

# **DRAFT DOCUMENT FOR PUBLIC COMMENT**

**2026-2027**

**Syosset Central School District**

***District-Wide***

***School Safety Plan***



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# **Syosset Central School District District-Wide School Safety Plan**

## **Policy Statement**

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

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

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

<b>Compliance Requirement</b>	<b>Date Achieved</b>
Board of Education Appoints District-Wide School Safety Team	July 1, 2026
Board of Education establishes 30-day public comment period	July 2, 2026
Board of Education has at least one public hearing on District-Wide School Safety Plan	July 2, 2026
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	
Board of Education adopts District-Wide School Safety Plan	
District-Wide School Safety Plan posted on website	

Syosset High School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
H.B. Thompson Middle School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
South Woods Middle School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
A.P. Willits School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Berry Hill Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Baylis Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Robbins Lane Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
South Grove Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Village Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Walt Whitman Elementary Building-Level ERPT approves Building-Level ERP/Enters in Portal	
Board of Education adopts Building-Level Emergency Response Plan	
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	
Building-Level Emergency Response Plan filed with local police	
Written information on emergency procedures provided to all staff and students by October 1st	
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention, mental health, and Sudden Cardiac Arrests.	
Board of Education establishes 30-day public comment period for amendments to Safety Plan	
Board of Education has at least one public hearing on District-Wide School Safety Plan for amended Safety Plan	
Board of Education adopts District-Wide School Safety Plan	
District-Wide School Safety Plan posted on website	

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

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

## Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for response to communicable disease.
- ✓ 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 including threats made by students against themselves including suicide.
- ✓ 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).
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.
- ✓ School building security.
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Policies and procedures relating to sudden cardiac arrest. The district-wide school safety team shall develop and implement a cardiac emergency response plan that addresses the use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs.
- ✓ Plans to exercise and conduct drills to test the Building-Level 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 school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping.

## Public Health Emergencies – Communicable Disease

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

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's

work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

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

### **Remote Instruction Due to Emergency Conditions**

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

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

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

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

### **Desha's Law-Cardiac Emergency Response Plan**

Effective January 20, 2026, amendments to Education Law §§ 917 and 2801-a (2) regarding AED equipment, AED maintenance and signage, and school safety training regarding cardiac emergency response plans are to be included in district-wide school safety plans.

The new requirements for the development of a cardiac emergency response plan essentially formalize and embed within district-wide school safety plans and building-level emergency response plans, preexisting emergency protocols to respond to sudden cardiac arrest and other life-threatening emergencies. The requirements, as now set forth in the amendments to Education Law § 2801a(2)(n), are:

- The use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs.

- Specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific.
- Integration of nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association.
- Consideration of how to best integrate cardiac emergency response plans into community Emergency Medical Services (EMS) responder protocols.

Effective January 20, 2026, amendments to Education Law § 2801-a(2)(h) require that the school safety training for students and staff required in the district-wide school safety plan must now include training in sudden cardiac arrest. Additionally, effective January 20, 2026, Education Law § 2801a(2)(n), provides that district-wide school safety teams may provide voluntary first aid, CPR, and AED training to school staff, including members of the building level emergency response teams provided that Education Law and Commissioner’s regulations require such training to be in accordance with PHL §3000-b.

**Building-level emergency response plans:**

Effective September 1, 2025, amendments to Education Law §2801-a(3)(a) require that policies and procedures for response to sudden cardiac arrest be included in building level emergency response plans. The new requirements for building-level emergency response plans include building and venue specific requirements and procedures that address medical needs, transportation, and emergency notification of parents/guardians in the event of a sudden cardiac arrest incident.

**A Cardiac Emergency Response Plan is included in Appendix G. (Building-specific details are included in the building-level emergency response plans).**

**Alyssa’s Law**

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

**The District-wide School Safety Team** agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

**School District Chief Emergency Officer**

The Superintendent of Schools has designated the Assistant Superintendent for Human Resources as the Chief Emergency Officer. The School District Chief Emergency Officer will provide:

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

**Assistant Superintendent for Human Resources: Adam Kuranishi**

**Address: 99 Pell Lane, Syosset, NY 11791**

**Contact # 516-364-5647**

## District-Wide School Safety Team

The District-Wide School Safety Team was appointed by the School District Board of Education and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2026-2027 school year. Minutes will be kept for each meeting and attendance documented (see Appendix B).

TBD	President, Board of Education
TBD	Vice President, Board of Education
Dr. Thomas L. Rogers	Superintendent of Schools
Dr. Theresa Curry	Deputy Superintendent of Schools
Dr. Jeanette Wojcik	Assistant Superintendent for Elementary Curriculum, Instruction and Assessment
Mr. David Steinberg	Assistant Superintendent for Secondary Curriculum, Instruction and Assessment
Ms. Erin Goldthwaite	Assistant Superintendent for Pupil Personnel Services
Dr. Patricia Rufo	Associate Superintendent for Business
Mr. Adam Kuranishi	Assistant Superintendent for Human Resources
Mr. Gregory Hamilton	Executive Director of Operations
Mr. Severino Fasulo	Director of Facilities
Mr. Greg Vallerugo	Director of Security
Mr. Daniel Shook	Assistant Director of Security
Ms. Claudia Harde	Transportation Supervisor
TBD	Public Information Officer
Ms. Christine Payne	IT Coordinator for Instructional and Administrative Technology
Mr. Giovanni Durante	Principal, Syosset High School
Mr. Kevin Bonanno	Principal, HB Thompson Middle School
Ms. Joey Waters	Assistant Principal, HB Thompson Middle School
Ms. Michelle Burget	Principal, South Woods Middle School
Ms. Theresa Berke	Assistant Principal, South Woods Middle School
Ms. Clara Kang	Principal, Baylis Elementary School
Ms. Allison Wasserman	Principal, Berry Hill Elementary School
Mr. Christopher Meyers	Principal, Robbins Lane Elementary School
Ms. Mi Jung An	Principal, South Grove Elementary School
Dr. Sari Goldberg McKeown	Principal, Village Elementary School
Mr. Chad Snyder	Principal, Walt Whitman Elementary School
Ms. Kelly Morgan	Principal, Willits Elementary School
Ms. Felicia Weiss	STA President
Ms. Loretta Gargas	CSEA President
Ms. Joan Gonzalez	School District Registered Head Nurse
Dr. Ronald Marino	School District Physician
Ms. Krista Harris	President, Syosset Council of PTAs
Ms. Beata Walerych	Nassau BOCES-Exec. Mgr. Health/Safety/Training
Police Officer Michael Costanzo	Nassau County Police Dept. - Homeland Security
Police Officer John Hadrigan	Nassau County Police Dept. - Second Precinct
Mr. Jack Randazzo	Syosset Fire Department Superintendent

## Responsibilities of the District-Wide School Safety Team

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

- 1) **Annual multi-hazard school safety training will be completed by September 15<sup>th</sup>** including training programs for students and staff in **violence prevention, mental health, and sudden cardiac arrest** which may be included in existing

professional development. New employees will receive training **within 30 days of hire**. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.

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

### **Building-Level Emergency Response Team**

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

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

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

- Emergency Response Team (Core group of actual responders not to be confused with the Building-Level Emergency Response Planning Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
  - School Personnel
  - Law Enforcement Officials
  - Fire Officials
  - Emergency Response Agencies
- Post-Incident Response Team (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
  - Appropriate School Personnel
  - Medical Personnel
  - Mental Health Counselors
  - School Health Professionals
  - Others (Psychologists, Social Workers, etc.)

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

**Program Initiatives in the School District include:**

- As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.

- The Crisis Prevention Institute’s Nonviolent Crisis Intervention training is used to build staff capabilities in managing challenging situations and behaviors in ways that prioritize care and minimize risk. With a focus on prevention, the training program equips staff with strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. The program focuses on the safe management of disruptive and assaultive behavior. It emphasizes early intervention and nonphysical methods. It also includes physical intervention techniques for managing assaultive behavior. Currently, over 80 faculty and staff members are trained throughout the District.
- The District has established a Threat Assessment Team consisting of Mental Health Professionals to identify and monitor student behaviors that could lead to someone hurting themselves or others. If a student is experiencing a mental health crisis, they can simply call or text the number 9-8-8. This new three-digit 988 Suicide & Crisis Lifeline is designed to connect people who are suicidal or in any other mental health crisis to a trained mental health professional.
- The District has established a partnership with Sandy Hook Promise, which provides High School Students with training in the Say Something Program as well as access to the Say Something Anonymous Reporting System. The Say Something Program informs and educates about observable warning signs (written, spoken, photographed, in video) that are often present in behavior that could lead to someone hurting themselves or others as well as educates individuals on how to safely and anonymously report potential threats.
- High School
  - Sandy Hook Promise Say Something Program
  - TEAMS/CAST Social Skills Groups
  - Peers Reaching Out (PRO)
  - Serendipity
  - Peers as Leaders (PAL)
  - PRIDE
  - Bereavement Group
  - Divorce Group
  - Women’s Empowerment Group
  - Breathe for Peace – Mindfulness Group
  - No Place for Hate Designation – Anti-Defamation League
- Middle Schools
  - Mentor-Mentee Program
  - Friendship Groups
  - Serendipity
  - VISTA – Mind Up, Calm Classroom, Learn2Breathe
  - Peer Educators
  - No Place for Hate Designation – Anti-Defamation League
  - Social Skills Groups
  - Teacher-Student Mentoring Program
  - Social Skills – Calm Classroom, Mindfulness
  - Peer Educators
- Elementary Schools
  - Transition to Middle School Group
  - Peer Buddies/Peer Educators/Peer Mentors/Peer Mediation Programs
  - Mind Up
  - Ambassador Club Program
  - Enrichment Clusters
  - Whole Body Detectives/Social Detectives Program
  - Social Skills Groups
  - Second Step
  - Acts of Kindness
  - PRIDE Character Education
  - Sanford Harmony Character Education

## Training, Drills and Exercises

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

Trauma-informed Emergency Dismissal Drill (at a time not to occur more than 15 minutes earlier than normal dismissal time) to test communication and transportation. Parents to be notified at least one-week prior to drill.

- Trauma-informed live drills including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout. Parents to be notified within one-week preceding any such drill.
- Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
- Trauma-informed Situational Drills
- Tabletop exercises may be used as a training resource for staff.
- Emergency Response Team exercises
- Building pre-clearance searches

The Syosset Central School District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. Each school district shall practice emergency response procedures (evacuation, lockdown, and emergency dismissal drills) under its District-wide School Safety Plan and each of its Building-Level Emergency Response Plans. Procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students will be developed. Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, or simulations or other tactics to mimic a school shooting or other act of violence or emergency. At the time drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Full-scale exercises shall not be conducted on a regular school day and such exercises will not include students without the written consent form parents or persons in parental relation. Drills shall be completed on different days of the week and during different times of the school day. Drills shall occur after annual training in emergency procedures has been provided to students and staff.

Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. (6) evacuation drills and (2) lockdown drills shall be completed between September 1<sup>st</sup> and December 31<sup>st</sup>. De-briefings will occur after every drill or actual event.

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

### Emergency Drills (Minimum Every School Year):

#### EDUCATION LAW

##### 12 Drills Total Required for School Year

- 8 Evacuations and 4 Lockdowns
  - 6 evacuation and 2 lockdown drills shall be held between September 1<sup>st</sup> and December 31<sup>st</sup>
  - 2 evacuation and 2 lockdown drills during the remainder of the school year
  - 4 of the evacuation drills through secondary means of egress

- For both evacuation and lockdown drills pupils shall be instructed in the procedure to be followed if a fire/emergency occurs during the lunch period or assembly, provided, however, that additional instruction may be waived where a drill is held during the regular school lunch or assembly.
- Parents shall be given advance notice of each drill being conducted within one-week preceding any drill.
- Drills shall be conducted after annual training in emergency procedures has been provided to students and staff.
- 2 Additional Evacuation Drills Required during Summer School (1 during first week)
- 1 Emergency (Early) Dismissal Drill at a time not to occur more than 15 minutes earlier than normal dismissal time.

## **Implementation of School Security**

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

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

Security personnel: The district employs security personnel as well as contracts out to a private security agency and, on a daily basis, staffs each facility within the district with a multitude of New York State Registered Security Guards. These guards, as per specifications written by the district, must be active or retired law enforcement with at least 3-5 years experience.

The district utilizes a multilayered configuration to assist with ensuring the safety and security of its students, staff, and infrastructure. Below are some examples of how the district implements these procedures on a daily basis:

- Visitors are required to enter all buildings through a safety vestibule. Before visitors are admitted into the building, they must produce a government-issued photo identification that is imported into the District's visitor management system. Individuals are cross-checked against a national sex offender database. Photographs as well as video surveillance are utilized at these locations to enhance identification.
- Video surveillance cameras are positioned on the exterior of the buildings to provide an additional layer of identification.
- All staff members are wearing photo identification while they are on district property.
- All High School Students are wearing photo identification and scan into an attendance kiosk upon entering the high school building.
- The district has routinely conducted security assessments both with a local law enforcement agency as well as contracted out to a private firm on several occasions to receive additional recommendations as well as to work with administration and staff in the implementation of enhancements.
- The district has an on-site Director of Security and a Security Supervisor within all buildings on a daily basis working closely with central office administration as well as building administration and the local police department to critique, as well as ensure redundancy in safety and security decision-making occurs.
- The district has installed silent panic alarms to directly alert authorities during emergencies. This is known as "Alyssa's Law" and this amended Ed. Law 2801-A.

## **Vital Educational Agency Information**

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

### **Early Detection of Potentially Violent Behavior (Information & Training)**

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

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

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

## Hazard Identification

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

- Potential hazard areas include areas that are adjacent to expressways or train tracks that have the potential for chemical spills/ incidents. Some school building locations have only one way in and one way out. Although that can be helpful for access control in the event of an emergency, it could potentially slow first responders. The district has looked at avenues to mitigate these potential concerns.
- Areas that immediately adjoin each property must be properly fenced to ensure that intruders cannot easily come onto the property and that young students cannot wander into these areas. Also ticks and other potential vermin could be an issue in and near these adjacent areas.

