2026-2027

Westbury Union Free

School District

Districtwide School Safety Plan

Revised by Districtwide School Safety Team 6/11/26
Approved by Board of Education 9/29/26

This Safety Plan Template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. The Plan was written in order to comply with the requirements of the New York State Safe Schools Against Violence in Education (SAVE) legislation. This Plan should be customized as necessary to reflect individual school districts compliance efforts. This Plan is a general, overarching document that can be shared with the public and posted on school district websites by October 1st of each school year as required by law. Parts of the Plan which may include names, contact information and personal information can be redacted for posting purposes. This Plan can also serve as a document for both in-district personnel and the public to better understand the overall requirements of the SAVE legislation. This contrasts to the Building-Level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. Appendix B of this Plan has been revised to specifically address Labor Law Section 27-c and how public employers will continue operations during a public health emergency involving a communicable disease.

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Districtwide School Safety Plan

Policy Statement

The Westbury Union Free School District Districtwide 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 Westbury UFSD and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a Districtwide 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 Planning Team the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The local BOCES Health & Safety Office will assist in development of protocols for accessing these services.

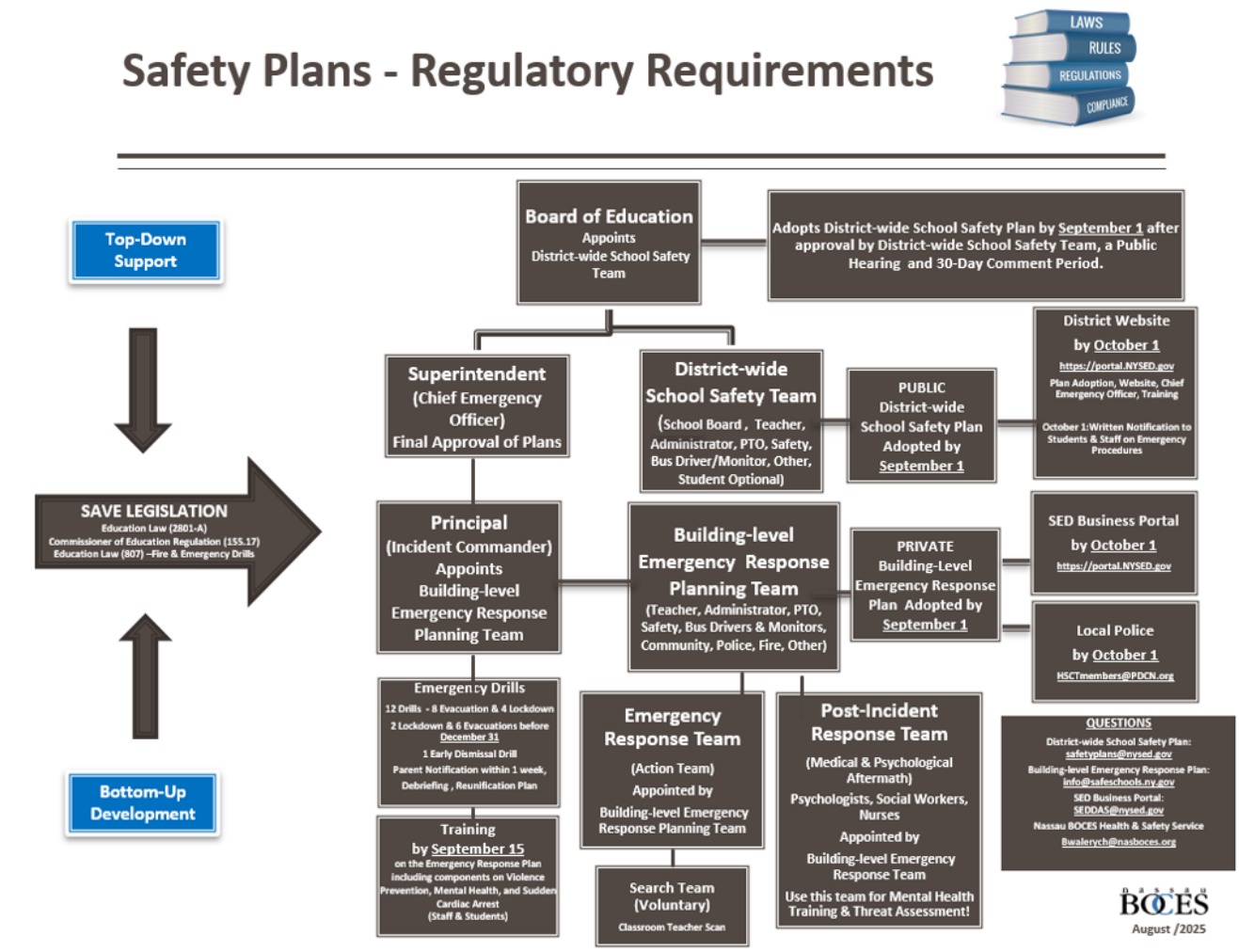
The Districtwide School Safety Team reviewed and approved the Districtwide School Safety Plan. The Districtwide School Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. By September 1st of each school year, the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

Compliance Requirement	Date Achieved
Board of Education Appoints 2026-2027 Districtwide School Safety Team	8/25/2026
Districtwide School Safety Team reviews/approves Districtwide School Safety Plan	6/11/2026
School Board has at least one public hearing on Districtwide School Safety Plan	8/25/2026
School Board establishes 30-day public comment period	8/25/2026- 9/29/2026
School Board adopts Districtwide School Safety Plan	9/29/2026
Districtwide School Safety Plan posted on website	8/25/2026
Building-Level Emergency Response Planning Team reviews/approves Building-Level Emergency Response Plan	TBD
School Board adopts Building-Level Emergency Response Plan	TBD
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	TBD
Building-Level Emergency Response Plan filed with local police	TBD

The Westbury UFSD 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 Districtwide 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 Districtwide 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 Districtwide 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.
- ✓ 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 Westbury UFSD including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping. Beginning with the 2026-2027 school year and every school year thereafter, 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 sponsored event, including all athletic events. School officials shall collaborate with local community emergency medical services (EMS) to integrate their cardiac emergency response plan with community EMS responder protocols. The district-wide school safety team may voluntarily provide first aid, CPR, and AED training for relevant staff, including members of building level emergency response teams. CR155.17(c)(1)(xii)

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 B (Communicable Disease - Pandemic Plan).

