of such status and of the point at which buildings can no longer be maintained. The Head and Chief Custodians as well as the Maintenance Department, under the direction of the Director of Facilities, are trained on maintaining essential building functions (HVAC system operation, alarms, security, etc.), and have 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. Teachers and other staff may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers in this process is as needed.
- o Human Resources will be essential in monitoring absenteeism and ensuring appropriate delegation of authority. Changes to District policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Assistant Superintendent for District-Wide Administration has provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for the 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. The Central Office Administrative Team, working alongside local officials, will decide if schools need to be closed.
- o Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring the school calendar may become necessary. We will work closely with the New York State Education Department (NYSED) on this potential result throughout the crisis period.

## **Response**

- The District-wide Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Planning Team will be informed that the Plan has been activated
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Assistant Superintendent of Education Operations and the Chief Information Officer to re-test all communication systems to ensure proper function. The District-wide Safety Team and Building-Level Response Teams will assist in this effort.

- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of the District-wide Safety Plan as it specifically applies to pandemics.
- The Assistant Superintendent for Business will meet with staff to review the essential functions and responsibilities of back-up personnel. The ability to use offsite systems will be tested. The Assistant Superintendent for Business will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor the ability to maintain essential function. The Director of Facilities will review essential building function procedures with the principals and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Assistant Superintendent for Business or designee to implement different phases of the Plan as necessary.
- The Assistant Superintendent for District-Wide Administration will meet with staff to review the essential functions and responsibilities of back-up personnel. This individual will monitor absenteeism to ensure maintenance of the Command Structure and possible need to amend existing procedures
- Based on recommendations from Local and State Authorities, schools may be closed. The Plan for continuity of instruction will be implemented as previously described.

### **Recovery**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to the District's normal process. We will use all described communication methods and the District's PIO to keep the school community aware of the transition process.
- We will work closely with NYSED to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide Safety Team and Building-Level Emergency Response Planning Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facilities and Directors will be vital to this effort. The District-wide Safety Plan and Building Level Emergency Response Plans will be reviewed to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

## **School District K-12 Pandemic Influenza Planning**

## SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

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

**1. Planning and Coordination (cont.):**

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

**2. Continuity of Student Learning and Core Operations:**

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

**3. Infection Control Policies and Procedures:**

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> ).

**4. Communications Planning:**

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

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

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



## **Public Health Emergency Continuation of Operations Plan**

In the event that the Governor of the State of New York declares a public health emergency involving communicable diseases, the District will utilize a number of protocols to implement continued operations. This will include the formation of a District-wide Task Force that will meet regularly to evaluate procedures and make administrative decisions to maintain District operations at the highest possible levels.

### **Contact Tracing**

When an employee or contractor tests positive for a communicable disease that is subject to a public health emergency, contact tracing protocols will involve three steps: Fact Finding, Communication, and Reporting.

- **Fact Finding**
  - Contact made with the employee or contractor who has tested positive.
  - Gather rosters, work schedules, support staff contacts, etc.
  - Interview all relevant staff members/employees.
  - Apply any guidance set forth by the New York State Department of Health and/or Suffolk County Department of Health Services to the findings.
  - Develop a list of close contacts, as defined by the current public health emergency. (E.g., for COVID-19, close contact is currently defined as someone who has been within six feet of a positive case for more than ten minutes over a 24-hour period, regardless of mask wearing or the use of polycarbonate dividers, in the 48 hours prior to the onset of symptoms, or the administration of a positive test if asymptomatic).
  
- **Communication**
  - Share the findings of the above investigation with the District Task Force.
  - Send communications to the school community (Central Office Administration and/or building principals).
  - Notify custodial staff and transportation vendors immediately and thoroughly clean, disinfect, and sanitize the employee or contractor work area and a common area surfaces and/or shared equipment that may have been touched by the positive individual.
  - Notify anyone identified as a close contact and advise them he/she must quarantine per current mandates. If an identified individual is also an employee, they should leave their work area immediately, taking any necessary materials with them to allow them to tele-commute during their quarantine period. In compliance with HIPAA, the name of the individual who tested positive will not be shared.
  - Contact the Suffolk County Department of Health Services, if necessary
  
- **Reporting**
  - Generate and upload information into Suffolk County and/or State health portals, as required.