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

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

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

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

### **Reporting:**

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

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

### **Investigation:**

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

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

### **Follow-up:**

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

### **Evaluation:**

The District-Wide School Safety Team (Threat Assessment Team) is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will

review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

**Disciplinary Measures:**

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

**Code of Character, Conduct, and Support:**

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

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

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

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

School	Phone	Fax	E-Mail
Syosset High School	██████	██████	██████
HB Thompson Middle School	██████	██████	██████
South Woods Middle School	██████	██████	██████
Baylis Elementary School	██████	██████	██████
Berry Hill Elementary School	██████	██████	██████
Robbins Lane Elementary School	██████	██████	██████
South Grove Elementary School	██████	██████	██████
Village Elementary School	██████	██████	██████
Walt Whitman Elementary School	██████	██████	██████
AP Willits Elementary	██████	██████	██████
St. Edward the Confessor School	██████	██████	██████

Mercy First	██████	██████	██████
Fusion Academy	██████	██████	██████
Variety Child Learning Center	██████	██████	██████
Center for Developmental Disabilities	██████	██████	██████
Syosset Public Library	██████	██████	██████
Greentrees Country Day School	██████	██████	██████

In general, parent/guardian notification will be conducted by means of the phone-tree of emergency contacts established in each school building or other mass notification system including Blackboard Connect, Infinite Campus Messenger and Portal, and/or the syossetschools.org website. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

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

**Bomb Threats:**

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

**Hostage Taking:**

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

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

**Intrusions:**

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

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the Principal’s office.
- The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The Principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The Principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuses to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.

- If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The Superintendent of School's office will be notified so appropriate resources can be made available to the school district.
- The Principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

### **Kidnapping:**

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

- During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the Principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, the Principal or designee will contact 911.
- The Principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, when a student has not arrived at school, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway, or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The Superintendent of Schools will be notified.
- The Principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. Principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

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

Response actions in individual buildings will include:

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

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

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

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform Principal/Superintendent of Schools.
- 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.
- Notify parents when appropriate utilizing mass notification system.

### **Response Protocols**

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

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

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

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Purposes**

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## **Emergency Assistance and Advice from Local Government**

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

## **District Resources Use and Coordination**

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

## **Protective Action Options**

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Two-Hour Delay** (Conditions warrant delaying students' arrival)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuate/Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Shelter/Shelter-in-Place** (Conditions warrant movement to a safe place in the building)
  - Shelter/Shelter-In-Place (weather related)
  - Shelter/Shelter-In-Place (Generic/Non-specific Bomb Threat)
  - Shelter/Shelter-In-Place (Specific Bomb Threat)
- **Hold/Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Secure Lockout** (A threat exists outside the school building or in the vicinity)

## National Terrorism Advisory System (NTAS)

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

**Bulletin:** Describes current developments or general trends regarding threats of terrorism.

**Elevated Threat Alert:** Warns of a credible terrorism threat against the United States.

**Imminent Threat Alert:** Warns of a credible, specific, and impending terrorism threat against the United States.

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

## Recovery – School District Support for Buildings

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

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

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Purposes**

## Disaster Mental Health Services

The Building-Level Emergency Response Planning Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our Building-Level Emergency Response Plan. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

## Threat Assessment

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

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

### **The Six Principles of Threat Assessment:**

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

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

*Enhancing School Safety Using a Threat Assessment Model*; United States Secret Service, 2018. [Enhancing School Safety Using a Threat Assessment Model \(cisa.gov\)](https://www.cisa.gov/enhancing-school-safety-using-a-threat-assessment-model)

*Averting Targeted School Violence*; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretservice.gov\)](https://www.secretservice.gov/USSS-Averting-Targeted-School-Violence-2021-03.pdf)

Please see Appendix G – Threat Assessment Guidance

### **Multi-Disciplinary Behavioral Assessment Team**

#### **Nassau County Threat Advisory Committee (NASTAC)**

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

### **Forms and Recordkeeping**

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

APPENDIX A  
Parents/Students/Staff Annual Notification

SYOSSET CENTRAL SCHOOL DISTRICT

# DISTRICT EMERGENCY INFORMATION GUIDE

DISTRICT SAFETY TERMS & PROCEDURES

The Syosset Central School District prioritizes safety for students, staff, and visitors. We collaborate closely with local law enforcement, Fire, EMS, and the Nassau County Office of Emergency Management to ensure our schools are well-prepared for any situation. Parents will be informed of regular drills throughout the school year, which help prepare students and staff in the case of an emergency. Annually, we review and update our Emergency Plan, and make the District-Wide School Safety Plan available on our website. In case of an emergency, it's crucial to understand District protocols. This guide provides essential information and terminology for emergency situations.

## When and why would the District issue an emergency protocol?

A school emergency can arise from various situations, including environmental events like chemical spills or gas leaks, medical emergencies requiring emergency personnel, police activity near the school, or the presence of an intruder. The specific nature of the emergency determines which protocols District officials will enact to ensure the safety and well-being of students and staff. These protocols may include lockout, lockdown, hold-in-place, shelter-in-place, evacuation, or a combination thereof.

1

# EMERGENCY PROTOCOLS



## LOCKOUT

A lockout secures the building perimeter, recovers all students from outside the building if necessary, and locks all exterior doors. No visitors will be admitted to the building, and no one will be permitted to leave the building. The normal instructional day continues inside the buildings. Students will not be released during a lockout. (*Terminology may change to "secure lockout" in 2025*).



## LOCKDOWN

A lockdown takes place if a threat is identified inside a school. Students are kept in rooms or areas that are secure and locked. No entry into or exit from the school will be allowed until an "all-clear" directive is given by emergency responders. Students will not be released during a lockdown.



## EVACUATION

In the event of certain building emergencies, students may be relocated to a pre-determined, safe location outside the building. Upon notification by the District, students will be released to authorized adults through a formalized process.



## HOLD-IN-PLACE

A Hold-in-Place may be issued during a non-threatening event such as a medical emergency or maintenance issue. Hallways are cleared, students are kept in classrooms and instruction continues.



## SHELTER-IN-PLACE

A Shelter-in-Place may be issued when it is safer to remain inside the building due to exterior hazards such as severe weather. Students are kept in a safe space inside the building until the situation has been resolved.

*During an emergency, do not come to the building as this could hinder first responders.*



## What to expect during an emergency

In the event of an emergency situation, please be assured that the District has an emergency management plan in place and that District, school, and first responders will act accordingly.

The District is committed to providing factual and timely information in the event of an emergency and uses email, phone and text to communicate directly with parents and guardians. Please monitor your phones and email regularly.

Updates may also be posted to the District website ([syossetschools.org](http://syossetschools.org)) and social media pages (*Instagram: @SyoStrong/Facebook: Syosset Central School District*).



## Reunification Process

In the unlikely event that you will need to pick up your child/children, parents and guardians will be directed by the District via phone, email, and/or text to their child's specific location.

Students will only be released to a parent/guardian or other adults listed as emergency contacts. Photo identification will be required. The individual picking up the student will be asked to complete a Student Release Form (available on-site). This procedure is designed for your student's protection.

Please be aware that reunification can be time-consuming.



## What to do After an Emergency

It is important to remain calm as children are greatly influenced by their family's sense of well-being. Provide reassurance that your child is safe. Families need to be compassionate listeners when their children speak of the crisis. Listen to and acknowledge your child's concerns.

Please seek help from the school, District, or other mental health professionals if you/your child have any concerns.

## How You Can Help

- ✓ Make sure your child's emergency contact information is up-to-date and accurate. Review with your child any alternative arrangements you have made in case an emergency prevents you from being home or picking up your child.
- ✓ If your child requires medication, please be sure it is supplied to the school nurse.
- ✓ During an emergency, please do not come to the school. Emergency personnel responding to the situation need the area to be clear to do their job effectively and efficiently.
- ✓ Please do not call the schools. In a crisis situation, school phone lines must remain open.

Syosset Central School District  
99 Pell Lane, Syosset, NY 11791  
(516) 364-5600

# APPENDIX B

## Syosset Central School District District-wide School Safety Team Meeting Attendance Sheet

Required Attendance:

Representatives	First Name	Last Name	Absent/Present
Board of Education President	████	████	████
Board of Education Vice President	████	████	████
Superintendent of Schools	████	████	████
Deputy Superintendent of Schools	████	████	████
Assistant Superintendent for Secondary Curriculum, Instruction, and Assessment	████	████	████
Assistant Superintendent for Elementary Curriculum, Instruction, and Assessment	████	████	████
Assistant Superintendent for Pupil Personnel Services	████	████	████
Associate Superintendent for Business	████	████	████
Assistant Superintendent for Human Resources	████	████	████
Executive Director of Operations	████	████	████
Director of Facilities	████	████	████
Director of Security	████	████	████
Assistant Director of Security	████	████	████
Transportation Supervisor	████	████	████
Public Information Officer	████	████	████
IT Coordinator for Instructional and Administrative Technology	████	████	████
Principal, Syosset High School	████	████	████
Principal, HB Thompson Middle School	████	████	████
Assistant Principal, HB Thompson Middle School	████	████	████
Principal, South Woods Middle School	████	████	████
Assistant Principal, South Woods Middle School	████	████	████
Principal, Baylis Elementary	████	████	████
Principal, Berry Hill Elementary	████	████	████
Principal, Robbins Lane Elementary	████	████	████

Principal, South Grove Elementary	████	████	████
Principal, Village Elementary	████	████	████
Principal, Walt Whitman Elementary	████	████	████
Principal, AP Willits Elementary	████	████	████
STA President	████	████	████
CSEA President	████	████	████
Executive Director for Human Resources	████	████	████
School District Registered Nurse	████	████	████
School District Physician	████	████	████
Parent, PTA Council President	████	████	████
Student, Syosset High School	████	████	████
Student, Syosset High School	████	████	████
Nassau BOCES-Exec. Mgr. Health/Safety/Training	████	████	████
NCPD, Homeland Security	████	████	████
NCPD, 2nd Pct.	████	████	████
Syosset Fire Dept. Superintendent	████	████	████

Additional Attendance:

Organization or School	Name	Title

## APPENDIX C

### Suicide Prevention & Mental Health Resources

What Every Teacher Needs to Know: Recognizing Suicide Risks in Students (see example on next page)

(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf>)

A Guide to Suicide Prevention in New York Schools

(<https://www.preventsuicideny.org/wp-content/uploads/2019/08/SchoolsSuicidePreventionGuide.pdf>)

School Mental Health Resource Training Center

(<https://www.mentalhealthdnys.org/>)

Suicide Prevention: Classroom Talking Points

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

National Alliance on Mental Illness in New York State

(<https://www.naminys.org/>)

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

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

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

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

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

**SUICIDE IS PREVENTABLE.**

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



**WHAT EVERY TEACHER NEEDS TO KNOW:**

*Recognizing Suicide Risk in Students*



**CRISIS TEXT LINE |**  
Text "START" to 741-741



[www.PreventSuicideNY.org](http://www.PreventSuicideNY.org)

**Youth Suicide Prevention is Everyone's Business!**

**YOUR ROLE AS A TEACHER IS CRITICAL**

Does teaching seem to get harder every year?

Are there more requirements, more testing, and less time for you to think—let alone plan?

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

**Did you know that according to national data:**

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

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

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



**Who are these kids?**

**They're sitting in your classrooms every day.**

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

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

**So how do you accomplish this?**

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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

## APPENDIX D

### Communicable Disease – Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

#### **Prevention/Mitigation**

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

#### **Protection/Preparedness**

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

#### **Response**

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation, or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

## Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
  - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
  - Public Health Consultation and Immediate Reporting: 516-227-9639
  - *Coronavirus Hotline: 1-888-364-3065*
  - *Fax: 516-227-9669*
  - *Weekend/After-hours Consultation and Reporting: 516-742-6154*
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Assistant Superintendent for Curriculum, Instruction, and Technology will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School District Physician and the Nurse Coordinator will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district Technology Coordinator will also be an important Team member. The Superintendent of Schools, the Deputy Superintendent of Schools, the Assistant Superintendent for Human Resources, the Assistant Superintendent for Business, the Assistant Superintendent for Pupil Personnel Services, the Executive Director of Operations, the Director of Facilities, the Food Service Director, the District Transportation Supervisor, and the District Public Information Officer 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 January 29, 2021, for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

### **(1) Essential Positions/Titles**

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. Title – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. Description – brief description of job function.
3. Justification – brief description of critical responsibilities that could not be provided remotely.
4. Work Shift – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. Protocol – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The sample worksheet (below) has been completed by each department: Central Administration, Human Resources, Facilities Services, Business, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. The completed worksheets with essential-employee information for each

department that has essential on-site employees (Security, Facilities, and Food/Business Services) can be found in Appendix D, Essential Employee Worksheets, on pages 54-57.

Essential Positions				
Title	Description	Justification	Work Shift	Protocol

**(2) Protocols Allowing Non-Essential Employees to Telecommute**

Ensure Digital Equity for Employees

Mobile Device and Internet Access Assessments and Provisions:

- Essential Business and Central Administration personnel have data hotspots for continual access to the Internet for work duties.
- All Central Administration, Business Administration, Human Resources, Payroll, Personnel, and Building Administrators have district assigned laptops.
- All employees with necessary/essential access to desktop computers to run financial, employee, and procurement processes have remote access to internal servers.
- The clerical staff have access to district assigned Chromebooks with virtualized desktops and complete access to workplace files through cloud-based computing.
- Clerical and Administrative Personnel have the opportunity to install a mobile application on their mobile phones to access their workplace extension and voicemail without incurring data charges on their personal mobile data plan.
- Work phones are transferred to a MiTel system that allow for remote monitoring and answering of office and school phones.

**Technology & Connectivity for Students – Mandatory Requirements:**

- All teaching staff are provided with district assigned laptops and/or Chromebooks.
- All staff work entirely in cloud-based computing environments, allowing for universal access to the curriculum and digital resources from in-district and remote locations.
- The teaching staff also has document cameras and stylus/tablet technology to replicate the classroom’s whiteboard and interactive board technology in a remote location.
- Each student has a district-provided device – Chromebook or iPad – that allows each student to access all curriculum, lessons, and virtual meeting/communication technology with instructional and administrative staff.