Westbury Union Free School District Chief Emergency Officer

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

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.

- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all Westbury UFSD staff understands the Districtwide School Safety Plan.
- Assurance that the Districtwide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

Westbury Union Free School District Districtwide School Safety Team

The Districtwide School Safety Team was appointed by the Westbury UFSD Board of Education and will always include the representation noted below at a minimum. The major function of the Districtwide School Safety Team is to create the Districtwide School Safety Plan. The Team will meet routinely and will meet in the 2026-2027 school year on 10/21/26 2/10/27, and 6/16/27.

- Dr. Tahira A. DuPree Chase, Superintendent of Schools
- Mr. Robert Troiano, Jr., President, Westbury Board of Education
- Dr. Pless Dickerson, Board Truste
- Ms. Mary O'Neill, Acting Assistant Superintendent for Finance and Operations
- Dr. Roger Bloom, Assistant Brian Sudran Director of Facilities
- Michael Hardy, Assistant Director of Facilities
- Ms. Jennifer Doyle, Supervisor of Security
- Zaneta Dean, Assistant Supervisor of Security
- Mr. William Tlasek, Project SAVE Coordinator
- Jonathan Gill, Director of Athletics, Health, and Physical Education
- Scott Van Kurin, Director for Information Technology
- Michael Mack, Director of Special Education
- Mr. Paul Almonte, Head Custodian
- Mr. Todd Goodwin, Teacher, Physical Education
- Eleanor Doughtery, Nurse
- Ms. Kristy McNally, Library Media Specialist
- Robin Greenberg Teacher, Reading
- Alexa Sakal, Teacher, Special Education
- Dana Docar, Teacher, Physical Education
- TBD, Dean of Students, Teacher, Technology
- Danielle Aprigliano, Special Ed, Park
- Katharine Joseph, Dryden
- Robert Stein, Assistant Business Administrator for Operations
- TBD, Dryden Social Worker
- Officer Todd Adkin, Nassau PD

- Officer Jesse Cooper, Nassau PD
- Detective Michael Brown, Old Westbury PD
- Erica Mendez, Parent
- Glenis Palacios, Parent

Responsibilities of the Districtwide School Safety Team

The Districtwide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the Westbury UFSD 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 Districtwide School Safety Plan to determine its success in violence prevention. Pease refer to the NYSED website for further information at https://www.p12.nysed.gov/facplan/articles/HEALTH1.html

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

1) **Annual multi-hazard school safety training will be completed by September 15th** including training programs for students and staff in **violence prevention, 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 1st** of each school year. **See Appendix A**

5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).

6) Making recommendations necessary for change.

7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Planning Team.

8) Recommending improved security measures based on school building inspection results.

9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.

10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Planning Team

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

- Teacher
- Administrator

- Parent Organization
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- Others
- Bus Drivers
- Bus Monitors

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
    - Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the Westbury UFSD include:

1. Non-violent conflict resolution training programs.
2. Peer mediation programs.
3. Extended day and other school safety programs.
4. Youth-run programs.
5. Mentors for students concerned with bullying/violence.
6. We have established an anonymous reporting process for school violence and are investigating the *Report It* on-line violence reporting system.
7. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
8. The building-level School Bulletin includes the *Safety Tip of the Week*.
9. Safety Stations have been established throughout all school buildings.
10. The Fire Department conducts annual training in all school buildings.
11. The Westbury UFSD participates in the *Adopt-A-Cop* program.
12. The *Safety Patrol* program.
13. We have implemented *PBIS* (Positive Behavior Intervention System).
14. *Second Step*.

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 Districtwide School Safety Team and the Building-Level Emergency Response Planning Team, at a minimum, the following methods may be used:

REQUIRED DRILLS:

- Live drills include shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response exercises
- Situation Awareness

OTHER DRILLS:

- Early Go-Home drill
- Building pre-clearance searches

The Westbury UFSD 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. The Westbury UFSD, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal. Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

Emergency Drills (2026-2027 School Year)

EDUCATION LAW SECTION 807

- **12 Drills Total Required for School Year**

  - **8 Evacuations and 4 Lockdowns**

    - **6 evacuation and 2 lockdown drills shall be held between September 1st and December 31st**

    - **2 evacuation and 2 lockdown drills during the remainder of the school year**

    - **4 of the evacuation drills through secondary means of egress**

    - **For both evacuation and lockdown drills pupils shall be instructed in the procedure to be followed if a fire/emergency occurs during the lunch period or assembly, provided, however, that additional instruction may be waived where a drill is held during the regular school lunch or assembly.**

    - **Parents shall be given advance notice of each drill being conducted within one week preceding any drill.**

    - **Drills shall be conducted after annual training in emergency procedures has been provided to students and staff.**

- **2 Additional Evacuation Drills Required during Summer School (1 during first week)**

- **<u>1 Emergency (Early) Dismissal Drill at a time not to occur more than 15 minutes earlier than normal dismissal time.</u>**

Amendments to Commissioner's Regulations §155.17 **July 31, 2024**	
Amendments to the requirements: **New Definitions**	
Trauma	Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence natural disaster, abuse, neglect, or loss.
Trauma Informed	Trauma-informed means an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults.
Trauma Informed Drills CRR §155.17 (b) (20), (21), (22)	Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

- **Drills and training are conducted in a trauma-informed, developmentally and age-appropriate manner.**
- **Do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.**
- **Students and staff are informed when a school is conducting a drill (except for evacuation drills).**
- **Included in the duties of the Chief Emergency Officer.**

Alyssa's Law

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

The district-wide School Safety Team discussed the issue of Silent Panic Alarms. It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need. For an added level of security measures, the district-wide safety team also discussed the use of Centegix badges, which is a wearable silent panic alarm system.

Amendments to Commissioner's Regulations §155.17
July 31, 2024

Amendments to the requirements:
District Wide School Safety Plan

Schools and districts may participate in full scale-exercises with local and county emergency responders and preparedness officials.

If the exercises include props, actors, simulations, or tactics to mimic a school shooting, act of violence, or emergency:

- not conducted on a regular school day or when school activities are occurring on school grounds.
- may not include students without written consent from parents or persons in parental relation.

CRR §155.17 (c)(1)(xiv)(3)

New York State Education Department New York State Center for School Safety 13

- **Procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. Notice to parents and those within parental relation regarding drills must be made within one week before each drill.**
- **Policies and procedures for obtaining written consent for participation in full-scale exercises.**
- **One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.**

Implementation of School Security

School safety personnel will help carry out the Districtwide 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 our security guards are also individually licensed.