Any employee or contractor who has been exposed to a known case or exhibit symptoms of the communicable disease subject to the public health emergency must follow any quarantine mandates as outlined by the New York State Department of Health or Suffolk County Department of Health Services.

## Essential Employees

In the event of a federal, state, or local government-ordered shutdown or reduction of the in-person workforce, the following District titles/positions will be designated as essential, meaning that their work cannot be completed effectively through remote means or telecommuting. The table below describes the positions and important roles they serve. Shifts will be “as needed” and ensure overcrowding in the workplace does not occur.

Title	Description	Justification	Shift
Superintendent of Schools	District activities and Chief Emergency Officer	The superintendent makes all major decisions affecting the district activities, operations, and staff.	As needed
Superintendent Secretary/ District Clerk	District operations, BOE liaison, preparation of BOE agenda, oversee annual budget vote and selection	Support superintendent with ongoing district operations and activities. printing and mailing, contracts, and other updates after Board meetings	As needed
Central Office Administrators	Assistant Superintendents	The Assistant Superintendents supervise district operations in Business, Personnel, Curriculum, and Student Support Services. They ensure ongoing activities continue and serve as backup to the Superintendent of Schools. Also ensure continuity of services for special education and other student support services.	As needed
Building Administrators	Principals, Assistant Principals, Directors	Supervise the staff and daily operations of the school buildings	As needed
Clerical – Main Office & Guidance	Clerical support for building administrators activities to support	Mail processing, reporting tasks, and various office activities to support ongoing building/department operations	As needed
Treasurer	Financial activities and funds transfers	Banking/financial operations/funds transfers/reconciliation	As needed (hours staggered)
Clerical – Offices of HR and Education Operations	Personnel action for Civil Service and instructional staff, employee benefits	Employee changes, attendance, leaves of absence, enrollment, mailing letters, documentation	As needed (hours staggered)
Clerical – Business Office	Purchasing/Accounting/Accounts Payable/Workers Compensation/Payroll	District-wide purchasing, accounting, and record keeping; payment of bills; mailing letters; printing and mailing; ongoing payroll services	As needed (hours staggered)
Clerical – Student Support Services	STAC, bill payment, enrollment, CSE/CPSE support	Maintenance of all programs and student enrollment, mail processing; reporting and various other office activities	As needed (hours staggered)
Food Services Department	Oversees and supervises food operations	Provide ongoing and emergency meals for students	As needed
Clerical – Food Services and Transportation Departments	Clerical support for both departments	Support Food Services and Transportation Directors with emergency meal program and any required transportation needs	As needed
Food Service Workers	Meal preparation	Preparation of ongoing and emergency meals for students	As needed (hours staggered)

Network Operations Manager	IT Management	Infrastructure support, instructional technology, and supervision of MIS staff	As needed
Technology Specialists	Technology support	Support IT infrastructure, distribution and maintenance of personal devices	As needed (hours staggered)
Clerical –Network Operations	Clerical support for Director of Technology	Mail processing, certain mailings, reporting, various office activities, support distribution of devices	As needed (hours staggered)
Nurses	Health Office	Distribution of medication and other consultations	As needed
Clerical –Health Offices	Health office support	Assist with clerical duties and report preparation	As needed (hours staggered)
Security	Building and mobile personnel	Provide on-site security services; direct traffic flow when needed	As needed (hours staggered)
Director of Facilities	Supervises all custodians, maintenance mechanics and grounds crew	Ensures safety, cleaning, and function of all District buildings and grounds	As needed
Clerical – Buildings and Grounds	Clerical support for Director of Facilities and staff	Assist Director of Facilities to ensure smooth operations, preparation of reports, ordering of needed supplies	As needed
Buildings and Grounds Staff	Custodians, Maintenance Mechanics, Grounds Crew	Ensure buildings and grounds are operational and sanitized for students and staff	As needed (hours staggered)