**Mobile Devices Delivery:**

- Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be and is leveraged in different ways to meet local needs, including but not limited to:
  - Communication (e-mail, phone, online conferencing, social media)
  - Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
  - Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
  - Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Students’ technology needs have been identified to include adaptive technologies
  - Asset Tracking Management System procedures are used to check out all mobile devices
  - There is an instructional technology ticket-based system for putting in requests for additional technology devices, software, hardware, WiFi access, repairs and support.

- If a shutdown happens abruptly, pick-up times and locations will be established, and arrangements will be made to deliver devices to those who cannot pick them up in person.
- Providing Multiple Ways for Students to Learn:
  - Instructional programs will be supported as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models.

**(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding**

Depending on the exact nature of the communicable disease and its impact, the school district is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work days or work weeks.
- Implement a four-day work week as appropriate.
- Limit or eliminate visitors to the building.

Essential employees will have staggered work shifts where possible. Specifically, the following titles must work on-site, during the normal work hours [REDACTED] to perform their jobs:

- Groundskeepers
- Food Service Workers
- Messengers
- Account Clerks

The following titles will work day shifts from [REDACTED] or night shifts from [REDACTED]:

- Custodians/Cleaners

[REDACTED]

- Maintainers – [REDACTED]

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. Actual information can be found in Appendix D, Essential Employee Worksheets, pages 52-54.

**Protection (Preparedness):**

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

[REDACTED]

We have established our District-Wide Incident Command Structure as follows:

[REDACTED]	Superintendent of Schools	[REDACTED]
[REDACTED]	Deputy Superintendent of Schools	[REDACTED]
[REDACTED]	Assistant Superintendent for Secondary Curriculum, Instruction, and Assessment	[REDACTED]

██████████	Assistant Superintendent for Elementary Curriculum, Instruction, and Assessment	██████████
██████████	Assistant Superintendent for Pupil Personnel Services	██████████
██████████	Associate Superintendent for Business	██████████
██████████	Assistant Superintendent for Human Resources	██████████
██████████	Executive Director of Operations	██████████
██████████	Director of Facilities	██████████
██████████	Director of Security	██████████
██████████	Transportation Supervisor	██████████
██████████	Public Information Officer	██████████
██████████	IT Coordinator for Instructional and Administrative Technology	██████████

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

Administrators and nurses will be encouraged to complete the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.

- The school district has designated a COVID-19 safety coordinator (Building Principal), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall work with the District Contact Tracing Team and the District COVID-19 Coordinator upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

School/Program	COVID-19 Safety Coordinator/Administrator	Contact #
Syosset High School	██████████	██████████
HB Thompson Middle School	██████████	██████████
South Woods Middle School	██████████	██████████
Baylis Elementary	██████████	██████████
Berry Hill Elementary	██████████	██████████
Robbins Lane Elementary	██████████	██████████
South Grove Elementary	██████████	██████████
Village Elementary	██████████	██████████
Walt Whitman Elementary	██████████	██████████
Willits Elementary	██████████	██████████

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: websites, school postings, general mailings, e-mails, special presentations, phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO), [REDACTED], has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Coordinator, [REDACTED], to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Blackboard Connect, Infinite Campus Messenger and Portal, and/or the [www.syossetschools.org](http://www.syossetschools.org) website. 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. These systems are continuously tested/exercised throughout the school year to ensure the proper functioning of our communication systems.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision-making authority for the district (Superintendent of Schools, Deputy Superintendent of Schools, Assistant Superintendent for Business, Assistant Superintendent for Human Resources, Assistant Superintendent for Curriculum, Instruction and Technology, and the Assistant Superintendent for PPS). Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through our normal cell and land-line phone system followed by hand-held radios, e-mail, and district automated phone notification system. All have access to each of the aforementioned systems.
  - 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 in these areas for having back-up responsibility, continued cross-training, and the ability to maintain these essential functions off-site from remote locations as follows: Payroll Supervisor, Assistant Payroll Supervisor, Senior Account Clerk, Account Clerk, Purchasing Agent, Buyer, Treasurer, and Deputy Treasurer. Payroll currently works remotely and, as long as the district stays completely on direct deposit, this can be maintained. Account Clerk and Senior Account Clerk personnel are essential workers and will need to come to the on-site office to pick up bills and to access check printing. The Treasurer and Deputy Treasurer can perform the functions of their respective titles remotely.
  - Maintenance of Facilities and Operations will be difficult with a reduced or absent maintenance staff. The Executive Director of Operations and the Director of Facilities, or their back-up designee(s), will keep the business office informed of such status and the point at which any/all buildings can no longer be maintained. The Executive Director of Operations and the Director of Facilities have provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, maintenance staff will be pooled to form a mobile central team to assist in essential building function and with the cleaning of critical areas such as bathrooms and high-traffic areas. Teachers may ultimately be asked to assist in this effort. If necessary, the district 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. *All products utilized MUST be approved for use by the school district.*
  - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Assistant Superintendent for Human Resources annually, and in an ongoing manner, provides cross-training of staff to ensure essential functions. The following job titles in Human Resources have back-up responsibilities, conduct continued cross training, and they have the ability to maintain essential Human Resources' functions off-site from remote locations as follows: Principal Personnel Clerk, Senior Personnel Clerk, and Principal Typist Clerk. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day, such as alternate or reduced work hours, working from

home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (CDs, Jump Drives, Ipads)
  - On-line instruction; on-line resources; on-line textbooks; on-line learning subscriptions and applications
  - Communication modalities for assignment postings and follow-up: telephone, Postal Service, cell phone, cell phone mail, text messages, e-mail, automated notification systems, and website postings

We have obtained input from administrators, teachers, and curriculum Coordinators, in the development of these strategies and testing of these methods is ongoing throughout the school year.

#### **(4) Obtaining and Storing Personal Protective Equipment (PPE)**

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection.
- Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary.
- Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We work in partnership with the Nassau University Medical Center to provide this capability.
- Parents will also be encouraged to provide face coverings for students; however, face coverings will be provided for any student that cannot provide their own.
- The District maintains a supply of Personal Protective Equipment (PPE) appropriate for essential employees (disposable masks, N95/KN95 masks, nitrile gloves, face shields, Tyvek suits).

- The District maintains relationships with several large national suppliers and local medical supply providers. These suppliers are able to provide PPE throughout the pandemic.
- The Receiving clerk manages the delivery of PPE to each building and the replenishing of PPE stock to ensure the District maintains an adequate supply at all times.

#### **PPE Supply Management**

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

Stocked PPE Supply for Students, Faculty, and Staff	
Item	Supply
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

**\*Note:** N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

**Response:**

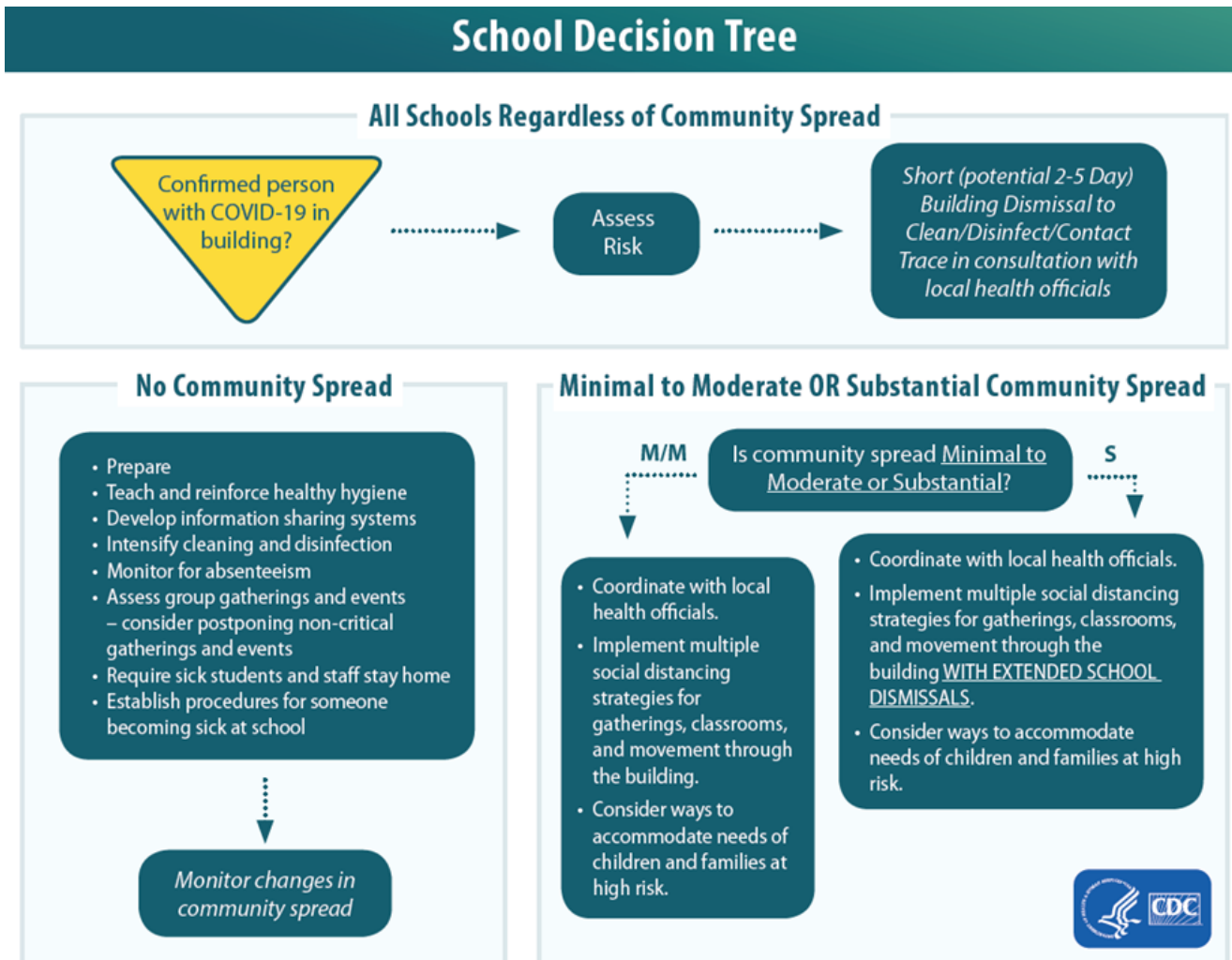
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Coordinator to re-test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Assistant Superintendent for Business will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Business will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
  - The Executive Director of Operations and the Director of Facilities will meet with staff and monitor ability to maintain essential function. The Executive Director of Operations and the Director of Facilities will review essential building function procedures with the Principal and Command Chain. Sanitizing procedures will be reviewed with teachers. The Executive Director of Operations and 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 Human Resources will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Human Resources will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building, the school district will notify the NYS Education Department and District Superintendent at Nassau BOCES.

**(5) Preventing Spread, Contact Tracing and Disinfection**

**Confirmed COVID-19 Case Requirements & Protocols**

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



**CDC and NYSDOH Recommendations:**

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

### **Return to School After Illness:**

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school, or;
- A negative COVID-19 test result has been obtained.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms; and
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. **[Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#)**.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

### **Staff Absenteeism**

Instructional staff will call into [REDACTED] when they are absent due to illness. Substitutes will be provided as necessary and as requested.

- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.
- The Human Resources Office will work with all departments to monitor, document, and address absenteeism.

### **Medical Accommodations**

The Human Resources Department will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to the Assistant Superintendent for Human Resources, [REDACTED].

### **COVID-19 Information, Vaccination, Testing & Treatment 2023-2024 School Year**

**Mitigation Strategies:** Schools are encouraged to utilize the [CDC's Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](#) as a resource for COVID-19 mitigation strategies in the K-12 setting. This guidance from the CDC represents the most up-to-date COVID-19 mitigation strategies for the K-12 setting while considering [COVID-19 Community Levels](#). Changes to the most current CDC Operational Guidance include:

- Elimination of the test-to-stay policy recommendation.
- Changed recommendations to conduct screening testing to focus on high-risk activities during high COVID-19 Community Levels or in response to an outbreak.
- Removal of the recommendation to pod/cohort.
- Removal of the recommendation to quarantine, except in high-risk congregate settings.

- Addition of detailed information on when to wear a mask, how to manage cases and exposures, and how to respond to outbreaks.

**COVID-19 Exposure:** When people are exposed to COVID-19, follow the [CDC's Exposure Guidance](#). It is recommended that those exposed to COVID-19 wear a well-fitting mask or respirator for a full 10-day period and get tested at least 5 days after close contact or sooner if symptoms develop. The current guidance holds for all individuals irrespective of vaccination status or history of prior COVID-19 infection.

**COVID-19 Symptoms and Positive Test Results:** Those who are or become [symptomatic](#) and/or test positive for COVID-19 are asked to follow the [CDC's Isolation Guidance](#).

The CDC notes that testing is not required to determine end of isolation following a positive test for COVID-19 infection; however, individuals may use sequential antigen testing, if available, as outlined in [CDC's Isolation Guidance](#) to potentially shorten the duration of mask use post-isolation. Those who are not able to wear a well-fitting mask or respirator should either isolate for a full 10 days or follow the test-based strategy to determine when they can return to school without a mask.

**Vaccinations:** Staying up to date on COVID-19 vaccinations continues to be a leading public health strategy to prevent severe illness. Everyone 6 months of age and older is now eligible for COVID-19 vaccination. All school children who are 5 years of age and older are eligible for a COVID-19 booster. This includes individuals who have been fully vaccinated and have not received an additional vaccination this calendar year. Schools are encouraged to continue promoting COVID-19 vaccination in their community. Information on COVID-19 vaccination can be found at <https://covid19vaccine.health.ny.gov/>.

**Testing:** In addition to vaccination, as a best practice, COVID-19 testing provides an opportunity to connect eligible individuals who test positive with treatment. This allows schools to mitigate community spread of COVID-19. Resources continue to be made available to schools to support testing of school populations; an updated list of testing resources can be found at <https://coronavirus.health.ny.gov/schools-youth>.

Following this guidance will help schools collaborate with local departments of health to support safe inperson learning while providing greater flexibility to meet local community needs as [COVID-19 Community Levels](#) change.

**Reporting:** Please note that the requirement to report daily COVID-19 testing and case positive data to the NYSDOH (10 NYCRR 2.9) ended on June 30, 2022 and is not required at this time.