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

- Entrance guards and hall monitors who received 2 days of staff development every school year.
- The Westbury UFSD has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there are any questions the building principal will be consulted. If this has been confirmed, they will be

admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.

- Visitor badge/sign-in procedures – we utilize a yellow/red pass badge system. Upon entry into the building the visitor must show photo identification; then receives a red badge and is escorted to the main office. At the main office the person receives a yellow badge and is accompanied to their destination. Anyone in the building without a badge or with a red badge would be immediately questioned by building staff and the Security Director would be informed.
- Video surveillance – closed-circuit TV security.
- NYS certified security guards.
- A designated Westbury UFSD Security Director.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

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 Districtwide 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 and http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf.
- A description of the Westbury UFSD's Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- Gang awareness programs with parental involvement.
- Operation Pride through Nassau County.
- Youth Pride.
- School social worker outreach.
- School counselor involvement.
- First and Second Step programs.
- Anger Management programs.
- Mailings twice a year to parents on violence prevention and early recognition.
- 21st Century program.
- Conflict resolution programs.

- Meet the Teacher Night
- PTA and SEPTA
- Districtwide all call phone calls

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

Hazard Identification

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

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

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

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

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

Reporting:

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

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

Evaluation:

The Districtwide School Safety Team or Threat Assessment Team are 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 Westbury UFSD Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The Westbury UFSD has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated in 2016 and was available and posted on our website.

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

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response 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 Districtwide School Safety Team.

The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the Westbury UFSD of a disaster and has established the following notification list:

School	Phone	Fax	E-Mail
High School	516-876-5047	516-876-5079	rwarren@westburyschools.org
Middle School	516-876-5082	516-876-2342	djaggon@westburyschools.org
Drexel Avenue School	516-876-5030	516-876-5032	emay@westburyschools.org
Powells Lane School	516-876-5124	516-876-5160	CGermain@westburyschools.org
Park Avenue School	516-876-5109	516-876-5190	rchambers@westburyschools.org
Dryden Street School	516-876-5039	516-876-5172	gdingwall@westburyschools.org

Other (Central Switchboard)	516-876-5016	516-876-5181	tchase@westburyschools.org

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system such as a districtwide call phone system and ConnectEd. 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 Westbury UFSD 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 Westbury UFSD 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 responses will be taken:

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

Intrusions:

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

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal, security or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal, security 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, security or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. If they have not been made aware, notify building security if available and Dial 911 or other appropriate emergency notification.
- If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the Westbury UFSD.
- The building 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 a student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, when a student has not arrived at school, parents or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The students' means of transportation to school should be reviewed. If a student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if a student is not located. The school principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact the school if student is located.

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

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

School Building Chain-of-Command

School Building	IC #1	IC#2	IC #3
High School	Reginald Warren, Principal	Dr. Christy Thiel, AP	Maria Vaca, AP
Middle School	Dionne Jaggon, Principal	Dr. Jonathan Oliveri, AP	William Tlasek, Dean
Drexel Avenue	Echele May, Principal	Gilynn Cromartie, AP	Dr. Samantha Preston
Powells Lane	Claudia M. Germain, Principal	Evelyn Bunger, AP	Paul Almonte, Head Custodian
Park Avenue	Robert Chambers, Principal	Nicole Christensen, AP	Jonny Garret, Head Custodian
Dryden Street	Gloria Dingwall, Principal	Dr. Christy Baralis	Rob Sozzi, Head Custodian

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the Westbury UFSD 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 Westbury UFSD'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)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
    - **Shelter-In-Place** (weather related)
    - **Shelter-In-Place** (Generic/Non-specific Bomb Threat)
    - **Shelter-In-Place** (Specific Bomb Threat)
- **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)

- **Secured 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 – Westbury UFSD 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 Westbury UFSD Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

Superintendent of Schools, Dr. Tahira A. DuPree Chase
Assistant Superintendent for Personnel, Roger Bloom, Ed. D
Acting Assistant Superintendent for Finance and Operations, Mary O'Neill
Assistant Superintendent for Curriculum and Instruction Secondary, Brendan Gallivan
Assistant Superintendent for Curriculum and Instruction Elementary, Robin Barnett
Director of Facilities, Brian Sudran
Director of Athletics, Jonathan Gill
Director of Special Education, Michael Mack
Supervisor of Security, Jennifer Doyle
Supervisor of Transportation, James Popkin
Food Service General Manager, Kerri O'Donnell
Food Service Director, Courtney Hamilton
Nurse, Eleanor Doughtery, High School
HS Principal, Reginald Warren
MS Principal, Dionne Jaggon
Drexel Avenue Principal, Echele May
Powells Lane Principal, Claudia M. Germain
Park Avenue Principal, Robert Chambers
Dryden Street Principal, Gloria Dingwall

Disaster Mental Health Services

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

Threat Assessment

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

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

The Six Principles of Threat Assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.

2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.

3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.

4. Effective threat assessment is based upon facts, rather than characteristics or traits.

5. Threat assessment is guided by an integrated systems approach.

6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

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

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

Averting Targeted School Violence; United States Secret Service, 2021. USSS Averting Targeted School Violence.2021.03.pdf (secretservice.gov)

Please see Appendix F – Threat Assessment Guidance

Multi-Disciplinary Behavioral Assessment Team

Nassau County Threat Advisory Committee (NASTAC)

1. The Nassau County Threat Advisory Committee (NASTAC) is comprised of select representatives from Participating Member Agencies (PMA). The NASTAC acts as a central clearinghouse of information flow specific to situations, herein referred to as Threat Cases (TC), where the risk of violence is assessed to be imminent and/or a cluster of risk factors and warning behaviors commonly associated with elevated risks for targeted violence are present.

2. NASTAC assists PMAs with the development of balanced intervention and a case management strategy for TC's presented to the committee. The NASTAC acts solely as an advisory group. NASTAC cannot mandate PMA's implement or act on suggested intervention and case management strategies. NASTAC does not dictate policy or procedural change within PMA's other than requirements set forth in this PMA agreement.

3. Members of the NASTAC do not act in the capacity of traditional law enforcement taskforce members who have dual responsibilities to follow policies and procedures of the task force sponsoring agency and their own agency. The NASTAC

member shall maintain the standard protocols and interests of its agency and follow all rules and regulations set forth by its agency. For example, members shall comply with matters of confidentiality and sharing of sensitive information in accordance with its agency polices and any applicable laws.