### Technology for Telecommuting (Non-Essential Employees)

In the event of pandemic or other circumstances, which precluded regular in-person office work, the District’s objective is to maintain all critical operational functions. These include but are not limited to instruction, payroll, accounts payable, general banking, etc. Doing so requires two things:

1. The District has the technology in place to make line-of-business applications accessible from outside the corporate network.
2. Staff have access to a computer or other device with which to access District resources.

### Application Accessibility

The District utilizes the Google platform for email and Microsoft Office applications such as Word, Excel, and Teams available via a web browser. Files can be shared through Google Drive, and documents on Google Drive are likewise accessible from anywhere via web browser. Google Workspace is also accessible from any web browser and enables staff to access shared files and other documents stored therein. For staff who only need access to email and general office documents, this level of connectivity should be sufficient to continue day-to-day operations.

Our phone system is capable of forwarding calls to an outside line, such as a cell phone or user’s home phone.

### Personal Protective Equipment

- PPE & Face Covering Availability:

- o The District will provide employees with an acceptable face covering at no cost to the employee and have an adequate supply of coverings available in case a replacement is needed.
- o Face coverings are meant to protect other people in case the wearer is unknowingly infected (e.g. many people carry COVID-19 but do not exhibit symptoms or are asymptomatic).
- o Information will be provided to staff and students on proper use, removal, and replacement of face coverings.
- o Masks are most essential in times when physical distancing is difficult.
- o Procurement, other than some very basic preliminary purchases, will be done on a consolidated basis to ensure that the District is getting the most value for its PPE funds.
- o The use of face coverings will be reinforced with all staff.
- o Staff will also be encouraged to utilize their own personal face coverings but will secure and 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 necessary. Those individuals requiring N95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so. The District will work in partnership with the School Physician to provide this capability. Parents will also be encouraged to provide face coverings for students; however, face coverings will be provided for any student that cannot provide their own.

- **PPE Supply Management**

The Facilities Department will work with other programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

- **Emergency Housing**

Emergency housing for essential workers is not generally considered to be required for school employees, as opposed to healthcare workers and other critical care employees. Should emergency housing become necessary, however, the District will coordinate with the American Red Cross and the Suffolk County Office of Emergency Management to locate appropriate accommodations for essential employees.

The most important thing parents can do is to make sure that all parent contact information is up-to-date and accurate throughout the school year.

**School Emergencies**

The safety and security of students and staff remain the top priority for the Half Hollow Hills Central School District. This informational brochure is an overview of the procedures that are planned and practiced at all of our schools. These procedures are put into place to better prepare for a building emergency or District crisis. School administrators work closely with community emergency service providers, police, fire/rescue, and public health officials to ensure our District's Emergency Plan reflects appropriate practices and our schools are prepared for and can respond to emergencies.

Key personnel are trained in Federally-endorsed National Incident Management Systems (NIMS) procedures and HHH takes an "all-hazards approach" to emergency preparedness. We are prepared to work in partnership with our area emergency service providers should a critical incident occur in our schools.

Our comprehensive District-wide School Safety Plan (DWSSP) and Building Emergency Response Plan (BLERP) address all types of potential incidents, not because we expect them to happen, but so that we are prepared in case they do. For District security reasons, specific information and details have been omitted from this publication.

We ask that parents review and discuss the information contained in this communication with your child, prior to the beginning of the school year, to be familiar with what to do in case of an emergency.

If you have any questions after reviewing this information, please contact the Principal at your child's school for more information.

