



2024-25 Roslyn UFSD



District-Wide School Safety Plan



OPEN FOR PUBLIC COMMENT

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ROSLYN UFSD

District-wide School Safety Plan

Policy Statement

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

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

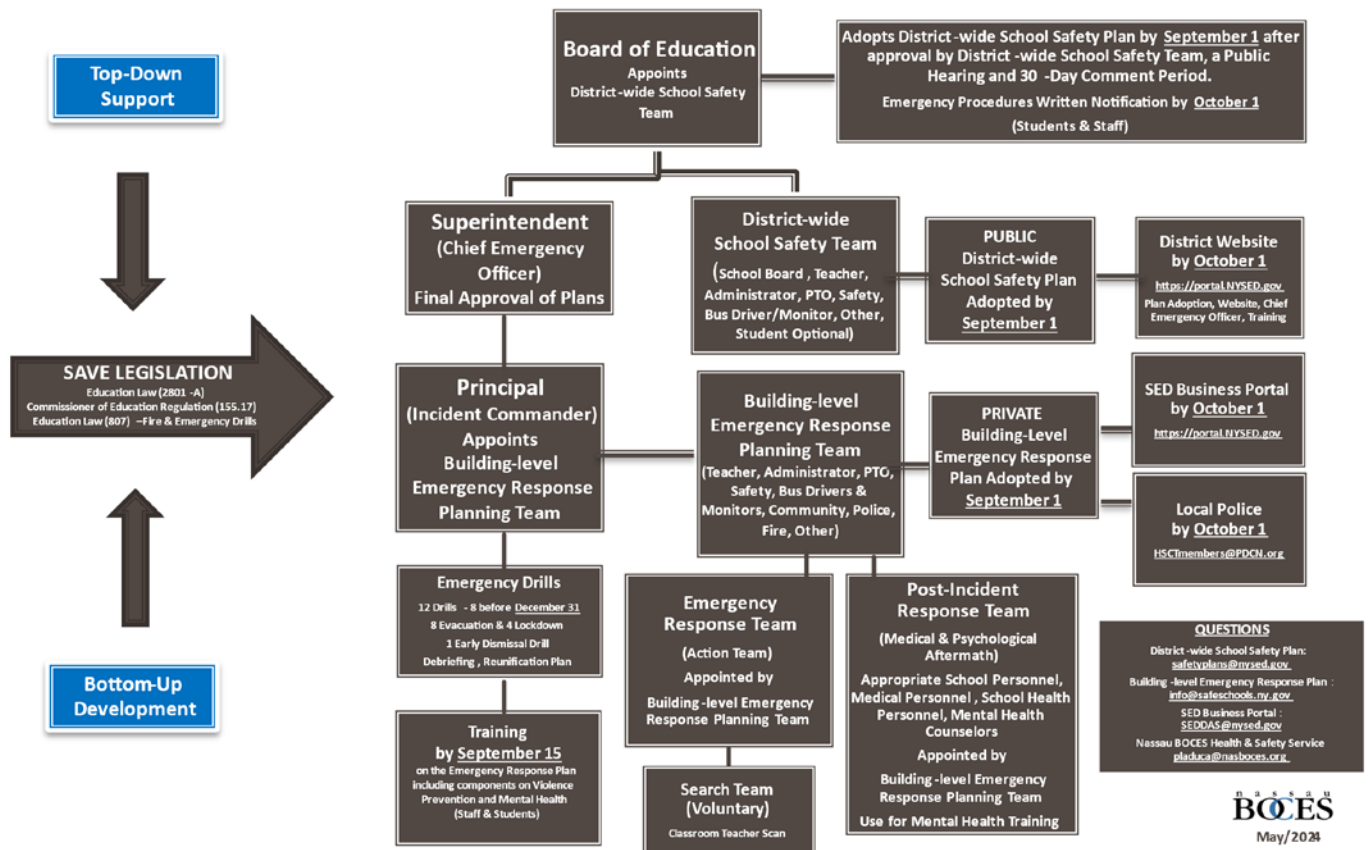
The District-Wide School Safety Team reviewed and approved the District-Wide School Safety Plan. The District-Wide School Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. By September 1st of each school year,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

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

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

Regulatory Requirements Overview

Safety Plans - Regulatory Requirements



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

Policies and procedures for:

- ☐ responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)
- ☐ responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
- ☐ contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
- ☐ contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
- ☐ contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)
- ☐ the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers,

administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

Prevention and intervention strategies, such as:

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

Arrangements and/or Procedures during emergencies for:

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

Policies and Procedures relating to school building security, including, where appropriate:

The use of school safety or security officers and/or school resource officers:

- Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
- security devices or procedures CR155.17(c)(1)(xi)(b)
- **Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)
- **Strategies for improving communication** among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)
- A **description of the duties of hall monitors** and any other school safety personnel CR155.17(c)(1)(xvii)
- A **description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii)

- **A description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- Protocols for **responding to state disaster emergencies involving public health**; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021
- The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)** ensure staff understanding of the district-wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

Policies and procedures for annual multi-hazard school safety training for staff and students providing that the district must:

- certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

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

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

Public Health Emergencies – Communicable Disease

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

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.