4. NASTAC serves as a resource for the community to improve targeted violence threat response protocols by providing multidisciplinary expert advice and seamless sharing of threat information across systems. NASTAC uses a multidisciplinary restorative approach to prevent acts of targeted violence that balances the safety needs of the public with the health and wellness needs of the person at-risk for committing an act of targeted violence.

***If a school district or building-level Behavioral Assessment Team exists it should be described here:**

U.S. Department of Homeland Security

United States Secret Service
Creating a Comprehensive Targeted Violence Prevention Plan

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

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

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

U. S. Secret Service Recommendations	NYS Requirements & Guidelines
Step 1: Threat Assessment Team a. District-wide or School Building Team b. Variety of Disciplines c. Specific Designated Leader d. Protocols and Procedures e. Meet on a Regular Basis	The SAVE legislation requires school districts to have a **District-wide School Safety Team; Building-level Emergency Response Planning Team; Emergency Response Team and Post-Incident Response Team**. There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.
Step 2: Define Prohibited & Concerning Behaviors a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or	The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through **School Safety and the Educational Climate (SSEC)** provisions. This consists of the **Dignity for all Students Act (DASA)** and **Violent and Disruptive Incident Reporting (VADIR)** which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated **Code of Conduct sets** the Standard.

other Emotional/Mental Health Symptoms. c. Threshold for Intervention Should be Low. d. Identify Other Concerning Statements or Actions.	
Step 3: Create a Central Reporting Mechanism a. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.) b. Promote and Provide Training on Reporting System. Make sure everyone knows their roles. c. Establish monitoring and response protocols. d. Establish anonymous reporting procedures. e. Act quickly, appropriately and maintain confidentiality.	Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept **"If You See Something, Say Something."** There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.
Step 4: Threshold for Law Enforcement a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team.	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Planning Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.
Step 5: Establish Threat Assessment Procedures a. Standardized Incident Form. b. Consider different sources of information. c. Examine online social media, desks, lockers. d. Examine academic, disciplinary, law enforcement and other formal records. e. Establish rapport with student and guardian. f. Evaluate the behavior in the context of age and social/emotional development. g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as	School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each school year.

an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors.	
Step 6: Develop Risk Management Options a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student's motive. i. Reduce the effect of stressors.	Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.
Step 7: Create/Promote Safe School Climate a. Build culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down "codes of silence." d. Help students feel connected to the school community and classmates. e. Identify clubs or teams at school. f. Support Positive Behavioral Interventions and Supports (PBIS) programs. g. Encourage student involvement.	The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.
Step 8: Conduct Training for all Stakeholders a. School safety is everyone's responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process.	Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.

e. Law enforcement can provide training and should also be aware of the threat assessment process.	

CREATING A TARGETED VIOLENCE PREVENTION PLAN

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

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

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

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

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

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

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

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

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

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

UNITED STATES SECRET SERVICE

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

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

Diana Browning-Wright, Discipline/Behavior Trainings, 2003

2-3

3.	**Have there been any communications suggesting ideas or intent to attack?**
	• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	• Have friends been alerted or "warned away"?
4.	**Has the student engaged in attack-related behaviors? These behaviors might include:**
	• Developing an attack idea or plan
	• Making efforts to acquire or practice with weapons
	• Casing or checking out, possible sites and areas for an attack
	• Rehearsing attacks or ambushes
5.	**Is the student's conversation and "story" consistent with his or her actions?**
	• Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

Diana Browning-Wright, Discipline/Behavior Trainings, 2003 **2-4**

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

Diana Browning-Wright, Discipline/Behavior Trainings, 2003 **2-5**

8.	**Does the student have a trusting relationship with at least one responsible adult?**
	• Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	• Is the student emotionally connected to–or disconnected from–other students?
	• Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9.	**Are other people concerned about the student's potential for violence?**
	• Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	• Are those who know the student concerned about a specific target?
	• Have those who know the student witnessed recent changes or escalations in mood and behavior?

Diana Browning-Wright, Discipline/Behavior Trainings, 2003 **2-6**

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

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

Forms and Recordkeeping

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

www.nassauschoolemergency.org under the Safety Plans tab.

APPENDIX A

Districtwide School Safety Team Meeting Minutes and Attendance

2026-2027 Meeting Dates

1) 10/21/26

2) 2/10/2027

3) 6/16/2027

APPENDIX B

Communicable Disease - Pandemic Plan

Our Districtwide 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 Districtwide 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 Districtwide School Safety Plan. The Districtwide 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 Planning 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: 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 Westbury UFSD's Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the Westbury UFSD District Director of Technology will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The Districtwide 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 2/8/2024 and 6/13/2024
- 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 Westbury UFSD 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.

Public Health Emergency Communicable Disease Protocols

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts to adopt a continuation of operations plan in the event a public health emergency is declared involving communicable disease. The legislation amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that is "substantially consistent" with the provisions of section 27-C of the Labor Law.

These protocols or their implementation shall not be deemed to impede, infringe, diminish or impair the rights of a District employee or the District under any law, rule, regulation or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

For the purposes of these protocols, the District will use the following definitions:

1. "CDC" shall refer to the Centers for Disease Control and Prevention.
2. "Communicable disease" means an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected person or via an animal, vector or the inanimate environment to a susceptible human host or animal.
3. "Essential" means a designation made that a public employee or contractor is required to be physically present at a worksite to perform their job.
4. "Non-essential" means a designation made that a public employee or contractor is not required to be physically present at a worksheet to perform their job.
5. "OSHA" shall refer to the U.S. Department of Labor Occupational Safety and Health Administration.

The Superintendent of Schools will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

These Protocols contain the following sections:

(1) Essential Positions/Titles
(2) Protocols Allowing Non-Essential Employees to Telecommute
(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding
(4) Obtaining and Storing Personal Protective Equipment (PPE)
(5) Preventing Spread, Contact Tracing and Disinfection
(6) Documenting Precise Hours/Work Locations of Essential Workers
(7) Emergency Housing

(1) Essential Positions/Titles

A list and description of positions and titles considered essential in the event of a state-ordered reduction of in person workforce, and a justification of such consideration for each position and title included.