### **Facilities: Cleaning and Sanitizing**

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

#### **Routine cleaning of school settings includes:**

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

- Dusting horizontal surfaces and light fixtures
- Cleaning spills

#### **Classroom/Therapy Rooms:**

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

#### **Common Areas:**

Smaller common areas should have staggered use. Users must maintain six feet of distance and they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

#### **Disinfecting:**

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas, and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet bars.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

#### **Hand Sanitizing:**

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

#### **Trash removal:**

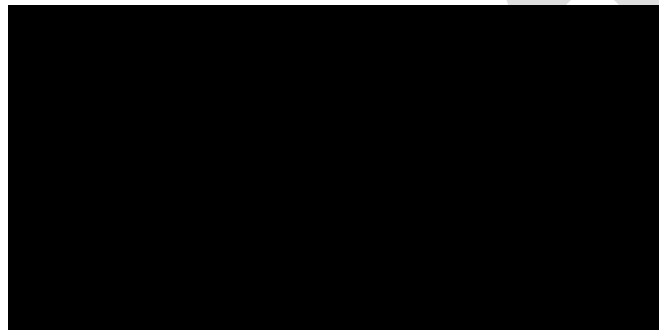
- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

**(6) Documenting Precise Hours/Work Locations of Essential Workers**

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified, it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix E, Essential Employee Worksheets, pages 52-54.

**(7) Emergency Housing for Essential Employees**

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



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

**Recovery:**

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

## **APPENDIX E**

School District Pandemic Influenza Planning Checklist (pages 44-46)

Syosset Central School District Reported Positive COVID-19 Case Procedure and Questionnaire Form (pages 47-48)

NYSDOH Pre-K to Grade 12 COVID-19 Toolkit/Flowcharts (pages 49-55)

Essential Employee Worksheets (pages 56-58)

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# School District Pandemic Influenza Planning Checklist

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



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

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

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

### I. Planning and Coordination:

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

---

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

---

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

---

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

---

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

---

### 3. Infection Control Policies and Procedures:

---

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



## Syosset Central School District Reported Positive COVID-19 Case Procedure

**1) Nassau County Department of Health Notification or Positive Lab Report Results Received from student, staff, or employee are reported to the school district.**

**2) Confirmed or suspected COVID-19 Case is reported to the school district.**

**3) Contact Tracing Team informs Building Principal/Supervisor of the concern.**

**4) District Contact Tracing Team Traces and Identifies Contacts with Confirmed Case.**  
(Nassau County Department of Health is notified by Superintendent of Schools when all contact tracing is completed at 516-227-9669)

**5) Contact Tracing Team or Building Principal Calls all Close Contacts and provides each with quarantine specifics and anticipated date of return.**

**6) Human Resources Department provides Positive Case and Close Contact employees with additional information regarding quarantine specifics and anticipated date of return.**

**7) Building Principals and Coordinators communicate with teachers and staff regarding student virtual and asynchronous instruction during the period of quarantine.**

**8) Facilities and Operations will implement Cleaning Protocol as needed with target specific and general building protocol.**

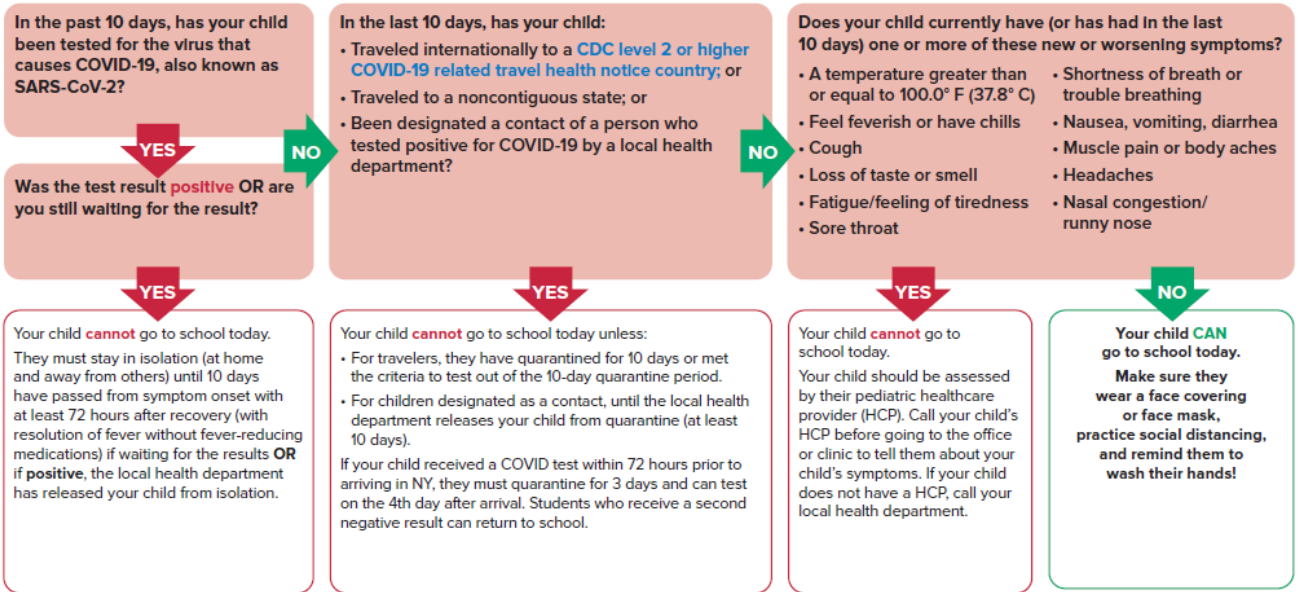
<b>Report COVID-19 District Questionnaire</b>
Student/Employee Name:
Submitted by:
Best Contact Email Address:
Phone Contact:
Alternative Phone Number:
Student/Employee Address:
Student/Employee School:
How Does the Student/Employee Attend School/Work?
Employee Position Title:
Student Grade:
Student's Homeroom (Classroom) or Advisory Teacher:
Date of Birth:
Age:
Last Day of In-School Attendance:
Does the Student Ride Bus?
Bus Numbers:
Student Participates in Sport/Activity Outside of School?
Student ALWAYS Wear Mask and Social Distance?
Student/Employee Eat Lunch in Close Proximity to Anyone?
In-School TWO DAYS prior to being COVID-positive or a CLOSE CONTACT?
STUDENT/EMPLOYEE IS Asymptomatic or Symptomatic?
The Student/Employee is: COVID positive or Close Contact?

<b>COVID TESTING</b>
How Did the Student/Employee Contract COVID-19?
Date of Rapid Test:
Rapid Test Result:
Date of PCR Test:
PCR Test Result:
Location of Testing Facility:
Student/Employee is:
Date Symptoms Began:
Describe Symptoms:
<b>CLOSE CONTACT</b>
Was the Student/Employee Tested?
Relationship to person with COVID:
How was Student/Employee a Close Contact?
Does the Person with COVID and Student/Employee Live in Same Household?
Last Date in Contact with COVID-Positive Person:
Has the Department of Health Contacted You?
Additional Comments or Concerns:

**NYSDOH Pre-K to Grade 12 COVID-19 Toolkit/Flowcharts**

**NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance**

**Can My Child Go To School Today?**



Report absences, symptoms, and positive COVID-19 test results to your child's school.

**SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:**

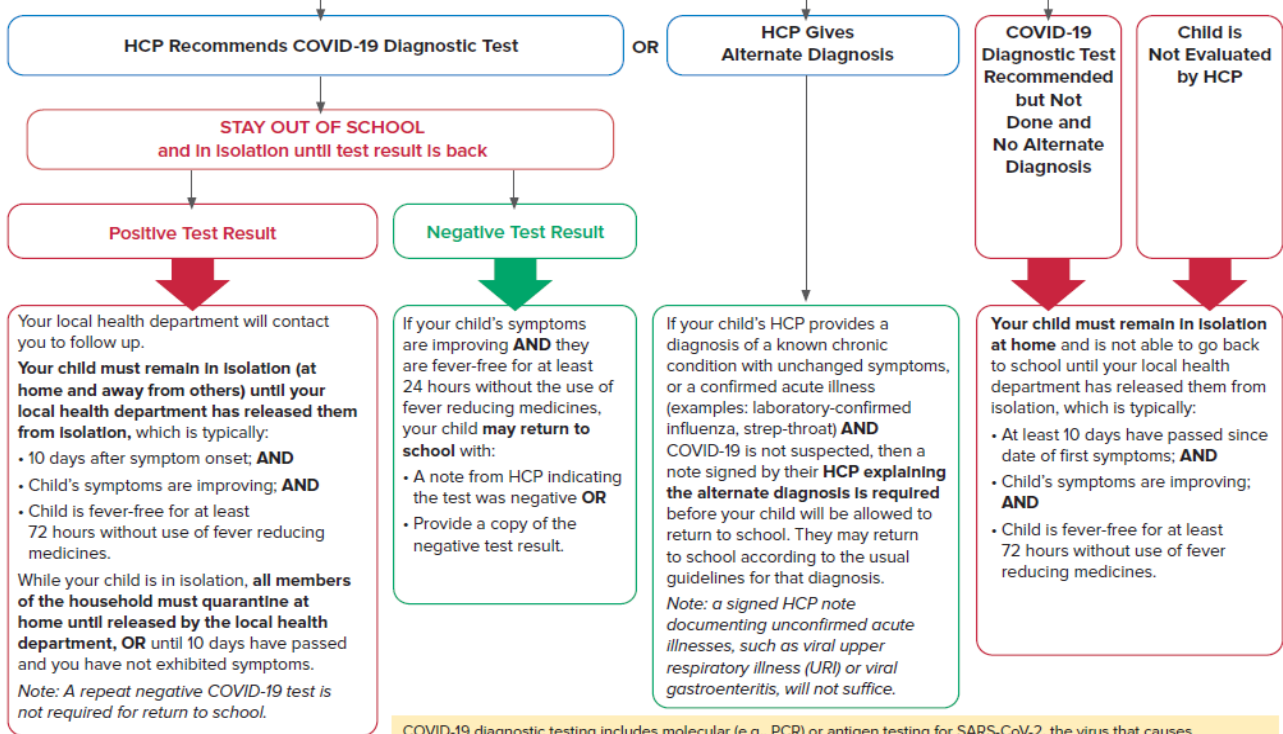
- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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## My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)



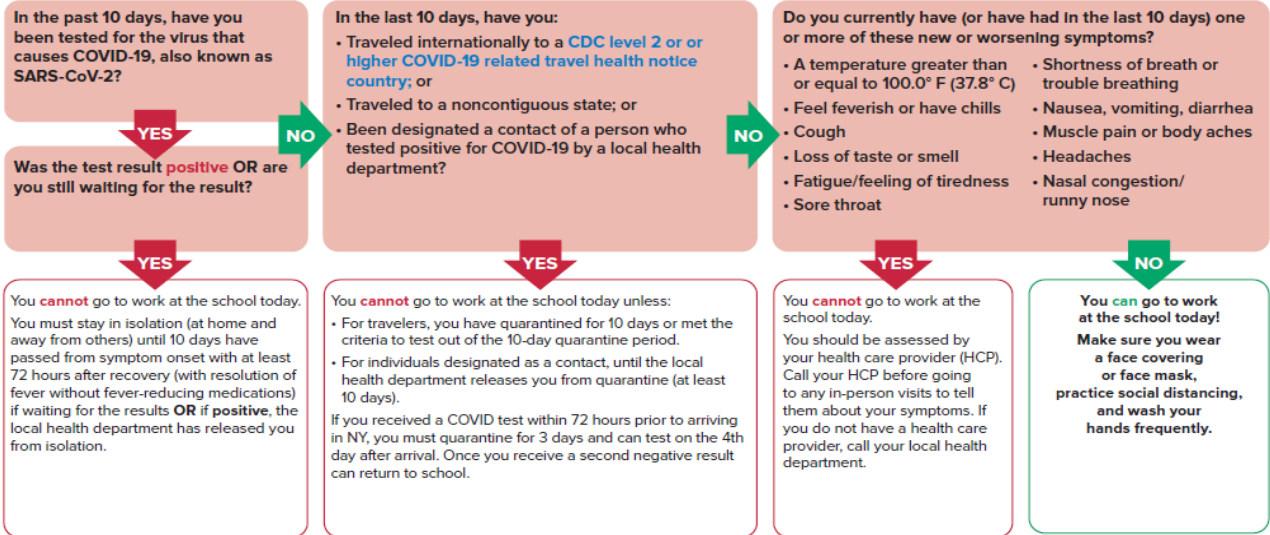
COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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# NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

## Can I Go to Work at the School Today?



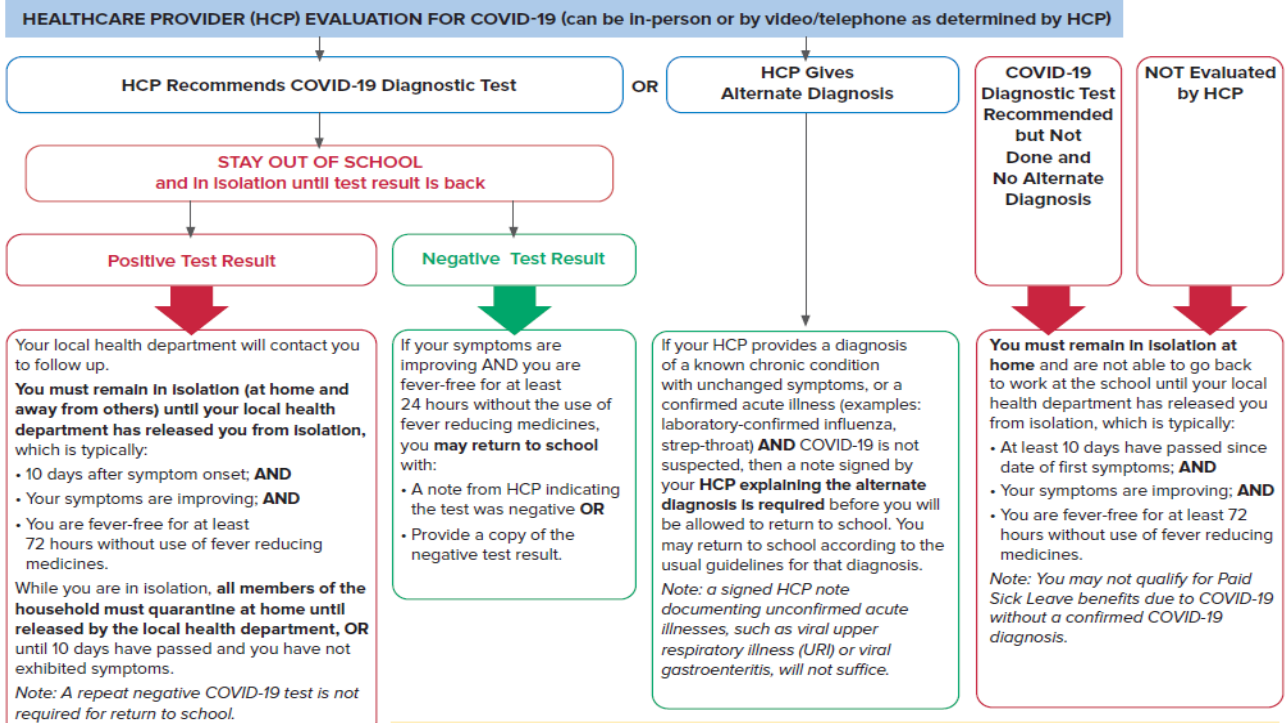
Report absences, symptoms, and positive COVID-19 test results to your school.

### SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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## I have COVID-19 symptoms. When can I go back to work at the school?

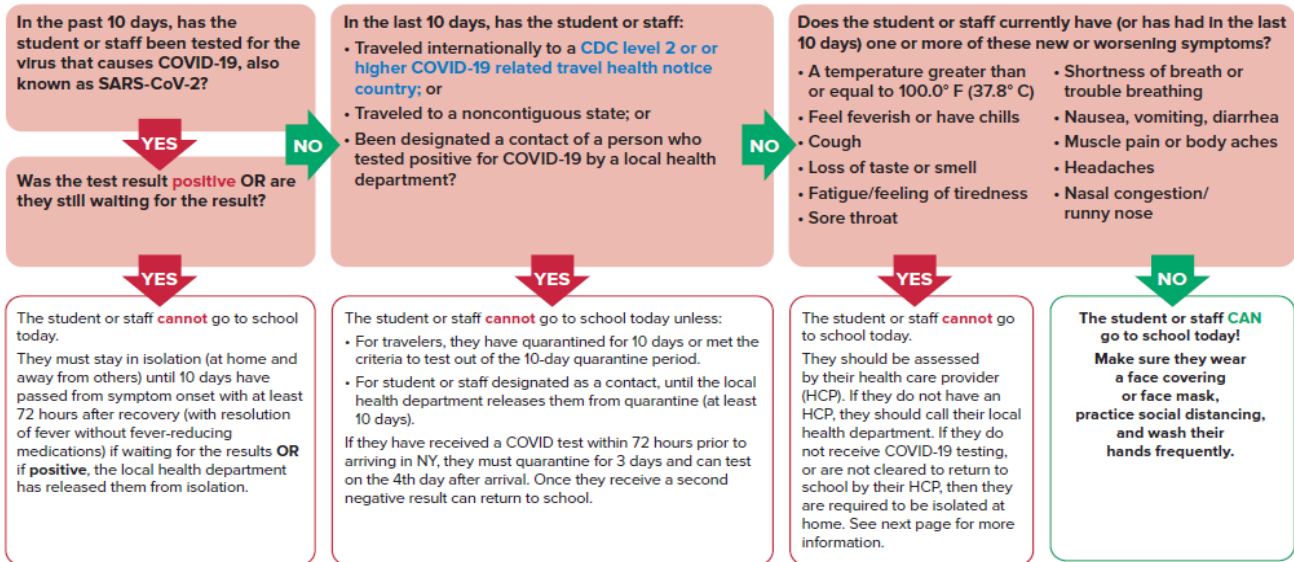


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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# NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

## COVID-19 Screening Flowsheet for Students and Staff



Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

**CALL 911 IF A STUDENT OR STAFF HAS:**

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, Irritability, or confusion

February 2021 | C-1



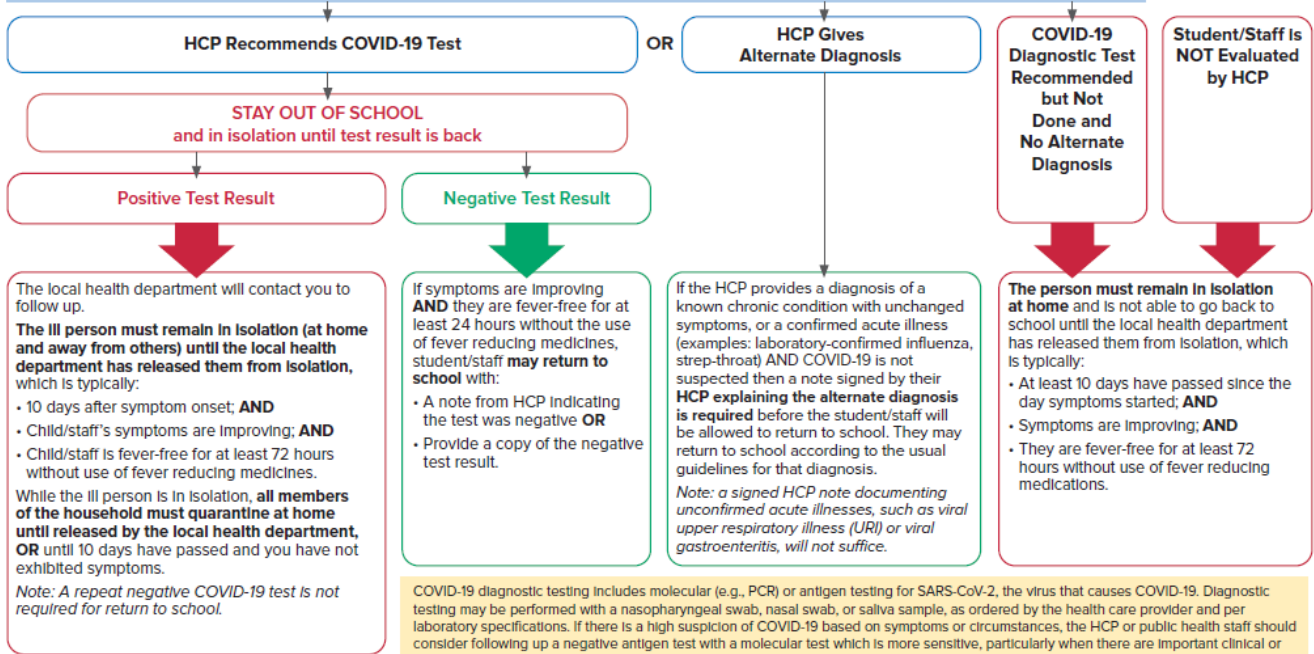
## COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

### Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

### HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

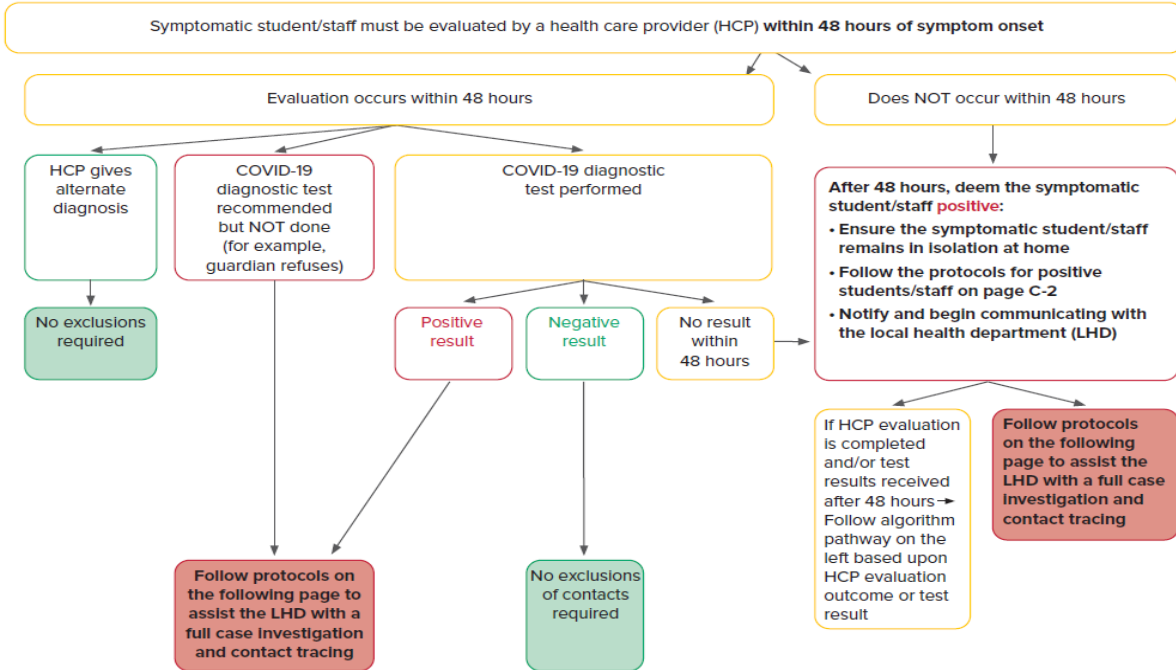


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health staff should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

February 2021 | C-2



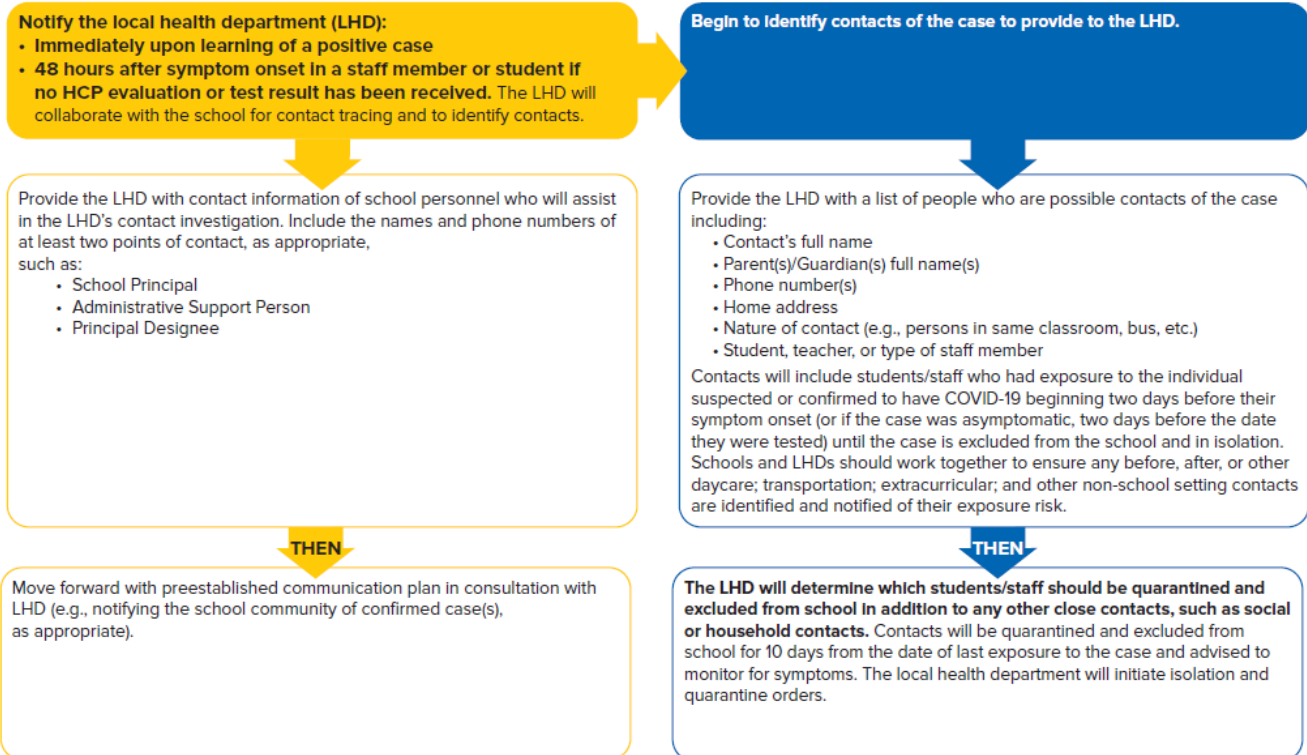
## COVID-19 exclusion protocol for contacts of symptomatic students and staff



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DRAFT

## COVID-19 School and Local Health Department Coordination for Contact Tracing



### When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school. The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

February 2021 | C-4



## Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the Spring 2020 due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. Title – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. Description – brief description of job function.
3. Justification - brief description of critical responsibilities that could not be provided remotely.
4. Work Shift – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. Protocol – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

<b>Essential Employee Determination</b>				
<b>DEPARTMENT: SECURITY</b>				
Title	Description	Justification	Work Shift	Protocol
Security	Secure Buildings and Grounds	Securing Building to ensure only essential employees are entering, and screening for any potential visitors that might need or try to gain access to buildings or grounds.		District Employees will continue to clock in and out thru the [REDACTED]. Outside of District security will only work hours that are requested and continue to submit time sheets for verification.