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

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

Effective June 23, 2022, Education Law 2801-a is amended to require schools to consider installation of Silent Panic Alarms in any school when reviewing and amending school safety plans. A Panic Alarm system is a silent security signal

generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

The District-wide School Safety Team will discuss the issue of Silent Panic Alarms at their meeting on September 19, 2024. It has previously been agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

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

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

Superintendent of Schools: Allison Brown

Address: 300 Harbor Hill Rd, Roslyn, NY 11576 **Contact #** (516) 801-5000

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum (**Specific information not included for posting purposes**). The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2024-25 school year on **September 19, 2024; January 16, 2025; May 29, 2025. Minutes will be kept for each meeting and attendance documented (see Appendix B).**

- Meryl Waxman Ben Levy, School Board Member
- Wendy Svitek, Teacher Representative
- Craig Johanson, Administrator
- Jennifer DiSanti and Danielle Gross, Parent/Teacher Organizations
- Keith Macias, School Safety Personnel
- Dalton Samuels, Others including School Bus Drivers and Bus Monitors
- Student Representative (TBD)

Responsibilities of the District-Wide School Safety Team

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

- 1) **Annual multi-hazard school safety training will be completed by September 15th** including training programs for students and staff in **violence prevention and mental health** which may be included in existing professional development. New employees will receive training **within 30 days of hire**. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.
- 2) Dissemination of information regarding early detection of potentially violent behavior.

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

Building-Level Emergency Response Planning Team

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

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

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

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

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives in the School District include:

- Non-violent **conflict resolution** training programs

- **Peer mediation** programs
- **Extended day** and other school safety programs
- **Youth-run** programs
- **Mentors** for students concerned with bullying/violence
- 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
- **Safety Stations** have been established throughout all school buildings
- The **Fire Department** conducts annual training in all school buildings
- The School District works closely with the Nassau County Police Department 6th Precinct POP Officers
- We have implemented **PBIS** (Positive Behavior Intervention System)
- We have implemented the **Second Step** program for Social-Emotional Learning.

Training, Drills and Exercises

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

- Trauma-informed Emergency Dismissal Drill (at a time not to occur more than 15 minutes earlier than normal dismissal time) to test communication and transportation. **Parents to be notified at least one-week prior to drill.**
- Trauma-informed live drills including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and lockout.
- Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
- Trauma-informed Situational Drills
- Tabletop exercises may be used as a training resource for staff.
- Emergency Response Team exercises
- Building pre-clearance searches

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

Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

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

Implementation of School Security

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation.

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

Based on these findings we have implemented the following security measures:

- Entrance guards/ hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department and by Covert Investigations School Security and Safety (a security consultant) 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 is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a color coded pass badge system. Upon entry into the building the visitor must show photo identification; the individual is then screened, receives a badge, and remains in the vestibule until escorted to their destination. Any visitor in the building without an appropriate badge would be immediately questioned by building staff and the Security Director would be informed and appropriate measures taken.
- Video surveillance – closed-circuit TV security
- NYS certified security guards
- A designated School District Security Director/Consultant
- 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 District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies (**See Appendix C**). Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. **Annual multi-hazard school safety training for staff and students on the Building-Level Emergency Response Plan will be completed by September 15th of each school year** 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/ssd/documents/MentalHealthResourcesforEducators.pdf>
<http://www.p12.nysed.gov/ssd/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- A description of the roles and responsibilities of the Building-Level Emergency Response Planning Team.
- The building level Incident Command System including the roles and responsibilities of designated staff.

- The Building-Level Emergency Response Plan procedures for implementing the following emergency response terms: shelter/shelter-in-place; hold/hold-in-place; evacuate/evacuation; lockout and lockdown.
- Procedures for conducting drills as noted in the section above on **Training, Drills, and Exercises**.
- District and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health also noted above.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to defuse 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.
- Select staff members trained annually in Crisis Prevention Intervention (CPI).

Other methods for informing parents and students include:

- Cyber Bullying and Internet Safety
- School social worker outreach
- School counselor involvement
- School Dean Involvement
- Social-Emotional Learning programs (Second Step)
- Positive Behavior Intervention Support program (PBIS)
- Communication to parents on violence prevention and early recognition
- Conflict resolution programs

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

Hazard Identification

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

- I-495 service roads - both North and South and Locust Lane
- Northern State Parkway at Roslyn Road; at Locust Lane
- State Route 25 (Northern Boulevard) and Glen Cove Road
- Glen Cove Road in front of the Harbor Hill Elementary School
- LIRR Roslyn Train Station
- Chemical Transfer Station at 289 Locust Lane
- Chemical Transfer Station at 601 Glen Cove Road

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

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data**

Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR). With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Behavioral 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 Security Director/On-site Security Staff
- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

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

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

Follow-up:

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

Evaluation:

The District-Wide School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

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

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The **Code of Conduct was updated on July 2, 2024**, made available and posted on our website.

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

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

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

School	Phone	Fax	E-Mail
Roslyn High School	516 801 5100	516-801-5108	sandrews@roslynschools.org
Roslyn Middle School	516 801 5200	516-801-5208	cjohanson@roslynschools.org
East Hills Elementary School	516 801 5300	516-801-5308	sma@roslynschools.org
Harbor Hill Elementary School	516 801 5400	516-801-5408	mhazen@roslynschools.org
Heights Elementary School	516 801 5500	516-801-5508	mwood@roslynschools.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 (Blackboard Connect). However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System

Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

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

Hostage Taking:

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

- ☐ The first person aware of the situation will immediately notify the principal's office, Director of Security 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/Unidentified Visitors:

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.
- ☐ Immediate notification to on-site security staff and Security Director.
- ☐ A Hold-in-Place should be called throughout the building until a resolution to the incident.
- ☐ After using situational awareness to determine safety, the principal or designee may approach the intruder to determine the nature of their presence and ask them for identification.
- ☐ The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- ☐ If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- ☐ **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- ☐ The School Superintendent's office will be notified so appropriate resources can be made available to the district.
- ☐ The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping or Missing Student:

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

During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.

- ☐ The School Superintendent and Director of Security will be notified.
- ☐ Parent/guardian will be notified. If student is not found, police will be notified.
- ☐ The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- ☐ Parents will be notified immediately if the student is located.

During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.

- ☐ If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).
- ☐ The School Superintendent and Director of Security will be notified.
- ☐ The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- ☐ The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- ☐ Parents will be notified immediately if the student is located.

After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.