Essential Position Title Responsibility – Cannot work remotely:

Essential Position	Title	Responsibility
Information Technology	Director of Technology Technicians	Required to maintain devices, internet capability including hybrid and remote learning.
Custodial and Maintenance	Director Head Custodians Custodians/Cleaners Maintenance Staff Grounds	Required to maintain the cleanliness and continued functioning of the district facilities & grounds. Support delivery of meals to students/families.
Security	Supervisor of Security Supervising Security Guard Security Guards/ Aides	Required to ensure the safety/security of the campuses.
Food Service	Food Service Vendor Food Service Managers & Workers	Required to prepare and distribute meals to students and families.

Essential Position Title Responsibility – Can work remotely:

Essential Position	Title	Responsibility
Central Office District Clerical	Superintendents Asst. Superintendents Directors Clericals/Typists	To ensure continuity of the response efforts. Provide onsite support for continued District operations.
Building Administration & Clerical Support	Building Administrators & Clerical Support	To ensure continuity of response efforts. Provide onsite support for continued building operations, safety, supervision and oversight of the District's instructional program and mission to educate all students.
Pupil Personnel Services	Teachers/Related Service Providers/PPS Providers	To provide continuity of learning and student support efforts, as necessary to carry out the educational mission of the District..
Transportation	Supervisor of Transportation Support Staff	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
Health Services	Director of Special Education/ PPS Nurses & Clericals	To assist with testing requirements, reporting, and oversight of individuals present in buildings; integral to contact tracing efforts and communications with necessary state and local governmental agencies.
Business Operations	Assistant Superintendent of Finance	To ensure the continued operation of the District.

	and Operations Treasurer, Accounting, Payroll, Purchasing	Provide onsite support for district governance, including but not limited to payroll.

In the event of a *state-ordered reduction of in-person workforce*, the below positions will be considered non-essential and will telework if students are not in attendance onsite.

Position Title Rationale

Position	Title	Rationale
Instructional Faculty	Teacher, Psychologist, Guidance Counselor, Related Service Provider	Students will access instruction and services remotely; provided, however, in the event that any specific activities integral to the performance of an educator's essential job functions, in such instances certain individuals may be required to report in-person to the extent necessary.
Specialized Faculty	Director of Special Education	Faculty and parents will access support from this subgroup remotely
Support Staff	Full-Time Teacher Assistant/ Teacher Aide	Students will access instruction and support provided by this subgroup remotely
Support Staff	Full Time Building Subs (long term)	Building subs who fill a long-term assignment will be asked to telework during a closure

(2) Protocols Allowing Essential and Non-Essential Employees that can work remotely

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
  - Survey departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
  - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
  - Survey departmental staff to determine the availability of viable existing at-home Internet service
  - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
  - To enable all non-essential employees to telecommute, District employees will be guided by *The Simultaneous Teaching Plan and the District Reentry Plan* contained within the Districtwide Safety Plans.
  - Teachers will continue to have access to various digital platforms, including, but not limited to:

District Email	Google Classroom Suite
ClassLink	Seesaw
Helpdesk@necsd.net	Class Dojo
Infinite Campus	Think Central (Journey, GoMath, FUSION)

IRLA/ENIL	Learning A-Z
Screencast	Flipgrid
Discovery Ed	Newsela
School Pace	Math IXL

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

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology will be 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**:**
    - Identify students' technology needs to include adaptive technologies

        - Use the Asset Tracking Management System procedures to check out all mobile devices
        - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
    - Providing Multiple Ways for Students to Learn
        - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "Instructional Packets" heading on the Remote Instruction Schedule page.

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

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

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

The Westbury UFSD will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

The District currently adheres to all social distance protocols and has placed protective shields to minimize employee close contact. The district operates on an alternating and staggered schedule for essential staff based on assigned work hours.

If necessary, the Superintendent will reduce onsite staff by 25%, 50%, 75% or 100% after consultation with the Local Department of Health and/or the District Physician. If essential staff are not working onsite due to workforce reduction, to the fullest extent possible, employees are expected to perform their job functions remotely.

In the event staff would be reduced onsite, the building principals and assistant superintendents will submit a rotational onsite work schedule for essential staff.

The administrative team onsite will be responsible for ensuring essential staff adhere to the schedule and follow required screening protocols related to public health and safety.

The administrative team onsite will be responsible for maintaining written records of individuals who need access to the building during the public health crises in the event there is an exposure and contact tracing should need to occur.

In accordance with safety guidelines established by state and local Departments of Health, the district will comply with requirements to maintain social distancing, cleanliness of facilities, transporting students, and the use of Personal Protective Equipment (PPE) and will consider measures that may include, but not limited to:

- The revision of teacher and student schedules
- The cohorting of students in order to maximize a hybrid learning program
- The revision of contractor schedules
- The reduction of visitors permitted on campus during school hours

With respect to managing transportation services provided to the district, the following measures will be taken:

- Seats will be occupied in accordance with the guidance from DOH

- When boarding, children will be expected to wear masks
- Buses companies will adhere to the CDC guidance cleaning the before and after transporting students

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 Districtwide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The Districtwide Command Center will be at Central Administration with the alternate at Park Avenue School, and will be activated at the direction of the Westbury UFSD Incident Commander. We have established our Districtwide Incident Command Structure as follows:

  Superintendent of Schools, Dr. Tahira A. DuPree Chase
  Assistant Superintendent for Personnel, Roger Bloom, Ed.D
  Acting Assistant Superintendent for Finance and Operations, Mary O'Neill
  Assistant Superintendent for Curriculum and Instruction Secondary, Brendan Gallivan
  Assistant Superintendent for Curriculum and Instruction Elementary, Robin Barnett
  Director of Security, Jennifer Doyle
  Director of Facilities, Brian Sudran
  Director of Athletics, Jonathan Gill
  Director of Special Education, Michael Mack

  Building-level Command Posts and Incident Command Structures are defined in the building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org or FEMA website.

- 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. The PIO (Public Information Officer), has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. As such, we have tested/exercised our communication systems on 2/10/21 – via Connect Ed, Robo Call, and posting to the website.
- 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, Assistant Superintendent for Finance and Operations, Assistant Superintendent for Curriculum, Assistant Superintendent for Special Education, Assistant Superintendent for Personnel, Director of Facilities, Director of Technology. 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 phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system via Connected Ed, Robo Call and the website**.**
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Payroll, Purchasing and Accounts Payable. Recognizing the need for job cross-training, we have trained individuals with the following job titles: Payroll, Accounts Payable, and Purchasing. We have also established the ability to maintain these essential functions off-site from remote locations by working remotely. Each staff member has been issued a laptop which enables them to work remotely. Off-site function was tested commencing March 20, 2020.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities will provide building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. At no time will products not approved by the Westbury UFSD be utilized.
- 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 Personnel has provided cross-training of staff to ensure essential functions. 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
  - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods.