**Modified School Operations**

**School Closing** is advised when District Administration determines students are safer at home than at school. This occurs with weather emergencies or the loss of a building utility. Parents should check the District website ([www.hhh.k12.ny.us](http://www.hhh.k12.ny.us)) for the most current information.

**One Hour Delayed Opening or Two Hours Delayed Opening** is initiated when road conditions are unsafe due to bad weather such as snow and/or ice or if there are utility concerns in a particular building. Buses use extreme caution when road conditions are unsafe. School will open one or two hours later than normal depending on area road conditions. Delayed opening means that the opening of school will be later than usual and that school dismissal time will be at the regular scheduled time.

**Early Dismissal** can occur due to a District weather related or utility concern and the District Administration determines it is in the best interest of students' safety to be sent home early. The District also practices this procedure annually as required under New York State Education Law. These early dismissal dates are posted on the school calendar on the District website.

**Emergency Response Protocols**

The Half Hollow Hills School District follows the NY State Emergency Response protocol which is often referred to as SHELL. This acronym stands for the five emergency response terms used throughout New York. These terms are: Shelter-in-Place, Hold-in-Place, Evacuation, Lockout, Lockdown. The SHELL document which follows provides a brief but informative summary of the conditions that must exist for the building or district to active one of these responses.

**How Can Parents Prepare Students for An Emergency?**

Parents play an invaluable role in helping prepare their children for any emergency. As a parent, take time prior to an emergency to discuss with your child why we prepare, practice and talk about fire drills, emergency phone calls and back-up plans. This will help your child understand that if an emergency does occur, having a plan and understanding what to do ahead of time makes the process go smoothly. The District's teachers and staff are trained to handle these situations. Parents should talk to their children about remaining calm and following given instructions in the event of an emergency. In these situations, it is important that children understand that parents will be contacted if necessary and that the students will be reunited with parents as soon

as school officials and/or police advise it is safe to do so.

The most helpful response from parents, to any school emergency, is to remain calm and wait for follow-up information from the District before taking action. The District Administration understands that it is a natural instinct for parents to want to rush to their child's aid during an emergency. It is important for all to understand that during an event, schools and emergency service providers have made provisions to deal with these incidents. Cooperation in an emergency is essential for the safe and swift resolution of the incident.

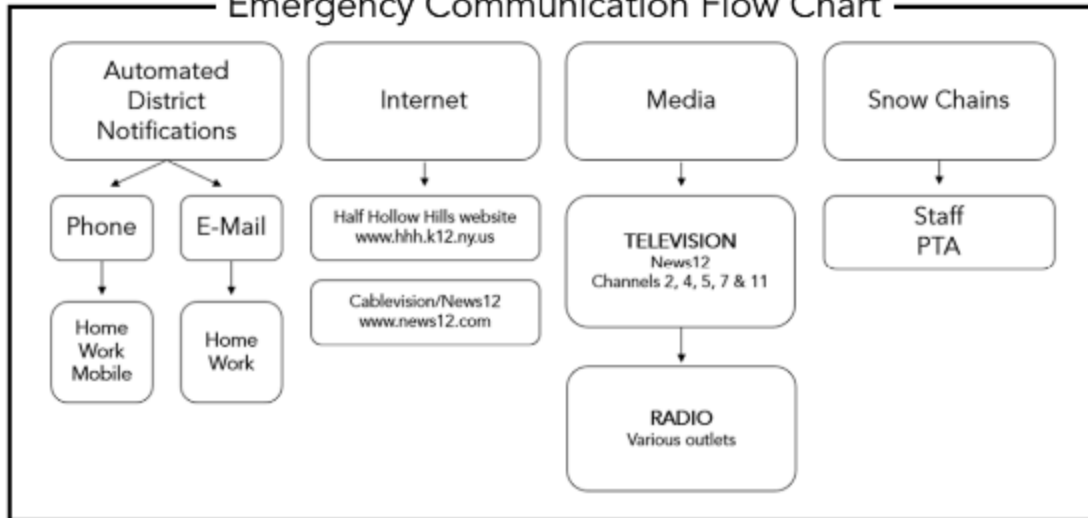
Past lessons in school emergencies have proven that the greatest challenge to emergency service providers