- ☐ Gather any information available on the student and their departure from school.
- ☐ Advise parent/guardian to contact friends.
- ☐ Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- ☐ Ask parent/guardian to re-contact school if student is located.
- ☐ The School Superintendent and Director of Security will be notified.

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.
- ☐ Inform Security Director.
- ☐ Determine level of threat with Superintendent (Activate Behavioral 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.
- ☐ Inform Security Director.
- ☐ If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- ☐ Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Roslyn High School	Dr. Scott Andrews	Mr. Dave Lazarus	Ms. Carol Murphy
Roslyn Middle School	Mr. Craig Johanson	Mr. Christopher Roth	Mr. Justin Gabrus
East Hill Elementary School	Ms. Sherry Ma	Ms. Jennifer Sheehan	Mr. Paul Cesarski, Jr.
Harbor Hill Elementary School	Ms. Michelle Hazen	Ms. Maria Kotsis	Ms. Julie Lomot
Heights Elementary School	Ms. Mary Wood	Ms. Jillian Brass	Ms. Colleen Feehan

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

Protective Action Options

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

- ☐ **School Cancellation** (Conditions warrant making a decision not to open schools)
- ☐ **Emergency Dismissal Drill** (Conditions warrant returning students to their homes)
- ☐ **Evacuate/Evacuation** (Conditions in the building are unsafe warranting relocation)
- ☐ **Shelter/Shelter-In-Place** (Conditions warrant movement to a safe place in the building)

- ☐ **Shelter/Shelter-In-Place (weather related)**
- ☐ **Shelter/Shelter-In-Place (Generic/Non-specific Bomb Threat)**
- ☐ **Shelter/Shelter-In-Place (Specific Bomb Threat)**
- ☐ **Hold/Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- ☐ **Lockdown** (The most serious situation for a school – a threat is in or immediately around the building)
- ☐ **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee
- Assistant Superintendent for Business & Administration
- Assistant to the Superintendent for Administration & Special Projects
- Assistant to the Superintendent for Technology and Security
- Assistant Administrator for Business
- Director of Community Relations
- Director of Security/Consultant
- Transportation Supervisor

- Food Service Director
- Director of Pupil Personnel Services
- Head Nurse(s)

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 \(cisa.gov\)](https://www.cisa.gov/enhancing-school-safety-using-a-threat-assessment-model)

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

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

3. Members of the NASTAC do not act in the capacity of traditional law enforcement taskforce members who have dual responsibilities to follow policies and procedures of the task force sponsoring agency and their own agency. The NASTAC member shall maintain the standard protocols and interests of its agency and follow all rules and regulations set forth by its agency. For example, members shall comply with matters of confidentiality and sharing of sensitive information in accordance with its agency policies and any applicable laws.

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

The Roslyn school district also has a Behavioral Threat Assessment Team (BTAT) designed to:

- mitigate all direct/indirect threats that the school district becomes aware
- treat those threats in a multi-disciplinary manner
- proactively identify any potential threats

This team is comprised of seventeen members, including: educators, mental health professionals, active law enforcement and district counsel. The team received two and a half days of extensive training conducted by Dr. Kostas Katsavdakakis. The team meets bi-monthly and as needed as situations arise. All faculty and staff were notified about the roles and responsibilities of this team and how to contact them with any concerns.

Forms and Recordkeeping

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

APPENDIX A

Parents/Students/Staff Annual Notification

ROSLYN School District

EMERGENCY PLANNING • A GUIDE FOR PARENTS/STUDENTS/STAFF

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

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

GENERAL INFORMATION:

The Roslyn Union Free School District has established a **District-Wide School Safety Plan (which is posted on our website at <https://www.roslynschools.org/Page/2155>)** and a **Building-Level Emergency Response Plan** for each School Building in the District. **The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public.** Each of these plans is coordinated with police, fire, and other officials in the county and state-wide agencies.

WHAT ARE THE SCHOOL SECURITY PROCEDURES?

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

HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

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

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

WHAT KIND OF EMERGENCIES DOES THE SCHOOL DISTRICT'S EMERGENCY PLAN ADDRESS?

- Criminal offenses such as bomb threats, kidnapping or violent behavior.
- Natural hazards such as severe weather, earthquake, air quality.
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash.

- Medical emergencies including serious contagious disease, accident or illness of a student or staff member.

ARE THERE EMERGENCY PLANNING DRILLS?

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

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

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

HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?

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

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

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

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

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

WHAT CAN I DO TO PLAN AHEAD?

The two most important things you can do are:

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

PRINCIPAL CONTACTS:

School Building	Principal's Name	Telephone #
High School	Dr. Scott Andrews	(516) 801-5100
Middle School	Mr. Craig Johanson	(516) 801-5200
East Hills Elementary School	Ms. Sherry Ma	(516) 801-5300
Harbor Hill Elementary School	Ms. Michelle Hazen	(516) 801-5400
Heights Elementary School	Ms. Mary Wood	(516) 801-5500

APPENDIX B

District-wide School Safety Team Meeting Minutes and Attendance, May 30, 2024

Required Attendance

Representatives	Name	Absent/Present
School Board Member	Meryl Waxman Ben-Levy	Remote
Teacher Representative	Wendy Svitek	Present
Administrator	Craig Johanson	Present
Parent Organizations	Jennifer DiSanti and Danielle Gross	Present
School Safety Personnel	Keith Macias	Present
Others: Bus Drivers/Monitors	Dalton Samuels	Present
Student (Optional)		

Additional Attendance

Central Office	Michael Goldspiel, Susan Warren
Facilities and Operations	Thomas Szajkowski
Food Services	Dawn Piteo
Technology	Jason Lopez, Jessica Kemler
Law Enforcement	P.O. Michael Costanzo, NCPD

Agenda

- Formally announce members of the team for submission and approval to the Board of Education for school year 2024-25.
- Discuss and announce key personnel to work on the District Wide Safety Plan for the 2024-25 school year.
- Re-Cap drills conducted for the school year 2023-24.
- Discuss NYSED mandatory changes to the District-Wide Safety Plan and Building Level Emergency Response Plans effective school year 2024-2025.
- The Next District Wide Safety Team meeting date is set for September 19, 2024.