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

PPE & Face Covering Availability:

- The Westbury UFSD 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 germs 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 Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Nassau University Medical Center to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The District will maintain an inventory of PPE in accordance with Board of Education policy and NYS Department Education guidelines, and continually restock the same as needed

- All PPE will be purchased following all federal, state, and local laws and District policies.
- The District will comply with the manufacturer's storage recommendations for each PPE item
- Requests for PPE will be made and tracked through the school building and District office
- PPE equipment will be readily available, when needed
- PPE will be stored at the central warehouse and supplies and secured appropriately by the Director of Facilities and custodians at each school building.
- PPE will be delivered to each building based on the number of staff in that building

The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible.

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

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

Response:

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

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The Districtwide 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 Districtwide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.

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

(5) Preventing Spread and Disinfection

On Wednesday, March 2, 2022, the Westbury UFSD shifted to a "mask optional" environment. On the evening of Tuesday, March 1, 2022, the district received a joint memo from the New York State Department of Health and the New York State Education Department, regarding updated protocols for public school districts. Highlights of the memo that the district will be adopting as updated protocols include the following:

Mask Optional Environment- In the Schools, on Busses, and Extra-Curricular Activities
District will adhere to a "mask optional" environment in the schools, on buses, and during extra-curricular activities. In a "mask optional" environment, it will be up to each individual scholar, with guidance from their parents; faculty, staff members and administrators to decide for themselves whether to wear a mask while in our schools, on busses, and during extra-curricular activities. The mask optional environment will also include staff, visitors, and volunteers. *Please note that the school cannot enforce a parent's intent to have her/his child wear a mask, nor can a parent choose to wear their child sits in a classroom based on the mask optional environment.*

Should we notice a sudden increase in positive pandemic viral cases at our schools or in the community, we will immediately pivot to a "mask requirement" environment once again.

Required Mask Wearing
The New York State Department of Health and New York State Department of Education state that any individual who tests positive for pandemic viral cases and is asymptomatic, may return to school/work (see below for return procedures). However, the individual may be *required* to wear a mask.

Recommended Mask Wearing
As a public health strategy, it is recommended that anyone deemed a close contact of a person who has tested positive for any pandemic related virus wear a mask for five days after exposure.

Individuals who test positive for COVID-19 will be required to isolate for a **minimum** of five (5) days, regardless of vaccination status. If symptoms persist, further isolation will be required; otherwise, she/he may attend work or school after the 5-day isolation period. That individual **MUST** wear a mask for days six through ten. Individuals who choose not to wear a mask may stay home for days 6-10. The district continues to use a digital release form for individuals to return to school/work after the **minimum** 5-day isolation period.

https://docs.google.com/forms/d/e/1FAIpQLScA68M_8zvgw_4OtDd-_eZEm_xJT01cciPVvbcJ69ittm832g/viewform

Individuals should follow up with the department of personnel for district protocol.

Quarantining for a potentially exposed individual is not required. The notification allows for individuals and families to consider the following recommendations:

- Wear a mask in that setting for a total of 10 days.
- Consider testing immediately upon notification of potential exposure and five days after
- Look for any symptoms within that 10-day period.

Lunch/Snack
At this time there are no restrictions on lunch/snack procedures. Please note that any changes that will be made in the buildings will require some transition time.

New York State Mandated COVID-19 Testing of Unvaccinated Staff
Unvaccinated staff members are no longer required to submit weekly test results.

Moving Forward
As the nation shifts from pandemic to endemic, we will begin to methodically revisit our other existing pandemic procedures and protocols. Any decisions that we make regarding future pandemic procedures will be made in collaboration with our Board appointed medical providers and based on CDC and New York State Health Department guidance. Please continue to exercise safe practices and take good care of yourself and each other.

Facilities: Cleaning and Sanitizing

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

Routine cleaning of school settings includes:

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

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

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

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including 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 the Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

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

Hand Sanitizing:

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

Trash removal:

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

In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will collaborate with the Nassau County Department of Health and follow the recommended steps to mitigate the infectious disease.

During a declared public health emergency, the district will:

● Disinfect work area/s, common area surface/s, and shared equipment.
● Conduct daily health checks involving a daily digital questionnaire to identify possible symptoms
● Require daily temperature checks upon entering any district facility in accordance to New York State Health Department guidelines
● Cooperate with all state and local health departments regarding contact tracing, isolation, and quarantine efforts
● Assist public health departments in identifying who may have had a contact at school with a confirmed case by:

- ❑ keeping a log of any visitors, including the date, time, and were in the school they visited;
- ❑ assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

The District will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by faculty, staff, students, and visitors. In the case of individual testing positive, the District will support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program and local health department.

Additionally, if an individual who was in a facility used or owned by the District for the instruction of students is discovered to have tested positive to any current communicable disease, the District in consultation with the local health department will do the following:

- ❑ Immediately close the affected area
- ❑ Investigate all movements and interactions of students/staff over the previous week.
- ❑ Arrange for thorough cleaning and disinfection of areas affected by Custodians and/or cleaners. All completed cleaning will be documented and reported to the building administrator.
- ❑ Work with the New York State Department of Health to notify all potential contacts.

(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 C, Essential Employee Worksheets, page 52**.**

● All entrances will be locked and monitored by security monitors/greeters.
● All employees and contractors will be required to sign in with the district's and completing the self-screening questionnaire prior to entering a school facility
● All employees and contractors will be required to possess a work I.D.
● Payroll, attendance, and school building sign in will further document an employee's presence on campus.

Employees Need and District Approach

Employees Need	District Approach
Testing	Employees will be permitted to access applicable laws or sick time while testing is pending due to exposure or work remotely if applicable
Treatment	Employees will be permitted to access applicable laws or sick time while treatment is underway
Isolation	Employees will be permitted to access applicable laws or sick time while in isolation due to onsite exposure or work remotely if applicable
Quarantine	Employees will be permitted to access applicable or sick time while in quarantine due to exposure at work or work remotely if applicable Employees who are required to quarantine due to exposure <u>not at work</u> and are not able to telework (i.e., custodian) will be required to use sick time

(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, although not required, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Residence Inn Garden City (516-742-2500)

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

In addition, the District will do:

- Our Family and Community Engagement along with District PPS faculty will coordinate with the WUFSD
- McKinney Vento Homeless Liaison to collaborate with local/county community-based organizations, faith based organizations, social services, etc. to secure housing.
- PPS faculty will assist families in navigating emergency housing and make the necessary referrals to appropriate community agencies who may assist.