<b>Essential Employee Determination</b>				
<b>DEPARTMENT: FACILITIES</b>				
Title	Description	Justification	Work Shift	Protocol
Cleaner	Cleans, sanitizes, and disinfects assigned area	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely.		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Custodian	Cleans, sanitizes, disinfects assigned area and provides supervision in the absence of Head Custodian	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Assistant Head Custodian	Assist Head Custodian with building operations	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Head Custodian	Supervises cleaning staff and provide light building maintenance	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Maintenance Helper	Assists Maintainer and Senior Maintainer in all duties	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Maintainer	Performs maintenance tasks	All Custodial, Maintenance, Grounds,		District Employees will continue to punch in and out

	in the upkeep of building machinery, electrical, plumbing, etc.	and Messenger responsibilities cannot be performed remotely		thru the [REDACTED] and will only work hours that are requested.
Senior Maintainer	Ability to perform same task as Maintainer plus supervise multiple tasks	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Mechanical Equipment Operator	Performs skilled work in the operation of automotive equipment and performs a variety of manual tasks	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Groundskeeper	Performs maintenance of grounds and recreation areas	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Supervising Groundskeeper	Supervises groundskeepers in the maintenance of grounds and recreation areas	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Maintenance Supervisors	Responsible for supervising maintenance staff and grounds crew. Assigns work orders	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Mechanic	Provides maintenance on all motor vehicles including grounds equipment	All Custodial, Maintenance, Grounds, Mechanic, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Pool Operator	Maintains pool in accordance with Department of Health regulations and maintains inventory of pool chemicals	Pool Operator responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Messenger	Operates mailroom and provides mail service districtwide including USPS	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Per Diem Custodial, Cleaner, Maintainer	Substitute for custodial staff on an as needed basis	All Custodial, Maintenance, Grounds, and Messenger responsibilities cannot be performed remotely		District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.

**Essential Employee Determination  
DEPARTMENT: FOOD/BUSINESS SERVICES**

Title	Description	Justification	Work Shift	Protocol
Food Service Workers	provides various tasks involving the preparation and serving of free lunch to students	To provide food to students in the community that qualify for free meals	[REDACTED]	District Employees will continue to punch in and out thru the [REDACTED] and will only work hours that are requested.
Account Clerk	prepares payroll, purchase orders, vendor statements, bank statements, vendor checks, receiving and depositing checks	To ensure the continuous operations for payroll and for purchasing	[REDACTED]	District Employees will continue to document attendance in the [REDACTED] and will only work hours that are requested.
A/P Staff: Account Clerk and Senior Account Clerk	Accounts Payable – Team that pays vendors, they cut checks and coordinate with claims auditors.	While some work can be done remotely most all bills are paper and come in through the mail. Additionally, the physical printing of checks requires a check-printing machine, which is on-site.	[REDACTED]	The Business Administrator will manage the work schedule with the A/P team.
Payroll Staff: Supervisor Asst. Supervisor Account Clerk Typist Clerk (PT)	Payroll – Team that pays employees and processes related withholdings/liabilities.	While work can be done remotely, mail must be reviewed periodically for time sensitive correspondence. Certain filings are paper documents only.	[REDACTED]	The Business Administrator will manage the work schedule with the Payroll team.
Purchasing Staff: Purchasing Agent Buyer Principal Typist Clerk	Purchasing – Team that reviews and authorizes all district purchasing.	While work can be done remotely, mail must be reviewed periodically (bids, RFPs). Certain purchase orders must be mailed.	[REDACTED]	The Business Administrator will manage the work schedule with the Purchasing team.
Accounting/Treasury Staff: Accountant Treasurer Account Clerk	Accounting – Team that maintains district financial records and banking. Coordinates with all depts and auditors.	While work can be done remotely, mail must be reviewed periodically. Checks received must be recorded and deposited. A/P checks must be signed on-site.	[REDACTED]	The Business Administrator will manage the work schedule with the Accounting/Treasury team.

## APPENDIX F

### Remote Instruction Plan & Student Access Survey

#### Syosset Central School District Emergency Remote Instruction Plan

*We believe that successful online learning requires an intentional, thoughtful combination of interactions between teachers and students. These interactions may be synchronous, in real time, or asynchronous, wherein the interactions occur at different times.*

**1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction:**

**How will the district ensure that all students have access to a computing device?**

- The district was 1:1 prior to the onset of the COVID-19 pandemic and remains as such for all students and staff members.

**How will the district communicate with families about the dissemination of computing devices?**

- The district communicates with families via text, email, community messaging, phone call, and paper mail.

**How will the district disseminate computing devices to students?**

- Devices are disseminated to students at the start of the school year, at the onset of any shutdown, or are arranged for pickup at designated scheduled locations.
- Students and staff are also assigned devices directly from their school building's library.
- The district has increased the Internet capacity in the district to support live streaming into classrooms.
- Data hotspots are made available to students that do not have reliable internet at home.
- Teacher devices were upgraded and supplied with document cameras and a tablet/stylus to create a Classroom-To-Go" kit facilitating a classroom experience from a remote location.
- The "Classroom-to-Go" kit consists of a laptop, document camera and digital writing tablet with stylus to simulate the classroom experience from any location: remote or in school.
- A universal, single sign-on platform is used to ensure all students have access to digital resources necessary for remote or virtual instruction, facilitating passwords and providing a central location to locate online textbooks, teacher classroom and assignments, and digital resources to support all subjects.
- District staff developers provide ongoing professional learning opportunities for staff throughout the school day and use virtual help desks for continuous support.
- Parents are provided communication portals within each school through the library media center that include virtual assistance, question response and tutorials and FAQs.
- Community members may submit questions to the district through the district Communications Office where concerns and questions are addressed.

**How will devices be serviced and/or replaced?**

- The district has set up a repair/replace process, using the Library Media Specialists, the Library Clerks, and the Instructional Technology team to address all reports of broken, missing, lost, stolen devices.
- Students and staff are issued loaner devices until theirs is either fixed or replaced.
- No student or staff member is ever without a working device for their use.

**If not using computing devices, how will students participate in synchronous instruction?**

- All students have been provided with devices and access to Wi-Fi to participate in synchronous instruction. For students identified as
- **Students for whom remote instruction via digital technology is not appropriate:**
  - For students with needs that impact their ability to engage in remote instruction, a team meeting will be held to determine what the student can engage in, and the support needed for them to participate in their instruction.
  - This can include but is not limited to:
    - paper packets that will be created and distributed to the student/family.
    - assignment of a teaching assistant or district tutor to support engagement within remote instruction and/or supporting a student 1:1 during their remote work.
    - phone conferences with support staff and the student/family to support work engagement.
    - The synchronous instruction will include materials, lessons and activities that mimic what the students are receiving via remote learning. When needed, they will be differentiated for students.

**2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity:**

**How will the district determine the need for access to the internet in students' places of residence?**

- In addition to working with the school guidance, social workers, and administration to identify students in need; the district also conducts an annual Digital Equity Survey that addresses the following questions:
  - 1-Did the school district issue your child a dedicated school or district-owned device for their use during the school year?
  - 2-What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)
  - 3-Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)
  - 4-Is the primary learning device (identified in question 2) shared with anyone else in the household?
  - 5-Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?
  - 6-Is your child able to access the internet in their primary place of residence?
  - 7-What is the primary type of internet service used in your child's primary place of residence?
  - 8-In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?
  - 9-What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?

**How will the district ensure that all students have access to the internet?**

- The district provides hot spots with Wi-Fi access to all students and staff that need access to the internet.

**How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?**

- In addition to what is available in the community and local public spaces (including the Public Library), the district provides hot spots with Wi-Fi access to all students and staff that need access to the internet.

**Is your plan consistent with the information provided by families in the Student Digital Resources data collection?** Yes, this plan is consistent with the questions, findings, and results from our Digital Equity Survey administered annually to students, families, and staff.

**How will the district ensure that school staff have the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?**

- The existing servers are Class Link and Active Directory, with the AD server used entirely for Class Link authentication. As a result, all users, students, teachers, and staff can access their email and files within the Microsoft 365 and Google domain without using on-premises servers, reducing the potential for a ransomware attack.
- Instructional support staff, clerical and facilities staff are provided with Chromebook, and if necessary virtual desktops to continue, communication, instructional support, and productive workflow from remote locations.
- A unified application platform is used to provide a tailored and comprehensive collection of necessary applications and resources to the staff and student.

**3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction:**

During synchronous interactions, in real-time, teachers will employ varied instructional tools and methods including but not limited to:

- Google Meet live “classes” and/or drop-in “Office Hours”.
- Engaging students with content with real-time feedback using tools such as PearDeck, FlipGrid, NearPod, or other district-supported digital tools.
- Collaborating on a shared Google Doc or Slide presentation with students.
- During asynchronous interactions, at different times, teachers will employ varied instructional tools and methods including but not limited to:
- Broadcast a video with a voice-over tutorial that provides instruction that students can apply to collaborative and independent projects.
- Respond to student-created digital work using feedback tools including but not limited to Google Forms
- Discussions occurring on Google Classroom or Canvas
- Interactions between teachers and students for extra help through email and discussion boards

**What training is provided to teachers to help adapt their instruction to the district expectations?**

The teachers in the Syosset School District have a passion for learning and benefit from learning from each other. Through peer observation, collaboration, mentoring, planning and reflection our teachers develop a greater breadth of knowledge, outstanding teaching, and collaborative growth. It is through this growth of understanding and collaboration that the district's vision is realized.

To assist teachers in this collaborative effort, the district:

- The district employs a full-time staff developer,
- The district employs an elementary technology support specialist,
- The district employs an educational technology specialist and library media specialists.
- Members of our instructional staff present new learning modalities, train teachers in new technologies and work collaboratively with teachers to develop dynamic lessons that align with the district's vision statement.
- Ongoing staff development initiatives are supervised by the K-12 Coordinator of Instructional & Administrative Technology.
- The District Staff Developer provides ongoing training sessions, plans summer training, and projects future training needs that align with the technology vision statement and K-12 district curriculum focus.
- The Elementary Technology Support Specialist works with teachers and staff on technology fundamentals.
- The Library-Media Specialists and Educational Technology Specialist provide ongoing training within the building that focuses on the needs of their school.
- The Syosset School District provides ongoing professional development through collaboration between administrative and instructional staff on shared goals articulated through the District's Technology Vision Statement.
- The District Staff Developers, building administration, and BOCES Model Schools work with instructional staff to create professional development opportunities during the school day, team meetings, faculty meetings, collaborative teacher sessions, Syosset HS Teachers Actively Collaborating (TAC) program, through the districts teacher center (TRACT), through voluntary summer professional development sessions, and district-wide Superintendent's Conference Days.
- The district has developed a series of surveys to administer to students, staff and parents to assess current perceptions and experiences, while gathering data for future planning. The Survey Development and Administrative Team will continue to develop surveys to measure amplification of learning for students through evidence gathered from the I.D.E.A. Rubric. The rubric is based on research conducted by subcommittee in the workgroup and committee collaborative work. The rubric is organized into four essential learning modalities: Inquiry, Differentiation, Engagement and Application. The district will continue to measure teacher participation and teacher leadership through their engagement in professional development opportunities including Superintendent's Conference Days.

**Please see below for the grade-banded and academic support services:**

### **Syosset Elementary Schools**

**What portion of the school day will be spent on synchronous instruction?**

**What portion of the school day will be spent on asynchronous instruction?**

### **Daily Contact Time:**

Parents can expect their children to be involved with a teacher for two class sessions a day: one session from the classroom teacher and one session from the special area teacher. In addition, students will spend time working with teacher support and will be able to extend their day through time working on assignments independently. Specific times for class sessions will be scheduled by the teacher through Google Classroom.

### **Online Platform:**

- All teachers will post their daily assignments on the Google Classroom by 9:00 AM each day.
- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Handbook](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).

### **Syosset Elementary Daily Contact Time:**

- Classroom teachers will connect by “real time” synchronous engagement with students using a variety of methods for approximately 40 minutes each day. They will use this time to build community, set goals for the day, teach new concepts, or review and reinforce skills. Daily contact can be in the form of whole class or small

group instruction. During asynchronous interactions students can then work independently or with support from their teachers through feedback.

- Special area teachers will connect with students in “real time” synchronous engagement once a week per grade level between 20 and 40 minutes depending on the sections of each grade level in your building. Teachers will post specific times through Google Classroom.

**How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?**

**Syosset Elementary Weekly Schedule:**

While we are learning “online”, our expectation is that students are not sitting by the computer all day. Experiences will be provided to encourage movement, arts, creativity, play and physical activity.

<b>ELA</b>	Reading and Writing assignments will be given daily. This can be in the form of independent or guided reading and responses to literature as well as daily journals.
<b>Mathematics</b>	Math lessons/activities utilizing multiple resources including, but not limited to GoMath and ST Math will be assigned daily.
<b>Social Studies/ Science</b>	Lessons/activities utilizing multiple resources including, but not limited to Carolina Science, the NYS Social Studies Resource Toolkit, and PNW Boces Integrated Social Studies/ELA Resource will be assigned on an alternating schedule.
<b>Specials Areas</b>	Weekly assignments will be created by the special area teachers for physical education, art, music, world language and library media.
<b>Social Emotional Learning</b>	Teachers will use various resources (Harmony, literature, mindfulness programs) to support students' social and emotional well-being.
<b>Special Education and ELL/ML Education</b>	Special education teachers, ENL teachers, and service providers will continue to follow the requirements per the students' IEP, 504 plans, and/or ENL instruction as per Regulation Part 154 classification. See the specific section on Special Education in Section 5 below.
<b>Multi-tiered Systems of Supports (MTSS)</b>	Students receiving academic and behavioral support and interventions will continue to receive support either directly through the homeroom classroom or as a standalone session with varied providers.

**Syosset Middle Schools**

**What portion of the school day will be spent on synchronous instruction?**

**What portion of the school day will be spent on asynchronous instruction?**

**Daily Contact Time:**

Parents can expect their children to be engaged with a teacher in a synchronous digital session, approximately four class sessions a day based on their team and special area classes from Monday to Thursday. Just as they do in “regular school,” teacher teams will work together to coordinate lessons and activities to achieve a balance over the four days. Students should check their Google Classrooms for specific schedules and content. Teachers will also be available on Fridays for office hours, extra help, advisory, club meetings and other additional creative activities.

Students will continue to check Google Classroom for assignments, projects, and specific learning sessions offered by each teacher. Independent practice, “classwork,” and longer-term assignments will be supported by teachers as students engage in these activities throughout their day and week to extend learning.