APPENDIX C

Suicide Prevention/Intervention Guidelines 2023-2024

These Guidelines contain best practices for administrators, qualified school professionals (psychologists and social workers), and secondary supports (school counselors and nurses) to follow when concerned that a student may be at risk for suicide.

Trainings on suicide prevention and intervention take place at the start of every school year at a Faculty meeting by the building Principal and or Northwell Health staff. Throughout the school year, ongoing communication is provided regarding procedures and protocol for all school staff. The behavioral health staff engages in ongoing professional development and training throughout the school year through the Northwell Health Partnership.

Clerical staff should be trained and informed of what to do when a staff member brings a student at risk (e.g., do not let a student leave, must find a psychologist/social worker/counselor/administrator, etc.)

Teachers, students, parents, community members must be informed of who the behavioral health staff consists of. Staff/Faculty should contact any member of the behavioral health staff if an incident occurs.

Behavioral Health Staff/Crisis Response Team Consists of:

- Psychologists
- Social Workers
- School Counselors
- School Nurse
- Principals
- Assistant Principals
- Director of Guidance
- Dean of Students
- Pupil Personnel Service Director
- Assistant Pupil Personnel Service Director
- Security

Notification Protocol:

At the elementary level, teachers or other concerned persons should contact the building administration and mental health team members. Teachers, students, or other concerned persons at the secondary level should notify the Counseling Center immediately. Do not email. Teachers should escort the student to the Main Office (elementary) or Counseling Center (secondary). **Express urgency to the clerical staff** that a school psychologist or school social worker needs to be found immediately.

The student should never be left alone once determined to be at risk. A teacher can contact the main office if they need assistance to cover their class in order to escort the at-risk student to the appropriate location.

Guidelines for Evaluating Student Risk to Self or Others:

- Teachers, students or other concerned persons should notify a mental health professional(s) (school psychologist or school social worker) immediately.
- The student is interviewed by the mental health professional(s) to assess the degree of risk involved.
- Mental health professionals will contact the building principal; if the building principal is not available, the Director of PPS and/ or Director of Guidance and the Director of Security will be notified of the situation.

- If the risk is assessed to be moderate or high, these procedures will be followed:
 - The student should not be left alone. A responsible adult shall remain with the student.
 - The parent(s) guardian will be notified immediately, and pick the student up to seek immediate mental health support.
 - If the parent(s)/guardian is not willing or able to come to school, advise the parent that 911 will be called.
 - If the parent does not follow-up with mental health support, CPS will be contacted.
 - School staff WILL NOT assume the responsibility of treating a suicidal student. However, after a referral for treatment has been made to a community agency or mental health professional, the staff functions in a supportive way and may often collaborate with the students' therapist.
- If assessment indicates that the situation is not life threatening but the student exhibits warning signs of potential suicide, these procedures will be followed.
 - The parent(s)/guardian will be notified immediately.

A plan will be developed in consultation with specific crisis team members, including the building principal and/or Director of Guidance, Director of Pupil Personnel Services. The plan will include a list of mental health agencies that will be given to the parent(s)/guardian, including a referral to the Northwell Health Urgent Care Center.

Contacting the Parent/Guardian

If a mental health professional determines that a student is at risk for suicide, or is expressing suicidal thoughts, the parent(s)/guardian shall immediately be contacted. Do not contact the parent/guardian if the risk of suicide is related to parent/guardian abuse or neglect in which case CPS is called. When contacting the parent(s)/guardian to notify him/her their child is at risk for suicide, the following guidelines shall be applied:

The Mental Health Professional will:

- Identify themselves and their position within the school
- Explain the purpose of the call, expressing the concern regarding the student's mental health status.
- Inform the parent(s)/guardian that he/she believes the student is at risk of suicide and indicate warning signs or observed behavior that supports the concern. The mental health professional will request the presence of the parent(s)/guardian at the school immediately if the student is at moderate to high risk. He/she will inform the parent(s)/guardian that the safety of the student will be maintained until the parent(s)/guardian arrives. If the parent/guardian is not willing/able to come to school, 911 will be called.
- Discuss whether the parent(s)/guardian are aware of the student's mental health status and inquire whether the student has received counseling in the past and/or present. Inform the parent/guardian that an immediate evaluation is necessary before returning to school.
- If the child is receiving ongoing therapy from a community-based mental health professional that is aware of the suicidal risk, the school will accept documentation identifying that a current issues-based treatment plan is in place. The parent(s)/guardian shall provide such documentation to the school. The mental health professional shall indicate to the parent that communication with the therapist would be helpful to ensure school success. The school will request a release of information form from the parent to communicate with the private mental health provider.
- Inform the parent(s)/guardian of the legal requirement to call CPS and report abuse or neglect if the student is considered to be at risk for attempting suicide and the parent(s)/guardian refuses to provide care necessary for the student's health.
- Provide referral information for counseling/evaluation resources emphasizing that all services would be at the parent/guardian's own expense.
- Document the details of the phone call to the parent/guardian, including the date/time, the response from the parent/guardian.
- Contact 911 if the mental health professional is unable to make successful contact with at least one parent(s)/guardian of the student by the end of the school day.

Conducting a Suicide Risk Assessment

(Conducted by mental health and other professional (i.e., psychologist or social worker))

First, **trust your instinct**. If any staff member has the slightest suspicion about a drawing, a statement in a writing assignment, or a change in disposition, it is important for that staff member to contact a mental health professional immediately.