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, Westbury UFSD 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 Districtwide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The Districtwide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

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 districtwide school safety plans. The new requirements for the development of a cardiac emergency response plan essentially formalize and embed within districtwide 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 amendment to Education Law Section 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 Section 2801-a(2)a(h) require that the school safety training for students and staff required in the districtwide school safety plan must now include training in sudden cardiac arrest. Additionally, effective January 20, 2026, Education Law Section 2801a(2)(n), provides that districtwide 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 Section 3000-b

Building-level emergency response plans: Effective September 1, 2025, amendments to Education Law Section 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 D. (Building-specific details are included in the building-level emergency response plans).

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

Cardiac-emergency response plan means a school or district written plan developed in collaboration with the Director of School Health Services or a duly licensed physician, nurse practitioner, physician assistant, or registered professional nurse that outlines specific actions and procedures for recognizing and responding to a sudden cardiac arrest or similar life threatening health emergency at any school site owned or operated by a school or at a location of a school sponsored event, including venue-specific, but not limited to athletic programs. Each plan shall integrate nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association. Pursuant to sections 101, 207, 305, and 2801-a of the Education Law, CR155.17 (a).

- **Amendments to Section CR136.4(a)(b)(c)(d)(e)(f)(g)**
  - **Instructional school facility** includes buildings or facilities maintained by a school district, board of cooperative educational services (BOCES), county vocational education and extension board, charter school, or nonpublic school where instruction is provided pursuant to its curriculum.
  - **School-sponsored or school-approved curricular or extracurricular events or activities** include events or activities of a school district, BOCES, county vocational education and extension board, charter school, or nonpublic school that are associated with its instructional curriculum or otherwise offered to its students.
- **AED Requirement in Facilities:**
  - Each school district, BOCES, county vocational education and extension board, charter school, and nonpublic school must provide and maintain on-site functional automated external defibrillator (AED) equipment in each instructional school facility for emergency use.
  - Each facility must have sufficient AEDs to ensure ready and appropriate access during emergencies.
  - Quantity and placement of AEDs must be determined with appropriate consideration (as required by the regulation).
- **Trained Staff at School Events:**
  - Whenever an instructional school facility is used for a school-sponsored or school-approved curricular or extracurricular event or activity, school officials and administrators responsible for the facility must ensure the presence of at least one staff person trained in AED operation and use pursuant to Public Health Law §3000-b(3)(a).=
- **Athletic Events:**
  - During any school-sponsored athletic contest or competitive athletic event held at any location, school officials and administrators' responsible must:
    - Ensure AED equipment is provided on-site; and
    - Ensure at least one staff person trained in AED use (pursuant to Public Health Law §3000-b(3)(a)) is present during the event.
- **AED Standards and Maintenance:**
  - Each AED must be FDA-approved for adult and/or pediatric use, as appropriate for the anticipated population.

- AEDs must be used according to manufacturer instructions, with attention to operating procedures, maintenance, and expiration dates.
- Each school district, BOCES, county vocational education and extension board, and charter school must ensure AEDs are:
    - Clearly marked,
    - Accessible, and
    - Maintained in accordance with American Heart Association or other nationally recognized emergency cardiovascular care guidelines.

- **Reporting AED Use:**

- Pursuant to Public Health Law §3000-b(3)(d), any use of an AED must be:
    - Immediately reported to the appropriate local emergency medical services system, emergency communications center, or emergency vehicle dispatch center; and
    - Promptly reported to the emergency health care provider.

- **Signage Requirements:**

- Each school district, BOCES, county vocational education and extension board, charter school, and nonpublic school must post a sign or notice at the main entrance of the facility or building where the AED is stored.
- The sign must indicate the AED's location within the building or facility.
- Each AED must be clearly marked.

APPENDIX C

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring 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 the 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 cannot 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).

6. **School administration or designee notifie**s
   • parent/guardian or staff member's emergency contact in accordance with district policy.
7. Document
   • In accordance with district policy, document events 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 Call 911. For building-specific information, please refer to the Building Level Response Plan
Number to call for help on school grounds Call 911. For building-specific information, please refer to the Building Level Response Plan
Number to call to notify if SCA occurs at offsite location Call 911. For building-specific information, please refer to the Building Level Response Plan
Secondary contact number if primary is not available Call 911. For building-specific information, please refer to the Building Level Response Plan.