and school officials is parents and concerned citizens rushing to the scene to "help". By doing so they create traffic jams that delay emergency responders, adding confusion and delay for help to get to or leave the scene of the emergency. The District will contact you with current and accurate information as soon as it becomes available. For information on How, Where and When to respond to the emergency please follow instructions on the District's website [www.hhh.k12.ny.us](http://www.hhh.k12.ny.us) or from automated telephone or email communications.

**Remember...PLEASE DO NOT GO TO THE SCHOOL UNLESS YOU ARE ADVISED TO DO SO.**

Updated September 2024

**Emergency Communication Flow Chart**



To subscribe to the District's automated notification system, please link to:  
[hhh.k12.ny.us/tools/parent/subscriptions](http://hhh.k12.ny.us/tools/parent/subscriptions)

**..... What Parents Can Do Right Now .....**

- Be sure that all District emergency contact information is current and correct.
- Contact your school immediately when you change work, home or cell telephone numbers.
- Make sure you have back-up people who are authorized to pick up your child if you are detained at work or are unable to respond. Understand that during an emergency, students will only be released to persons who are identified as an emergency contact.
- If your child cannot go home, make sure that he/she has another safe place to go while waiting for a family member to pick him/her up.
- Parents should not direct children via cell phone to leave a school building at anytime. Students must always be signed out of school.
- If a parent is contacted by a student during a building emergency, a parent should keep the conversation short. Advise the

student to follow the instructions of school personnel, tell the student it is going to be all right, stay calm and that the parent loves them.

- Cell phone lines are quickly overloaded during an emergency. District telephone lines become clogged with calls and this interferes with the emergency service provider's ability to communicate vital information during a building emergency.
- Review and practice your home emergency plans with your children so that they know what to do in an emergency at home and at school.
- Put your "In Case of Emergency" (ICE) contact information in your child's cell phone.
- When you are on school grounds, be alert to activity surrounding the school. Report any suspicious activity to a security guard or a building administrator.
- If you see something, say something.

Non-Emergency School Telephone Numbers
Otsego Elementary School 631-592-3600
Paumanok Elementary School 631-592-3650
Signal Hill Elementary School 631-592-3700
Sunquam Elementary School 631-592-3750
Vanderbilt Elementary School 631-592-3800
Candlewood Middle School 631-592-3300
West Hollow Middle School 631-592-3400
High School East 631-592-3100
High School West 631-592-3200

# NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)



## SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

### RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.



## HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

### RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.



## EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

### RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area.
- Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.



## SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE THE SCHOOL.

### RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



## LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

### RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom. Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone. Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

## Emergency Assistance- Local Governments

The Superintendent/designee as the Chief Emergency Officer is responsible for making requests for additional assistance or resources not provided for by local emergency providers during a district-wide emergency.

Both the Superintendent and the Building Incident Commander may request additional help from the following emergency providers:

- Town of Huntington Office of Emergency Management 631-351-3162
- Town of Babylon Office of Emergency Management 631-957-7474
- Suffolk County Office of Emergency Management 631-852-4900
- State of New York Office of Emergency Management 518-292-5000

Any of the responding emergency service providers may declare a town wide or county wide disaster if their highest-ranking official deems it necessary.

The District will obtain assistance and advice from state, county and local officials and coordinate District resources which may be made available during state, county or town- wide emergencies. District resources that will be made available are listed in the RESOURCES section of this manual.

The Half Hollow Hills Central School District has adopted the National Incident Management System (NIMS) directive and the Incident Command System (ICS) as their response approach to incident management as it is applicable at all jurisdictional and functional disciplines.