Generally speaking, the line of questioning by the mental health professional shall cover three general categories:

Interview Questions to Ask:

- Are there any thoughts of suicide?
- What is your plan?
- Do you have access and availability?
- When would you plan on doing this?
- Was there a trigger event?
- Have you told anyone else about your thoughts and plan?
- Do you know anyone who has ever attempted suicide?
- Have you ever tried before?
- How hopeful or helpless are they feeling?

Nature of the thoughts: If the nature of the thoughts entails realistic efforts for self-harm and there are reasonable means to carry out the threat, the risk for harm would be considered high.

The plan to carry out intentions: A young person with thoughts of suicide might articulate his/her intention to do a variety of different things to carry out his/her own self-demise. If the student can articulate any kind of coherent plan, this means his/her thoughts have materialized to the level of outlining steps he/she might take to stop his/her pain. Suicide is a permanent solution to temporary discomfort and sometimes fleeting emotional pain. It is your role to intervene, and listening is the first step in this process. ***One example of a suicidal plan might include taking a large dose of pills. This is a threat that should be taken seriously. Another example would be a threat to use something electric and take it into the shower. This is accessible means (e.g., blow dryers) and self-harm could be immediate.***

Suicide Risk Assessment - Student Interview

The following questions are provided as a guideline to uncover the level of risk. The line of questioning is designed to determine whether there has been a history of suicidal behavior, whether there is a current workable plan in place and whether the student has experienced a recent loss, whether the student has any perceived social supports in place and whether the student has engaged or is currently engaging in risky behaviors.

Guiding Questions:

History:

- How long have you been having these thoughts?
- Have you ever had thoughts like this before?
- Have you ever tried to harm yourself? How?
- How many times have you tried?
- Who do you know that has attempted or committed suicide?

Expressed Plan:

- If you were to try to take your own life, have you thought about how you **would do it**?
- Do you have access to such a method?
- Do you have pills, blade, etc...currently in your possession?
- Where would you do it?

If the student is able to articulate a specific plan that suggests targeted times when no one is around or a method for preventing access by others to stop an attempt (e.g., barricading) this is a clear indication that the risk for self-harm is high.

Support Systems:

- Why do you feel it would be better to die than to keep living the way things are?
- Are there people or activities that can make you feel better?
- Have you told anyone else about these thoughts that you have had?
- Is there a time that things seem to go well for you?
- Who do you feel closest to?
- Do you have a friend or someone in your life that you can share these feelings with?
- Can you think of someone who would be devastated by your decision and how does that make you feel?
- Are there any future events that you are looking forward to?

Other Important Information:

- Are you currently taking any medication or using any drugs or alcohol?
- Are there guns in your house? Can you access the weapons?

Do not leave the student alone or isolated. Ensure that adult supervision is available. This includes supervising the student while he/she is in the office of a qualified school professional or administrator. Simply because the student is in someone's office, does not mean that he/she is safe. Direct adult supervision is required.

Risk for Harm Categories

Risk for Harm Categories provide a way for schools to determine and assign a level of risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. Based on level of risk, school staff should develop action plans to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category are not an exhaustive list, but are provided as a frame of reference.

Category 1: High Risk

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearm or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest. Responses may include: immediate action to secure the individual, arrest or hospitalization, facility lock down, security response, parent notification, and on-going case management. The child's safety, "medical/psychological clearance" is highly recommended prior to returning to school. If the student returns to school without clearance, additional human support must be provided.

Category 2: Moderate Risk

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include: immediate action to secure individuals, security response, parent notification, psychological consult/evaluation, referral for counseling. **Requires "medical/psych clearance" before the child can return to school.**

Category 2: Low/No Risk for Harm

Upon assessment it appears there is insufficient evidence for any risk or harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include: investigation of the situation, notification and involvement of others as needed, etc.

Re-entry into School

(Coordinated by school principal, counselor/psychologist/social worker)

- Before a student returns to school following the evaluation due to elevated risk of suicide or suicidal ideation, a letter or a copy of the documented current treatment plan from a mental health facility or licensed mental health provider stating that the student is no longer at imminent risk for harming themselves or others shall be provided to the school.
- A reentry meeting shall be held at the school to include the parent/guardian, an administrator and at least one mental health professional. The student shall not return to the classroom until the reentry meeting has been held. Non-school mental health professionals working with the student may be present at this meeting to offer recommendations and additional support.
- All of the student's records shall be made available at this meeting and a release of information shall be completed in order for the school to communicate with other service providers.
- The school shall obtain a copy of a letter or a copy of the documented current treatment plan stating the student is no longer at risk for suicide.
- A plan of action shall be created and agreed upon by the student and parent in order to help the student reintegrate back into the school.
- If the student is returning after inpatient hospitalization:
 - It is recommended that the parent/guardian provide a copy of the discharge summary from the hospital before the student reenters the school setting. The discharge summary may include but not limited to, the student's diagnosis, behavior and progress during treatment, therapeutic recommendations such as individual, family, and/or group therapy, and recommendations for school based staff. The discharge summary shall also indicate the nature and reason for the student's discharge, whether he/she has stabilized and achieved treatment goals, was discharged without authorization and against recommendations from the psychiatric staff, or whether the discharge was related to insurance coverage.
 - A letter from the mental health facility stating that the student is no longer at risk for harm to him/herself shall be provided if such information is not formally indicated in the discharge summary.
- A follow-up meeting may be scheduled to assess student progress and amend the Plan of Action if necessary. Any outside mental health providers currently assisting the student shall be included in such meetings.