**How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?**

As we implement the “Middle School Learning from Home” framework, middle school students can expect “live” instruction as articulated above. Additionally:

- Teachers will take a team approach to ensure a variety of daily learning activities that incorporate both on-screen instruction and non-digital learning and practice at home that can be submitted using digital tools and assessed by teachers.
- As part of the middle schools’ model of blended “synchronous” and “asynchronous” learning, teachers may choose any number of activities including holding full-class Google Meet sessions and/or office hours, delivering daily assignments to each class section via Google Classroom, answering student questions digitally using Google Classroom, and asking students to engage in independent and collaborative work using a variety of district-supported digital tools.
- To achieve a balance between structured work and more flexible time for help and support, each Monday and Wednesday will follow the red day schedule while Tuesdays and Thursdays will follow the White day schedule. Fridays will be “Flex Days,” incorporating optional activities such as Advisory meets, Extra Help, “Office Hours,” and additional creative activities.
- Clubs may also organize activities before and after “school.”
- See the [Syosset Middle Schools Learning From Home Schedule Framework](#) for the times of the Red/White schedule and Flex Fridays.
- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Agreement](#), [Grades 6-12](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).

### **Syosset High School**

We are dedicated to continuing supporting learning from home that aligns with reasonable and appropriate time commitments for students and teachers. It is understood that there is no “one size fits all” approach and to ensure equity in instructional time and focus we are providing the following guidelines.

**What portion of the school day will be spent on synchronous instruction?**

**What portion of the school day will be spent on asynchronous instruction?**

### **Daily Contact Time:**

Parents can expect their children to be interacting with each of their teachers, daily, Monday-Friday. This will include intentional and thoughtful combinations of synchronous and asynchronous assignments while varying according to a student's individual schedule. Students will follow the attached schedule and regularly check google classroom and canvas for assignments and communications. In addition, students will spend time working with teacher support and will be able to extend their day through time working on assignments independently.

### **The School Day:**

- The high school will continue to operate within the adjusted daily R/W bell schedule. All students are expected to participate in online learning, as defined at the beginning of this document, every day, Monday through Friday for each day the course meets according to the R/W bell schedule.
  - [Adjusted daily R/W bell schedule](#)
  - [R/W schedule](#)

**How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?**

### **Curriculum & Instruction:**

- Faculty and staff will be available to support all aspects of student learning. Teachers will provide online learning daily, Monday through Friday, through Google Classroom, Canvas, and Google Meets. Please note that when teachers conduct live classes through the Google Meet platform, they will follow the adjusted daily R/W bell schedule.

- Students will check each course's Google Classroom and/or Canvas for assignments and responses/communications from their teacher daily. It is expected that students will complete and hand in all assigned work. Conflict and concerns should, as usual, be brought to the teacher's attention.
- Students are expected to adhere to the Syosset CSD [Digital Learning Chromebook User Agreement, Grades 6-12](#) including the [Code of Character, Conduct & Support](#), [Acceptable Use Policy](#), and [Internet Safety Policy](#).

### **Grading for Secondary Schools:**

#### **Parent Portal and Report Card Posting:**

- The Parent Portal will be closed to enter grades at the end of each quarter.
- Report cards will be posted once grades are finalized.
- Please follow this link for [updates concerning end of year testing](#).

#### **Communication:**

- Communication will continue through email, the Infinite Campus portal, Google Classroom, Canvas, and other digital and traditional methods.

#### **Social Emotional Well-Being:**

- All support services remain in place. Please contact your child's guidance counselor, school psychologist or social worker by email if you need additional assistance.
- Mental Health professionals will be available via phone or email. Virtual appointments with parents and/or students for social-emotional needs will be established as needed. Mental health professionals will communicate directly with parents on how these appointments will be conducted.
- The high school clubs and groups will continue to operate with the same belief that there are opportunities for students to connect and build relationships while sharing common interests. Please encourage your child's continued participation.

#### **4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.**

All students will have remote instruction available. However, there may be students for whom remote instruction is not appropriate:

#### **How will the district determine which students for whom remote instruction via digital technology is not appropriate?**

- For students with needs that impact their ability to engage in remote instruction, a team meeting will be held to determine what the student can engage in, and the support needed for them to participate in their instruction.

#### **How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?**

- This can include but is not limited to:
  - paper packets that will be created and distributed to the student/family.
  - assignment of a teaching assistant or district tutor to support engagement within remote instruction and/or supporting a student 1:1 during their remote work.
  - phone conferences with support staff and the student/family to support work engagement.
  - The synchronous instruction will include materials, lessons and activities that mimic what the students are receiving via remote learning. When needed, they will be differentiated for students.

#### **How will the district provide synchronous instruction for those students who do not have adequate internet access?**

- If a student does not have adequate internet access, the technology department will work directly with the family and, when needed, provide a hotspot for internet access. All students in the district are provided with a Chromebook.

### **District Tech Tips & Resources:**

Syosset approved Digital Resources are available through our ClassLink Platform including centralized access to Google Drive and remote access to Network Document Files: <https://launchpad.classlink.com/syossetschools>.

Our Elementary, Middle, and High School Digital Resources include, but are not limited to online digital curriculum and instructional materials for content areas and coursework, online textbooks, and online research-based supplementary materials.

**5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

**How will the district ensure that special education and related services will be provided remotely?**

**Special Education:**

- Special Education and Related Services (Speech, OT, PT, Counseling) will continue to be provided to students during school closure. NYS guidelines mandate students with disabilities must be provided a free appropriate public education (FAPE) consistent with the need to protect their health and safety, as well as the health and safety of the individuals who provide them with their education, specialized instruction, and related services.
- Therefore, all Special Education services will be provided by remote learning platforms including Google Meet, Google Classroom, and phone contacts.
- Special class teachers are to follow the synchronous/direct contact schedule established for the general education teachers.
- Synchronous/direct contact (via phone, and on-line platforms; not email) with students will be expected at a minimum of 3X weekly for Resource Room, Instructional Support Class, and consultant teacher direct including Integrated Co-Teaching services. For students with consultant teacher indirect services, as per IEP, the teacher of record shall continue communication with the students' general education teachers. Related services which include speech, OT, PT, and counseling contacts will be expected at a minimum of 1X weekly and follow the mandated service recommendation.

**How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?**

**IEP Progress Notes for All Buildings grades K-12:**

**Elementary Schools:** Special Education Teachers and Related Service Providers are responsible for entering IEP Progress Notes based on progress monitored.

- In the Comments section, include the statement, "Progress and Comments are reflective of the end date due to school closures."
- Email to parents in PDF form - the date Report Cards are posted.

**Secondary Schools:** Special Education Teachers and Related Service Providers will base the quarterly IEP Progress Notes on information collected up until school closure. This information will be noted and shared in the following manner:

- In the Comments section, include the statement, "Progress and Comments are reflective of the end date due to school closures."
- Email to parents in PDF form - the date Report Cards are posted.

**Assistive Technology:**

- Assistive Technology is used both remotely and in-person, throughout the district, to support an environment of universal learning where every student can succeed. The Assistive Technology staff combines assistive technology and universal design for learning to break down the barriers for all learners.
- Using universally designed technology that meets the needs of all students and targeted digital resources that support the learning principles, students participate in learning activities in a collaborative, positive environment.
- Digital tools that support reading and writing study extension, vocabulary development, computer skills, multiple pathways for communication with peers and teachers, and choices for expression are used. Students are provided

tools to increase focus, self-regulate, develop spatial awareness, gross motor skills, and eye-hand coordination and, to promote social-emotional learning.

- Specific devices and related digital technology include but are not limited to the following: iPads, Chromebooks, laptops, sensory mats, immersive readers, book creators, video recording, text-to-speech, amplifiers, and magnifiers.

**6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.**

**This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.**

- Elementary grades K-6 will have 300 minutes or 5 hours of instruction per day and Secondary grades, 7 - 12 will have 330 minutes or 5.5 hours of instruction per day. The determination of the number of hours is based on the district's experience in delivering instruction remotely during the pandemic and for emergency snow days.

**How many hours of instruction will the district plan to claim for each day of an emergency closure?**

- Pursuant to section 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, the district can determine the number of hours per day that we can provide instruction during emergency remote learning. The district has determined that the estimated number of instructional hours per day that we will claim for State Aid purposes for each day of an emergency closure will be the same number that the district claims for in-person learning.

## **APPENDIX G**

### **Threat Assessment Guidance**

**U.S. Department of Homeland Security**

**United States Secret Service**

#### **Creating a Comprehensive Targeted Violence Prevention Plan**

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

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

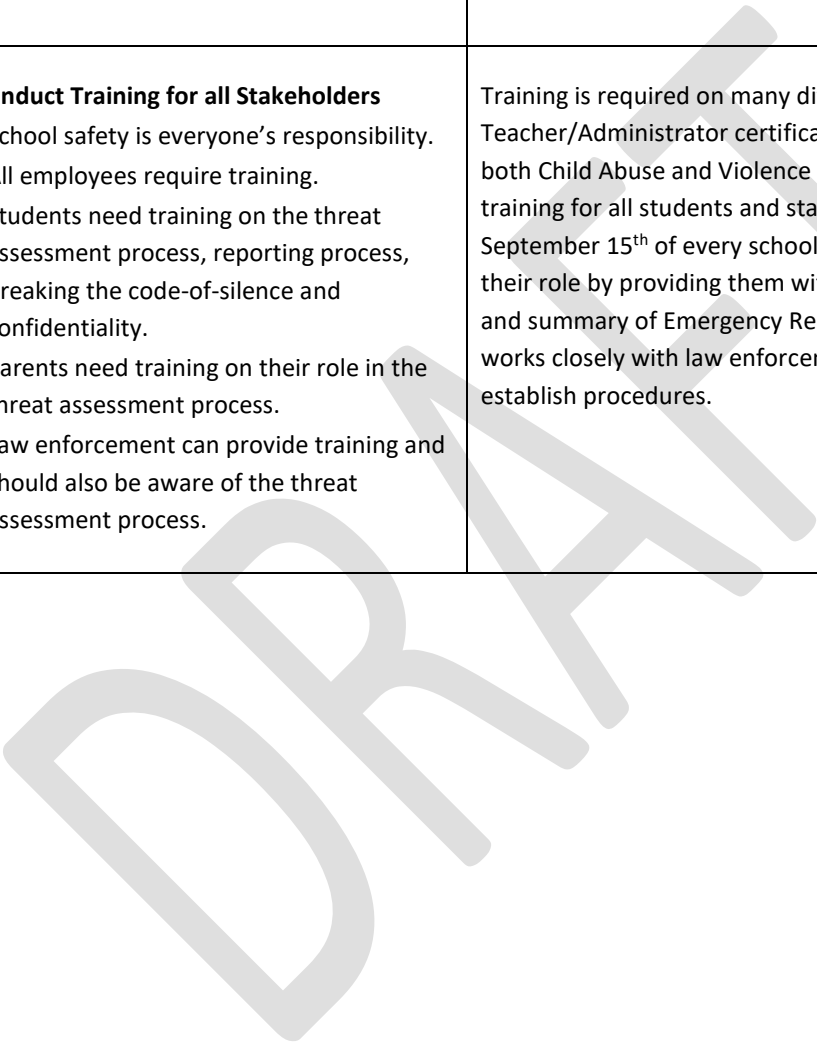
New York State has been a leader and National model for violence prevention in schools through the creation of the SAVE (Safe Schools Against Violence in Education) legislation in 2000 along with more recent revisions and guidance

on the law reflecting lessons learned from violent incidents across the Country. The following information compares the recommendations from the U.S. Secret Service with existing requirements and guidelines in New York State.

U. S. Secret Service Recommendations	NYS Requirements & Guidelines
<p><b>Step 1: Threat Assessment Team</b></p> <ol style="list-style-type: none"> <li>1. District-wide or School Building Team</li> <li>2. Variety of Disciplines</li> <li>3. Specific Designated Leader</li> <li>4. Protocols and Procedures</li> <li>5. Meet on a Regular Basis</li> </ol>	<p>The SAVE legislation requires school districts to have a <b>District-wide School Safety Team; Building-level Emergency Response Planning Team; Emergency Response Team and Post-Incident Response Team</b>. There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.</p>
<p><b>Step 2: Define Prohibited &amp; Concerning Behaviors</b></p> <ol style="list-style-type: none"> <li>1. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior.</li> <li>2. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms.</li> <li>3. Threshold for Intervention Should be Low.</li> <li>4. Identify Other Concerning Statements or Actions.</li> </ol>	<p>The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through <b>School Safety and the Educational Climate (SSEC)</b> provisions. This consists of the <b>Dignity for all Students Act (DASA)</b> and <b>Violent and Disruptive Incident Reporting (VADIR)</b> which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated <b>Code of Conduct sets</b> the Standard.</p>
<p><b>Step 3: Create a Central Reporting Mechanism</b></p> <ol style="list-style-type: none"> <li>1. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.)</li> <li>2. Promote and Provide Training on Reporting System. Make sure everyone knows their roles.</li> <li>3. Establish monitoring and response protocols.</li> <li>4. Establish anonymous reporting procedures.</li> <li>5. Act quickly, appropriately and maintain confidentiality.</li> </ol>	<p>Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept <b>“If You See Something, Say Something.”</b> There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.</p>
<p><b>Step 4: Threshold for Law Enforcement</b></p> <ol style="list-style-type: none"> <li>1. Weapons, threats, physical violence, safety of individual.</li> <li>2. Importance of law enforcement representation on team.</li> </ol>	<p>The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Planning Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.</p>

<p><b>Step 5: Establish Threat Assessment Procedures</b></p> <ol style="list-style-type: none"> <li>1. Standardized Incident Form.</li> <li>2. Consider different sources of information.</li> <li>3. Examine online social media, desks, lockers.</li> <li>4. Examine academic, disciplinary, law enforcement and other formal records.</li> <li>5. Establish rapport with student and guardian.</li> <li>6. Evaluate the behavior in the context of age and social/emotional development.</li> <li>7. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors.</li> </ol>	<p>School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1<sup>st</sup> of each school year.</p>
<p><b>Step 6: Develop Risk Management Options</b></p> <ol style="list-style-type: none"> <li>1. Individualized Management Plan.</li> <li>2. Need for Monitoring or Guidance.</li> <li>3. Available Resources.</li> <li>4. Removal and its impact on monitoring and maintaining connection.</li> <li>5. Notify law enforcement immediately if student is thinking about or planning to engage in violence.</li> <li>6. Address the safety of any potential targets.</li> <li>7. Create a situation that is less prone to violence.</li> <li>8. Remove or redirect the student’s motive.</li> <li>9. Reduce the effect of stressors.</li> </ol>	<p>Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.</p>
<p><b>Step 7: Create/Promote Safe School Climate</b></p> <ol style="list-style-type: none"> <li>1. Build culture of safety, respect, trust and social/emotional support.</li> <li>2. Encourage teachers/staff to build positive, trusting relationships with students.</li> <li>3. Break down “codes of silence.”</li> <li>4. Help students feel connected to the school community and classmates.</li> <li>5. Identify clubs or teams at school.</li> <li>6. Support Positive Behavioral Interventions and Supports (PBIS) programs.</li> </ol>	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>