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

Title	Description/Justification	Work Shift	Protocol
	governmental reporting, board/personnel actions, etc.		and district guidelines e.g., mask, social distance, etc.
Assistant Superintendent for Personnel	Supervise, oversee and approve the processing of new hires, leave requests, contracts, invoices, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by Supt following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Purchasing Agent	Supervise, approve and process payroll, purchase orders, time sheets, bills, invoices, checks, deposits, payments, bids, contracts, outside service agreements, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Supervisor of Security	Supervise, oversee, and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, and security of district buildings	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Supervising Security Guard	Supervise, oversee, and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, and security of district buildings	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Director for Facilities	Supervise, oversee, and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, and security of district buildings, grounds and facilities	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Supervisor for Facilities	Supervise, oversee and approve the processing of time sheets, purchase orders, bids, contracts, outside service agreements, governmental reporting, board/personnel actions; physical management, maintenance, and security of district buildings, grounds and facilities	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Head Custodian	Supervise, oversee and approve the processing of time sheets, purchase orders, inventory ordering/delivery; physical management, maintenance, cleaning and sanitizing of facilities and systems in a specific building	Physical presence only when needed – work shift flexible base on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Assistant Head Custodian	Supervise, oversee and approve the processing of time sheets, purchase orders, inventory ordering/delivery; physical management, maintenance, cleaning and sanitizing of facilities and systems in a specific building	Physical presence only when needed – work shift flexible base on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Director of Technology	Supervise, oversee and approve management, maintenance, distribution of technology hardware and software, internet/Wi-Fi services, contracts, online instruction/curricula, outside service agreements, professional development services, governmental reporting, board/personnel actions, etc.	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
Information Technology Manager	Supervise and oversee physical management, maintenance and distribution of technology hardware and software and internet/Wi-Fi services	Physical presence only when needed – work shift flexible base on need; has own office minimizing exposure to others	Report at own discretion or as requested by supt. following CDC, DOH and district guidelines e.g., mask, social distance, etc.
School Lunch Manager	Supervise and oversee preparation and distribution of meals, inventory ordering/delivery; approve purchase orders, time sheets, contracts, outside service agreements, governmental reporting, board actions, etc.	8:00-1:00 M/F and T/W/TH when needed	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Cook Manager	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Auditor	Oversee, prepare and process financial statements, cash flow/fund balance reports, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Senior Accountant	Oversee, prepare and process financial statements, budget appropriations, account ledgers, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, and other essential business functions	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Principal Account Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Principal Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Title	Description/Justification	Work Shift	Protocol
Principal Typist Clerk	Process new hires, leave requests, governmental reporting, board/personnel actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Senior Account Clerk	Prepare and process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Senior Personnel Clerk	Process new hires, leave requests, governmental reporting, board/personnel actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Purchasing Clerk	Prepare and process purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate workdays and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Account Clerk	Process payroll, purchase orders, bills, invoices, bids, contracts, checks, deposits, payments, governmental reporting, board actions, etc.	Physical presence only when needed: alternate work days and hours depending on department occupancy (e.g., 8:00-4:00 M/W/F or T/Th/F; 8:00-12:30 or 12:00-4:00 M-F, etc.)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Cook	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Title	**Description/Justification**	**Work Shift**	**Protocol**
Assistant Cook	Prepare and provide meals to students/community; take inventory and accept/store deliveries of food, supplies and equipment	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Food Service Helper	Assist with preparing and providing meals to students/community	Alternate schedules: 8:00-11:00 M/F or 9:00-12:00 M/F	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Senior Maintainer	Physical management and maintenance of district buildings and facilities	Physical presence only when needed – work shift flexible base on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Steam Firer	Physical management and maintenance of systems and facilities in a specific building	Physical presence only when needed – work shift flexible base on need; work days/hours may depend on building occupancy (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.
Groundskeeper	Physical management and maintenance of grounds	Physical presence only when needed – work shift flexible base on need; workdays/hours may depend on staff working (e.g., 8:00a-12:00p M/W/F)	Report as requested by supervisor following CDC, DOH and district guidelines e.g., mask, social distance, etc.

Security	Patrol district properties and check building/facility systems for safety and security	Alternate schedules: Sun – Sat: 12:00a- 8:00a, 8:00a-4:00p, 4:00p-12:00a; 7:00a-3:00p, 3:00p-11:00p; 11:00p-7:00a	Report as scheduled following CDC, DOH and district guidelines e.g., mask, social distance, etc.

CPR/AED Certified School Personnel: For a list of AED/CPR certified school personnel, please refer to the correspondent Building Level Emergency Response Plan.

Automated External Defibrillator (AED) Locations
Note: All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases. Number of AEDs needed inside the building and at each athletic practice and event: AED 2 Locations:

School	Location
Admin Building	1st Floor/Central Corridor
Facilities	Portable/Athletic Office
High School	1st Floor/Nurse Station
High School	1st Floor/Outside Coaches Room/Gym
High School	Portable/Coaches Room
Middle School	1st Floor/Nurse Station
Middle School	1st Floor/Guidance Office
Middle School	Portable/Phys. Ed. Office
Powells Lane	Nurse Station
Park Avenue	Nurse Station
Drexel Avenue	Nurse Station
Dryden St	Nurse Station

American Heart Association.

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.

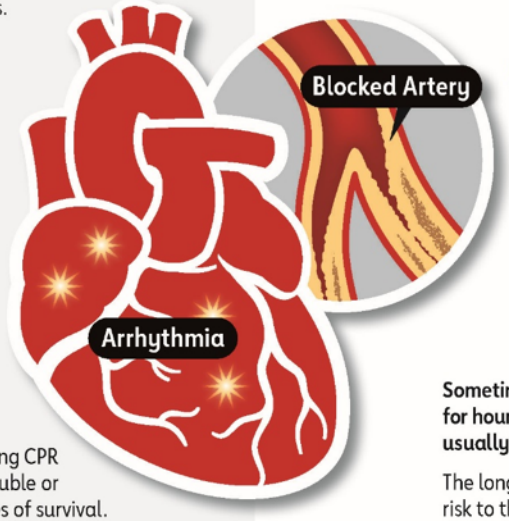
WHAT TO DO

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.



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.

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.

For more information on American Heart Association CPR, including training classes in your area, go to heart.org/ NATION.

Follow us: @American_Heart

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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

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!

Westbury UFSD
Districtwide School Safety Team
Membership List 2026-2027

As of 07/22/2026

Board of Education
Robert Troiano, Jr., President
Dr. Pless M. Dickerson, Trustee

Administration
Dr. Tahira A. DuPree Chase, Superintendent
Mary O'Neill, Acting Assistant Superintendent for Finance and Operations
Dr. Roger Bloom, Assistant Superintendent for Personnel, Chair
Robert Stein, Assistant Business Administrator for Operations

High School
Dana Docar, Physical Education Teacher

Middle School
William Tlasek, Project S.A.V.E. Coordinator
Kristy McNally, Library Media Specialist
TBD, Dean, Technology Teacher

Drexel Avenue
Alexa Sakal, Special Education Teacher

Powells Lane
Paul Almonte, Head Custodian

Dryden Street
Robin Greenberg, Reading Teacher
Katharine Joseph, Psychologist
Dayna Rosensky-Badillo, Social Worker

Park Avenue
Nicole Christensen, Assistant Principal
Todd Goodwin, Physical Education Teacher
Danielle Aprigliano, Special Education Teacher

Facilities
Brian Sudran, Director of Facilities
Michael Hardy, Assistant Director of Facilities

Security
Jennifer Doyle, Supervisor of Security, Chair
Zaneta Dean, Co-Chair

Special Education
Michael Mack, Director of Special Education

Athlethics
Jonathan Gill, Director of Athletics

Information Technology
Scott Van Kurin

Nassau County Police
Officer Todd Adkins
Officer Jessie Cooper

Old Westbury Police Department
Detective Michael Brown

Parents
Glenis Palacio
Erica Mendez