Roslyn Suicide Prevention Resources

Northwell Health Behavioral Health Urgent Care Center

156 1st, lower level

Mineola, NY 11501

(516) 321-5770

(516) 321-5779 fax

Psychiatrists:

Dr. John Sawicki
75 Plandome Road, Suite 21
Manhasset, NY 11030
516-439-4126

Dr. Andrew Kent
1841 Merrick Avenue
North Merrick, NY 1156
516-379-5900

Dr. Robert Katz
2631 Merrick Road, Suite 403
Bellmore, NY 11710
516-409-2098

Developmental Behavioral Pediatrician:

Dr. Jack Levine
833 Northern Blvd., Suite 230
Great Neck, NY 11021
516-734-2997

Pediatric Neurologists:

Dr. Greg Rosen
522 Old Country Road
Plainview, NY 11803
516-336-2010

Dr. Andrew Kent
350 Hicksville Road
Bethpage, NY 11714
516-937-3500

Therapists:

Terri Schoenig, PhD.
9 Greenridge Park
Garden City, NY 11530
516-747-5571

Phillip Stein, PhD.
520 Franklin Avenue, Suite 211
Garden City, NY 11530
516-693-8089

Dr. Sherry Henig, PhD.
380 N. Broadway
Jericho, NY 11753
516-933-9758

Dr. Robert Margolis, PhD.
2442 Bellmore Avenue
Bellmore, NY 11710
516-781-7007

Adelphi University
Center for Psychological Services
516-800-ADELPHI

Hofstra University
Psychological Evaluation, Research, and Counseling Clinic
516-463-5660

Additional Local Resources

- RVC Behavioral Health Center: 516-927-1630
- Mineola Behavioral Health Center: 516-321-5770
- South Oaks Hospital Admissions: 631-608-5885
- Cohen Pediatric Behavioral Health Urgent Care: 718-470-3148
- Cohen Pediatric Emergency Department: 718-470-3768
- Long Island Crisis Center: 516-679-1111
- Center for Hope: 516-216-5194
- CPS Mandated Hotline : 1-800-342-3720
- National Suicide Prevention Lifeline: 800-273-8255

Suicide Prevention & Mental Health Resources

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

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

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

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

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

Additional Resources:

www.suicide.org

www.mayoclinic.org/healthy-lifestyle/end-of-life/in-depth/suicide/art-20044900

www.helpguide.org/articles/grief/coping-with-a-loved-ones-suicide.htm

Glossary

SUICIDE

The deliberate termination of one's own life- "completed suicide"

SUICIDE ATTEMPT

A failed, premeditated or spontaneous attempt to terminate one's own life. The attempt was incomplete due to a miscalculation by the individual, or by intervention of a second party, or by the individual changing his/her mind part-way through the attempt.

SUICIDAL GESTURE

An action by an individual to hurt themselves but without the direct desire to terminate their life. Such a gesture may involve an overdose or some other type of self-destructive behavior but not of a serious enough nature to cause death.

SUICIDE THREAT

Threatening orally or in written form to take one's own life without the precedence of an action to carry out this threat.

SUICIDAL IDEATION

Thinking or fantasizing to take one's own life without the presence of any action to carry out these thoughts.

APPENDIX D

Roslyn School District

2801-a (2)(m) District-wide Safety Plan:

Protocols for a State Disaster Emergency Involving a Communicable Disease

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

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

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

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

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent of Schools	District activities and Chief Emergency Officer	The Supt makes all major decisions affecting district activities, operations and staff.	As Needed	Building sign in sheets
Superintendent Secretary	District operations, personnel items, BOE secretary	Support Superintendent with ongoing district activities	As needed	Building sign in sheets
Central Office Administrators	Assistant Superintendents	The three Assistant Superintendents supervise district operations in Business, Personnel and Curriculum. They ensure ongoing activities continue and serve as back up to the Superintendent of Schools.	As needed	Building sign in sheets
Building Administration	Principals Assistant Principals Curriculum Coordinators	Supervise the staff and daily operations of the school buildings	As needed	Building sign in sheets
Main office/Guidance Clerical	Clerical support for building Admin	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Asst. Bus Administrator	In-depth business analysis/ invoicing/ purchasing agent	Performs in-depth analysis of business operations, oversees all purchasing activities, back up to Asst. Supt for Business	As needed	Building sign in sheets
Treasurer	Financial activities and funds transfers	Banking/ financial operations/ funds transfers/ reconciliation	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Typist Clerk - Business	Personnel Action For Civil Service/ Purchasing/ Budget Vote/ BOE Agenda	Printing and mailing, contracts and other updates after Board Meeting, employee changes, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Account Clerk Benefits	Employee Benefits/ FLEX/ Workers Compensation	Enrollment/Mailing letters/documentation/check processing	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Account Clerks Payroll	Payroll processing	Ongoing payroll services	As needed - 8:00 am – 4:30 pm – staggered by day or morning.	Building sign in sheets
Account Clerks Business Office	Purchasing/ Accounting/ Accounts Payable	District-wide purchasing, accounting and record keeping, bill payments	As needed - 8:00 am – 4:30 pm	Building sign in sheets

			Staggered by day or morning afternoon shifts	
Principal and Senior Typist Clerk - Personnel	Personnel Action for instructional staff	Mail and communication with instructional personnel, leaves of absence, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Food Service Director	Oversees and supervises food operations	Provides ongoing and emergency meals to students	As needed	Building sign in sheets
Transportation Administration	Director, Asst. Director, Asst. Dispatcher, Clerical	Supervises and/or communicates with transportation staff. Utilizes all communication and tracking software. Parent inquiries	As needed	Building sign in sheets
Bus Drivers/Bus Attendants	Transportation services	Provides continuity of student transportation. Assist with meal distribution	As needed	Building sign in sheets
Facilities Director	Supervises all building and operations staff	Ensures safety, cleaning and function of all district buildings and grounds	As needed	Building sign in sheets
Maintenance/Grounds/Custodian/Cleaners	Ensures building and grounds cleaning and operations	Ensures buildings and grounds are operational and sanitized for students and staff	As needed - 5:30 am – 10:00 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Technology Director and IT Manager	IT Management	Infrastructure support, instructional technology and supervises IT staff	As needed	Building sign in sheets
Technology Specialists	Technology Support	Support IT infrastructure, distribution and maintenance of personal devices	As needed	Building sign in sheets
IT Clerical	Clerical support for IT Office	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Pupil Personnel Director, Asst. Director	Supervises PPS staff and services	Ensure continuity of services for special education and other student support services	As needed	Building sign in sheets
Account Clerk - PPS	STAC, bill payment, purchasing	Ongoing business services	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
PPS Clerical	Clerical support for PPS	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Nurses	Health office	Distribution of medication and other consultation	As needed	Building sign in sheets

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

Telecommuting Protocol: Technology

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures.