## District Resources

RESOURCE	ADDRESS/PHONE NUMBER
Emergency Police and Fire Department	<b>911</b>
Suffolk County Police 2 <sup>nd</sup> Precinct	1071 Park Ave, Huntington NY 11743 631-854-8201 631-854-8200
Suffolk County Police 1 <sup>st</sup> Precinct	555 Route 109, W. Babylon 11704 631-854-8100
New York State Police	Troop L Headquarters 7140 Republic Airport East Farmingdale, NY 631-756-3300
Dix Hills Fire Department	115 Deer Park Road, Dix Hills, NY 631-499-8836 631-499-5757
Melville Fire Department	531 Sweet Hollow Road, Melville, NY 631-423-2635 631-547-4121
Wyandanch/Wheatley Heights Ambulance Corp	295 Merrit Ave, Wyandanch NY 631-491-3234
<b>Hospitals</b> Huntington North Shore, Plainview Good Samaritan	 631-351-2000 516-719-3000 631-376-3000
<b>Office of Emergency Management</b> Suffolk County Town of Babylon Town of Huntington	 631-852-4900 631-957-7474 631-351-3234

## Web Resources

“I Love U Guys” Foundation: <https://iloveuguys.org>

American Academy of Pediatrics, Federal Policies to Keep Children Safe: [www.aap.org](http://www.aap.org)

The School Superintendents Association: [www.aasa.org](http://www.aasa.org)

American Red Cross, Masters of Disaster: [www.redcross.org](http://www.redcross.org)

Federal Bureau of Investigation: [www.fbi.gov](http://www.fbi.gov)

Ready Kids, Emergency Planning Resources for Parents, Kids and Educators:  
[www.ready.gov/kids/educators-organizations](http://www.ready.gov/kids/educators-organizations)

Federal Emergency Management Agency (FEMA), Hazard Mitigation Planning:  
[www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning](http://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning)

Federal Emergency Management Agency (FEMA), Emergency Management Institute (EMI):  
[www.training.fema.gov/](http://www.training.fema.gov/)

Ready v: Prepare, Respond, Mitigate Emergencies and Disasters: [www.ready.gov](http://www.ready.gov)

National Association of School Psychologist (NASP): [www.nasponline.org](http://www.nasponline.org)

National Fire Protection Association (NFPA): [www.nfpa.org](http://www.nfpa.org)

National Oceanic and Atmospheric Administration (NOAA), Weather Education, General Information and “Cool” Sites for everyone (sections relatable to youngsters):[www.noaa.gov/education/resource-collections](http://www.noaa.gov/education/resource-collections)

National School Boards Association (NSBA): [www.nsba.org](http://www.nsba.org)

National School Safety Center: [www.schoolsafety.gov](http://www.schoolsafety.gov)

New York State Division of Criminal Justice Services: [www.criminaljustice.ny.gov](http://www.criminaljustice.ny.gov)

NY-Alert- Warnings, and Emergency Notifications: [www.alert.ny.gov](http://www.alert.ny.gov)

New York State Police - School and Community Outreach Unit- Troopers in this unit have received specialized training in the area of school violence, crime prevention, conflict management, school resource officer supervision and emergency management –  
[troopers.ny.gov/school-and-community-outreach-unit](http://troopers.ny.gov/school-and-community-outreach-unit)

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center- Developed by the U.S. Department of Education’s Office aimed at helping to manage safety, security, and emergency management programs - [www.rems.ed.gov](http://www.rems.ed.gov) Red Nose Response- supports the victims, responders, and communities affected by disasters and catastrophes: [www.rednoseresponse.org](http://www.rednoseresponse.org)

Transportation Security Administration- Description of Best Practices for School Transportation- School Transportation Security Awareness (STSA): [www.tsa.gov](http://www.tsa.gov)

## **New York State Office of Emergency Management**

The New York State Emergency Management Office (SEMO) coordinates Emergency Management Services for the State by providing leadership, mitigation measures, planning, education, and resources to protect lives, property and the environment. State OEM coordinates these activities through local government officials, specifically county emergency managers.