<p>7. Encourage student involvement.</p>	
<p><b>Step 8: Conduct Training for all Stakeholders</b></p> <ol style="list-style-type: none"> <li>1. School safety is everyone’s responsibility.</li> <li>2. All employees require training.</li> <li>3. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality.</li> <li>4. Parents need training on their role in the threat assessment process.</li> <li>5. Law enforcement can provide training and should also be aware of the threat assessment process.</li> </ol>	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15<sup>th</sup> of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.</p>





National Threat Assessment Center  
July 2018

### U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

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

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

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

### KEY CONSIDERATIONS

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

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

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## CREATING A TARGETED VIOLENCE PREVENTION PLAN

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

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

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

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

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

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

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

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

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

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

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UNITED STATES SECRET SERVICE

# Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

*DOE and United States Secret Service Threat Assessment Guide*

<i>Star areas of concern</i>	<b><i>Eleven Key Areas</i></b>
<b>1.</b>	<b>What are the student's motive(s) and goals?</b>
	<ul style="list-style-type: none"> <li>• What motivated the student to make the statement or take the actions that caused him/her to come to attention?</li> </ul>
	<ul style="list-style-type: none"> <li>• Does the situation or circumstance that led to these statements or actions still exist?</li> </ul>
	<ul style="list-style-type: none"> <li>• Does the student have a major grievance or grudge? Against whom?</li> </ul>
	<ul style="list-style-type: none"> <li>• What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?</li> </ul>
<b>2.</b>	<b>Has the student shown inappropriate interest in any of the following?</b>
	<ul style="list-style-type: none"> <li>• School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.</li> </ul>

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

6.	<b>Does the student have the capacity to carry out an act of targeted violence?</b>
	<ul style="list-style-type: none"> <li>• How organized is the student's thinking and behavior?</li> </ul>
	<ul style="list-style-type: none"> <li>• Does the student have the means; e.g., access to a weapon, to carry out an attack?</li> </ul>
7.	<b>Is the student experiencing hopelessness, desperation and/or despair?</b>
	<ul style="list-style-type: none"> <li>• Is there information to suggest that the student is experiencing desperation and/or despair?</li> </ul>
	<ul style="list-style-type: none"> <li>• Has the student experienced a recent failure, loss and/or loss of status?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is the student known to be having difficulty coping with a stressful event?</li> </ul>
	<ul style="list-style-type: none"> <li>• Is the student now, or has the student ever been, suicidal or "accident-prone"?</li> </ul>
	<ul style="list-style-type: none"> <li>• Has the student engaged in behavior that suggests that he or she has considered ending their life?</li> </ul>

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

<b>10.</b>	<b>What circumstances might affect the likelihood of an attack?</b>
	<ul style="list-style-type: none"> <li>• What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?</li> </ul>
	<ul style="list-style-type: none"> <li>• What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)</li> </ul>
<b>11.</b>	<b>Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?</b>
	<ul style="list-style-type: none"> <li>• Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?</li> </ul>
	<ul style="list-style-type: none"> <li>• Has the student been "dared" by others to engage in an act of violence?</li> </ul>

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

**Threat reported to principal**

**Assemble school threat assessment team**

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

**Evaluate threat**

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

**Decide whether threat is clearly *transient* or *substantive***

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

Threat is clearly transient

**Respond to transient threat**

- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

**Decide whether substantive threat is **plausible** or **imminent****

Plausible

**Respond to plausible threat**

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

Imminent

**Respond to imminent threat**

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

A2

## APPENDIX G

Appendix G describes the procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific. These procedures will address medical needs, transportation, and emergency notification of parents/guardians in the event of a sudden cardiac arrest incident. Building specific procedures are detailed in the Building-Level Emergency Response Plans.

All staff are familiar with where Automatic External Defibrillators (AEDs) are located in their respective buildings and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

### **Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:**

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

### **Steps to take in school building, on school grounds, or at athletic events**

#### **1. Ensure scene safety**

- Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)

#### **2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**

- Follow 911 emergency dispatcher’s instructions.
- \*Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.

#### **3. CPR by CPR/AED certified school personnel**

- Check for breathing- if none or person gasping begin CPR immediately.

#### **4. Defibrillation by CPR/AED certified school personnel**

- Use an AED to restore the heart to its normal rhythm.

#### **5. EMS assumes lead upon arrival.**

- If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
- Be prepared to download the school’s AED data onto flash drive to provide to EMS to give to the emergency department’s physician.

#### **6. School administration or designee notifies parent/guardian or staff member’s emergency contact in accordance with district policy.**

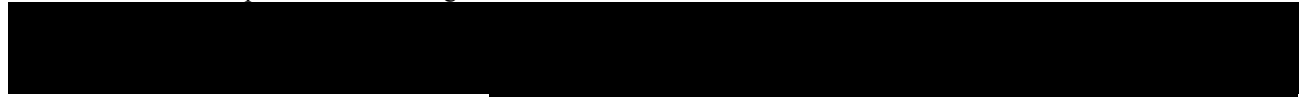
#### **7. Document**

- In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.

#### **8. Hold a post event debriefing**

**\*Emergency contact numbers for obtaining help:**

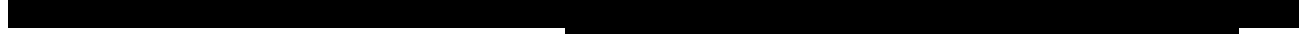
Number to call for help in school building:



Number to call for help on school grounds: :



Number to call to notify if SCA occurs at offsite location:



Secondary contact number if primary not available:



**CPR/AED Certified School Personnel**

Staff Name	Title	Telephone Number	Location	Availability
[REDACTED]	Lead Nurse	[REDACTED]	South Woods Middle School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	A.P. Willits Elementary	[REDACTED]

[REDACTED]	Registered Nurse	[REDACTED]	Robbins Lane Elementary	[REDACTED]
	Registered Nurse	[REDACTED]	South Grove Elementary - Main	[REDACTED]
	Registered Nurse	[REDACTED]	South Grove Elementary - Annex	[REDACTED]
	Registered Nurse	[REDACTED]	Baylis Elementary	[REDACTED]
	Registered Nurse	[REDACTED]	Berry Hill Elementary	[REDACTED]
	Registered Nurse	[REDACTED]	Berry Hill Elementary	[REDACTED]
	Registered Nurse	[REDACTED]	Village Elementary	[REDACTED]
	Registered Nurse	[REDACTED]	Walt Whitman Elementary	[REDACTED]

	Registered Nurse	[REDACTED]	H.B. Thompson Middle School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	H.B. Thompson Middle School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	South Woods Middle School	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Districtwide - Float	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Districtwide - Float	[REDACTED]
[REDACTED]	Registered Nurse	[REDACTED]	Districtwide - Float	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Baylis Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Baylis Elementary	[REDACTED]

██████████	Physical Education Teacher	██████████	Syosset High School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	Syosset High School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	Syosset High School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	Walt Whitman Elementary	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	South Woods Middle School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	H.B. Thompson Middle School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	South Woods Middle School	██████████ ██████████ ██████████ ██████████
██████████	Physical Education Teacher	██████████	Village Elementary	██████████ ██████████ ██████████ ██████████

[REDACTED]	Physical Education Teacher	[REDACTED]	Village Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	H.B. Thompson Middle School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	South Grove Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	South Woods Middle School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Berry Hill Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]

[REDACTED]	Physical Education Teacher	[REDACTED]	Walt Whitman Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Walt Whitman Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	South Woods Middle School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	South Grove Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Robbins Lane	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Robbins Lane Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Robbins Lane Elementary	[REDACTED]

[REDACTED]	Physical Education Teacher	[REDACTED]	H.B. Thompson Middle School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Berry Hill Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Willits Elementary	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Syosset High School	[REDACTED]
[REDACTED]	Physical Education Teacher	[REDACTED]	Willits Elementary	[REDACTED]
[REDACTED]	Athletic Trainer - PT	[REDACTED]	Syosset High School	[REDACTED]



Region	Site	Exact Location of AED	Serial Number	Last Inspected/Verified	Name of Inspector
Syosset Central School District	H.B. Thompson Middle School				
Syosset Central School District	J. Irving Baylis Elementary School				
Syosset Central School District	J. Irving Baylis Elementary School				
Syosset Central School District	J. Irving Baylis Elementary School				
Syosset Central School District	Robbins Lane Elementary School				
Syosset Central School District	Robbins Lane Elementary School				
Syosset Central School District	Robbins Lane Elementary School				
Syosset Central School District	South Grove Annex Elementary School				
Syosset Central School District	South Grove Annex Elementary School				
Syosset Central School District	South Grove Elementary School				
Syosset Central School District	South Grove Elementary School				
Syosset Central School District	South Grove Elementary School				
Syosset Central School District	South Grove Elementary School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				

Region	Site	Exact Location of AED	Serial Number	Last Inspected/Verified	Name of Inspector
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	South Woods Middle School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
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Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				

Region	Site	Exact Location of AED	Serial Number	Last Inspected/Verified	Name of Inspector
Syosset Central School District	Syosset High School	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
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Syosset Central School District	Syosset High School				
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Syosset Central School District	Syosset High School				
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Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Syosset High School				
Syosset Central School District	Village Elementary School				
Syosset Central School District	Village Elementary School				
Syosset Central School District	Village Elementary School				
Syosset Central School District	Walt Whitman Elementary School				

Region	Site	Exact Location of AED	Serial Number	Last Inspected/Verified	Name of Inspector
Syosset Central School District	Walt Whitman Elementary School				
Syosset Central School District	Walt Whitman Elementary School				

**Resources**

[AHA Cardiac Emergency Response Plan and Protocol](#)

[AED Fact Sheet - American Heart Association CPR & First Aid](#)

[AED Steps | Steps to Use an AED | Red Cross](#)

[American Heart Association Out of Hospital Chain of Survival](#)

[About Cardiac Arrest | Heart Disease | CDC](#)

[Eric Paredes Save a Life Foundation](#)

[Heart Safe Schools](#)

[New York State Department of Health Issues A Health Advisory On Proper Use of Automated External Defibrillators In Pediatric Emergency Care](#)

[New York State Department of Health Sudden Cardiac Arrest \(SCA\) in Youth](#)

[Parent Heart Watch Cardiac Emergency Response Plan](#)

[Project Adam Saves Lives](#)

[Sudden Cardiac Arrest - Heart Screen NY](#)

[What is SCA? | Dominic A. Murray 21 Memorial Foundation](#)



# CARDIAC ARREST VS. HEART ATTACK

People often use these terms interchangeably, but they are not the same.

## WHAT IS CARDIAC ARREST?

In a **CARDIAC ARREST** the heart suddenly stops beating. This is usually caused by an electrical problem that makes the heart beat irregularly.

When the heart stops pumping, it can't send blood to the brain, lungs and other vital organs.

### WHAT HAPPENS

Someone having a cardiac arrest may become unresponsive. They may stop breathing or only gasp for air.

If they don't get help right away, they can die.

### WHAT TO DO



If someone has cardiac arrest, doing CPR right away can double or triple their chances of survival.

1. **First, call 911** (or local emergency response number).
2. **Then start CPR.** If there's an automated external defibrillator (AED) nearby, use it as soon as you can.

If two people are helping, one should start CPR. The other should call 911 and find the AED.

**Every minute counts.** The odds for survival drop by 10% each minute without help. Emergency staff can also help revive someone whose heart has stopped.

For more information on American Heart Association CPR, including training classes in your area, go to [heart.org/NATION](http://heart.org/NATION).

Follow us: @American\_Heart



## WHAT IS A HEART ATTACK?

In a **HEART ATTACK**, blood can't get to part of the heart because a key blood vessel is blocked.

If this circulation problem isn't cleared quickly, the part of the heart that isn't getting enough blood can start to die.

### WHAT HAPPENS

Heart attack symptoms can be sudden. They may include:

- Severe chest pain
- Discomfort in other parts of the upper body
- Shortness of breath
- Cold sweats
- Feeling sick to the stomach

Sometimes, symptoms start slowly and last for hours or days. Unlike cardiac arrest, the heart usually keeps beating during a heart attack.

The longer it takes to get help, the greater the risk to the heart.



Anyone can have a heart attack. In women, people with diabetes and older adults, symptoms might not be obvious. For example, they might not include chest pain.

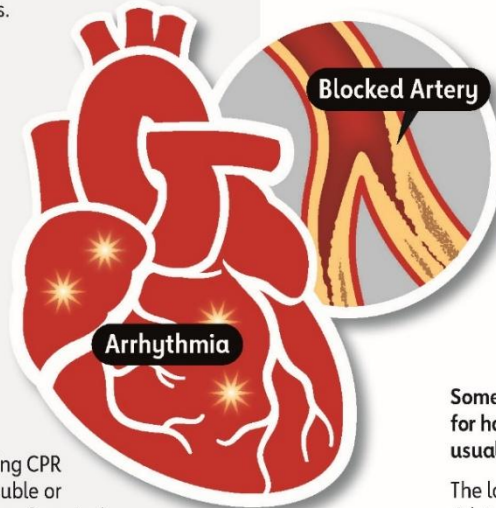
### WHAT TO DO



Even if you're not sure it's a heart attack, call your local emergency number. Every minute matters!

It's best to call your local emergency number to get to the emergency room right away.

Emergency medical services (EMS) staff can begin treatment when they arrive. Patients with chest pain who arrive by ambulance usually receive faster treatment at the hospital, too.



### WHAT IS THE LINK?

Most heart attacks don't lead to cardiac arrest. But a heart attack is a common cause when cardiac arrest does happen.

Other problems can also cause the heart to stop beating.