Technology can be leveraged in different ways to meet local needs, including but not limited to:

- 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)
- The Roslyn school district maintains a 1:1 program that affords ALL students and teachers a school issued device that is able to connect to the internet. Additional Technology Devices Assessments, include but are not limited to:
 - 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.

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

Work shift Modification(s)

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

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

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

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

Personal Protective Equipment (PPE) Protocol

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- 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.
- 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.
- 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. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Plan for Storage/Access

PPE Supply Management

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

Disposable Face Covering Supplies (Suggested Amounts)

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 (Suggested Amounts)

Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

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

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to be sick, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals can return to the area and resume school activities immediately after cleaning and disinfection.

Notifications:

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

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

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

Preparedness, Response and Recovery

Preparedness

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

- The District-wide Command Center will be at The Administration Building with the alternate at RHS Principal’s Office and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

➤ Ms. Allison Brown	Superintendent of Schools	No. 1
➤ Mr. Thomas Szajkowski	Chief Emergency Officer	No. 2

- **Ms. Susan Warren** **Assistant Superintendent for Business & Admin.** **No. 3**
- **Mr. Michael Goldspiel** **Assistant Superintendent for Secondary Education** **No. 4**
- **Ms. Karina Báez** **Assistant Superintendent for Elementary Education** **No. 5**

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

➤ The school district has designated the district Security Director as the Communicable Disease Safety Coordinator (administrator), whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinator shall be the main contact upon the identification of communicable disease cases and are responsible for subsequent communication. The coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the communicable disease public health emergency and plans implemented by the school.

➤ Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. A school district Public Information Officer (PIO) (Cynthia Younker) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with the Assistant to the Superintendent for Technology and Infrastructure (Jason Lopez) to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. We test and exercise our communication systems throughout the year.

➤ 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:

Allison Brown	Superintendent
Susan Warren	Assistant Superintendent for Business & Finance
Michael Goldspiel	Assistant Superintendent for Curriculum and Instruction/Human Resources
Cindy Samide	Director of Pupil Personnel
Thomas Szajkowski	Assistant to the Superintendent for Administration and Special Projects

➤ Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; phones and cell phones, texting and the public media. (Cynthia Younker) has been designated to coordinate this effort and act as the central point for all communication. Available in the district are email, telephone, radio, twitter and mass parent and staff communications. We have test/exercise our communication systems throughout the school year.

➤ The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Purchasing, accounts payable, payroll, benefits, and Treasurer. The district maintains employee redundancy as it pertains to these essential business office functions. We have also established the ability to maintain these essential

functions off-site from remote locations. The district houses a main server for our financial functions, and a redundant back-up server offsite. In addition, employees serving essential business functions were issued a district laptop to facilitate remote access to their primary job functions.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.
- Human Resources 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 provided cross training of staff to ensure essential functions. Human Resources will work in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include remote teaching, learning and support. This may include providing devices to those children and staff who require them, as well as professional development and learning standards.
- On-line instruction; on-line resources; on-line textbooks, Google classroom, etc.
- Communication modalities for assignment postings and follow-up: telephone; e-mail; automated notification systems; website postings

Response

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Assistant to the Superintendent for Technology and Infrastructure to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The 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 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.

Recovery

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

Disinfection Protocol

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

Disinfecting:

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

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

Hand Sanitizing:

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

Trash removal:

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

Alternate Cleaning Methods:

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

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

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Staff Absenteeism

- Instructional staff will call into the Absence Management System when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.

- Local health departments (LHD) will assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs and school districts and private schools may consult and collaborate on masking and testing decisions. Some school districts cross county boundaries. Schools should follow the guidance of the LHD for the county in which the school building is located.

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

Consider daily symptom checks, absences, and supervisor notification.

Hours and Work Locations Protocol

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.

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

Emergency Housing Protocol

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

1. The Roslyn, Tapestry Collection by Hilton (516) 625-2700
2. Hilton Garden Inn Roslyn (516) 626-3600
3. Holiday Inn Express Roslyn (516) 627-2460
4. Long Island Marriott Uniondale (516-794-3800)

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

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

Department of Health Requirements

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

- Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.

- Public Health Consultation and Immediate Reporting: 516-227-9639
- *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 **Superintendent (Allison Brown)** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Assistant Superintendent of Human Resources, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on September 19, 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 school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Definitions included in the legislation are provided below.

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

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

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

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

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

APPENDIX E

Remote Instruction Plan & Student Access Survey

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction:
 - Provide each student with a device (Chromebook K-10 and iPads 11 & 12) and each teacher with a laptop.
 - Provide ongoing professional development for staff and faculty on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
- Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
 - The district will ensure that all students and teachers have working devices. Working with the district social workers, the Technology Department will provide a wireless hotspot to support remote learning to any student or teacher who is without internet access at home.
 - Student data privacy and security will be maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
 - Adapted from [Roslyn Schools Technology and Connectivity](#)
- 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;
 - Students will follow a period by period day (including electives).
 - All subjects are taught synchronously via video conferencing platforms (such as Google Meet, Zoom, etc.). This includes all elective courses.
 - Daily attendance is taken at the beginning of class (Google Meet will auto-generate a list of meeting participants at the conclusion of each meet, which is automatically emailed to the host).
 - Students will be required to participate in all virtual classes with their video on at all times.
 - Elementary Schools
 - Harbor Hill School - 8:05 to 2:30 (time is subject to change).
 - East Hills School and Heights School - 8:55 to 3:20 (time is subject to change).
 - MS classes will take place from 7:35-2:19 (time is subject to change).
 - HS class will take place from 8:00-2:44 (time is subject to change).
 - This model will include opportunities for whole group and small group instruction once per six day cycle for all core classes.
- A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
 - All students that require textbooks, paper, school supplies, etc. will receive the necessary materials via a home delivery from transportation, following school bus routes.