**Region 1: Includes Nassau and Suffolk Counties, and the New York City Metropolitan area.**

Office: (631) 952-6322

Email: [oemregion1dl@dhses.ny.gov](mailto:oemregion1dl@dhses.ny.gov)

Visit: [www.dhses.ny.gov/citizen-preparedness-corps](http://www.dhses.ny.gov/citizen-preparedness-corps)

## School Safety and Violence Prevention Specific Articles

*Early Warning: Timely Response: A Guide to Safe Schools*

[www.ojp.gov](http://www.ojp.gov)

This guide from the Departments of Justice and Education indicates what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur.

*National Education Association: Great Public Schools for Every Student*

[www.nea.org/healthy/schools](http://www.nea.org/healthy/schools)

*School Safety and the Legal Rights of Students - Education Resources Information Center (ERIC)*

[www.eric.ed.gov](http://www.eric.ed.gov)

A database of education research and information

*The School Safety Profiler*

[www.rippleeffects.com/needs](http://www.rippleeffects.com/needs)

A tool to measure perceived safety at your school to reduce or prevent violence.

*The School Shooter: A Threat Assessment Perspective*

[www.fbi.gov](http://www.fbi.gov)

Search: A Threat Assessment Perspective.

## **Other Resource Centers on Safe School, Youth Violence**

*Centers for Disease Control and Prevention Division of Violence Prevention*

[www.cdc.gov/Violence-Prevention](http://www.cdc.gov/Violence-Prevention)

CDC's goal is to stop violence before it begins.

Center for Schools and Communities

[www.centerforschoolsandcommunities.org/schoolsafety](http://www.centerforschoolsandcommunities.org/schoolsafety)

Help schools identify and implement effective programs and practices and maintain safe, productive learning environments.

*Office of Juvenile Justice and Delinquency Prevention*

[www.ojjdp.ojp.gov](http://www.ojjdp.ojp.gov)

OJJDP sponsors a broad array of research, program, and training initiatives and disseminates accurate, up-to-date information about juvenile justice and delinquency issues.

## **Project SAVE**

(Safe Schools Against Violence in Education Act)

To address issues of school safety and violence prevention, the Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Mary O. Donohue. The Task Force consisted of a broad range of qualified people from all parts of the State including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the State and the nation. Ten public hearings were held throughout the State, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21st Century* (October 1999), contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the District and at the building levels. The new District-wide School Safety Plan replaced the school emergency management plan that was required for all districts. At the building level, a newly required Building-level Emergency Response Plan must be prepared for each school building in the State. Together, these plans are intended to define how each school district and all the buildings in the District will respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

Both the District-wide School Safety Plan and the Building-level Emergency Response Plan should be viewed as part of a comprehensive, collaborative approach required by Project SAVE. While schools are on the front lines in the effort to prevent school violence and promote school safety, schools cannot do it alone. The New York State Education Department strongly endorses and encourages broad community participation beyond the requirements in law and regulations, to improve the safety of the school environment. The Task Force states in its report that "The best solutions to improving school safety will be found at the local level. When efforts are made to include a broad representation of the community, the possibilities for success are enhanced exponentially. (1999, p. 10)

## **New York State Education Department Contacts**

Coordinator of Facilities Planning Room  
1060 Education Building Annex  
Albany, New York 12234  
Phone: 518 474-3906  
[emscfp@nysed.gov](mailto:emscfp@nysed.gov)

Fire Safety Inspections  
Room 1060 Education Building Annex Albany, New York 12234  
Phone: 518-408-1548  
[firesafety@nysed.gov](mailto:firesafety@nysed.gov)

Student Support Services  
89 Washington Avenue Albany, New York 12234  
Phone: 518 486-6090  
[studentsupportservices@nysed.gov](mailto:studentsupportservices@nysed.gov)