- For students with disabilities for whom remote learning is not appropriate, the students will meet in their designated school building/classroom with the necessary PPE, if necessary and possible.
- For students with disabilities for whom remote learning is not appropriate if in-person instruction is not possible, individualized instruction will take place remotely via video conferencing in a small group/individualized setting.
- All students will continue to receive their mandated services.
- 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;
 - In accordance with existing law and regulation as well as guidance we have received from the NYS Department of Education, Roslyn Public Schools has developed comprehensive plans for services to be provided in-person, remote, and/or through a hybrid model. All plans address the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. We will ensure collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served. We will ensure students with disabilities have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students. We will ensure parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA.
 - Adapted from [Roslyn Public Schools Special Education Remote Plan](#)
- For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.
 - Elementary Remote Model
 - Harbor Hill School - 8:05 to 2:30 School Day
 - 8:05 to 11:00 - AM session (2hrs. 55 Min.) 2. 11:00 to 12:00 - LUNCH
 - 12:00 to 2:30 - PM Session (2.5hrs)
 - East Hills School and Heights School - 8:55 to 3:20 School Day
 - 8:55 to 11:50 - AM session (2hrs. 55 min.) 2. 11:50 to 12:50 - LUNCH
 - 12:50 to 3:20 PM session (2.5hrs)
 - NOTE: Elementary classes will be a mix of synchronous and asynchronous instruction. Opportunities for small group work will take place during the virtual schedule.
 - Secondary Remote Learning Model
 - Students will follow a full-day schedule including electives
 - All subjects are taught synchronously with Zoom/Google Meet (including electives)
 - Daily attendance is taken via Zoom/Google Meet at the beginning of class
 - Students will be required to participate in all Zoom/Google Meet classes with their video on at all times

- MS classes will take place from 7:35-2:19 (time is subject to change)
 - HS class will take place from 8:00-2:44 (time is subject to change)
 - Breaks during the day (lunch/free periods) will be screen time off
 - This model will include opportunities for whole group and small group instruction once per six day cycle for all core classes.
- Security and Safety
- Ensure student data privacy and security will be maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
 - Students must type their first and last name and enable their online learning session so that the teacher can identify and see each student before allowing them into the session.
 - Where applicable, students will be admitted to the "waiting room" and their teacher then will individually admit students into the online learning session.
 - The Roslyn High School and Middle Schools Codes of Conduct are still enforced during remote learning.

APPENDIX F

Threat Assessment Guidance

Threat Assessment and Management (TAM) teams are multi-disciplinary groups that help identify, assess, and mitigate potential threats, to include threats of domestic terrorism and/or other acts of targeted violence (e.g., hate crimes, school shootings, active shooters).

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 through the creation of a Comprehensive Targeted Violence Prevention Plan.

Components of the Plan

- Forming a Multidisciplinary Threat Assessment Team
- Identifying Behaviors of Concern
- Establishing Central Reporting Mechanisms
- Defining the Threshold for Law Enforcement Intervention
- Establish Threat Assessment Procedures
- Develop Risk Management Options
- Promoting Safe School Climates
- Providing Training to Stakeholders

The Threat Assessment Process and the Secret Service “10 Key Findings”

- Incidents of targeted violence at school rarely were sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- No accurate or useful “profile” of students who engaged in targeted school violence exists.
- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
- Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.

District and Building Level Threat Management Teams should be comprised of, but not limited to:

- Team Leader/ Case Manager
- Administrative Staff
- Mental Health Professional/Counselor
- Law Enforcement
- Attorney (In-House/Retained externally if needed)
- Security (In-House, Liaison with Law Enforcement)
- Additional members, as needed

Although schools have a relatively low rate of violent crime in comparison to other settings, concerns about school shootings have stimulated increased school security and use of zero tolerance discipline. Threat assessment is a more proactive and flexible violence prevention practice that is used when an individual threatens to commit a violent act or engages in threatening behavior. Threat assessment includes the identification, assessment, and management of threats with the goal of resolving conflicts or problems before they escalate into violence. A widely used example of threat assessment is the Virginia Student Threat Assessment Guidelines, which allows school-based teams to follow a decision-tree process to resolve less serious, transient threats quickly while focusing greater attention on more serious, substantive threats.

Controlled studies show that this approach leads to fewer suspensions and school placement changes as well as more positive assessments of school climate and safety by school staff and students.

Additional resources:

- https://www.nyscfss.org/files/ugd/10c789_3c12ced9566e438f85664b2c26616871.pdf
- <https://www.nyscfss.org/resources-threat-assessments>
- <https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>
- <https://www.secretservice.gov/protection/ntac>
- <https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/yvp-projects-resources/comprehensive-school-threat-assessment-guidelines>
- https://drive.google.com/file/d/1GigunoA_Xpw137r0pr0vxwoUhV1i60X/view?usp=sharing

**U.S. Department of Homeland Security
United States Secret Service
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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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms. c. Threshold for Intervention Should be Low. d. Identify Other Concerning Statements or Actions. 	The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through School Safety and the Educational Climate (SSEC) provisions. This consists of the Dignity for all Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR) which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated Code of Conduct sets the Standard.
Step 3: Create a Central Reporting Mechanism <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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.

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



UNITED STATES SECRET SERVICE ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

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

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

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

KEY CONSIDERATIONS

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

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

CREATING A TARGETED VIOLENCE PREVENTION PLAN

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

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

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

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

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

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

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

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

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

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

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